



Department of Education [CASE]
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda
Vadodara 390 002
Phone: 0265 2795516, 2792631, 2784969

Date: 24.08.2012

CERTIFICATE

*This is to certify that the work contained in this thesis entitled, "A STUDY OF STUDENTS WITH DISABILITY IN THE UNIVERSITIES OF GUJARAT" submitted by Hemendra S. Mistry to The Maharaja Sayajirao University of Baroda, Vadodara, India for the degree of **Doctor of Philosophy** in Education is a record of bonafied research work carried out by him under my supervision and guidance. The result embodied in the same have not been submitted elsewhere for the award of any degree or diploma. It is further stated that the doctoral research was carried out fulfilling the requisite attendance criteria as per O. Ph. D.: 3 (i) of The M. S. University of Baroda, Vadodara.*

Vadodara
August, 2012

Prof. S. C. Panigrahi
Department of Education (CASE)
Faculty of Education and Psychology
The M. S. University of Baroda
Vadodara – 390002.

A STUDY OF STUDENTS WITH DISABILITY IN THE UNIVERSITIES OF GUJARAT

*A
Thesis*

*to be Submitted to
The Maharaja Sayajirao University of Baroda, Vadodara
For the degree of*

**Doctor of Philosophy
in
EDUCATION**

Guide

PROF. S. C. PANIGRAHI

Investigator

H. S. MISTRY



**CENTRE OF ADVANCED STUDY IN EDUCATION (CASE)
FACULTY OF EDUCATION AND PSYCHOLOGY
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
VADODARA**

August 2012

DECLARATION

*I Hemendra S. Mistry hereby declare that the research work reported in this thesis entitled **A STUDY OF STUDENTS WITH DISABILITY IN THE UNIVERSITIES OF GUJARAT** submitted for the award of the degree of **Doctor of Philosophy in Education** is original and has carried out in the Department of Education (CASE), Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. I further declare that this thesis is not substantially the same as one, which has already been submitted in part or in full for the award of any degree or academic qualification of this university or any other institution or examining body in India or abroad.*

Vadodara
August, 2012

H. S. MISTRY

To
My Father
Late Shri Sureshbhai M. Mistry
who taught me to face difficulties of life

&

My Mother
Shri Lalitaben S. Mistry
for her love, care and sacrifice of her wishes for
my higher studies

ACKNOWLEDGEMENT

First of all, thanks to **God Almighty** for always stood beside me and showing path in all ebbs and tides.

Deepest sense of gratitude and sincere thanks to my guide **Prof. S. C. Panigrahi**, Head, Department of Education (CASE), Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, for his constant inspiration and quality guidance throughout the study.

My sincere thanks to **Prof. R. G. Kothari**, Dean, Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, and **Prof. S. Kumar** (Professor Emeritus), Department of Education (CASE), Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, for their administrative and logistic support.

Thanks to **Dr. Ashutosh Biswal**, Associate Professor, Department of Education (CASE), Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, for his friendly attitude and continuous inspiration during the total process of the study.

Thanks to **Dr. R. C. Patel**, Associate Professor & Director IASE, Department of Education (CASE), Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, for providing opportunity to work with different projects during the study.

Special thanks to **Mr. Avtarjit singh**, Assistant Professor, School of Education, DAVV, Indore, Madhya Pradesh, for his immense and in valuable help throughout the study.

Thanks to my friends **Mr. Jay Rathod** and **Dr. Jayesh Patel** for extending their help at different phases of this research work.

Sincere thanks to all the **Vice Chancellors, Registrars, and Heads of the Departments** of all the nine universities of Gujarat for their genuine help during the total process of data collection.

Thanks to all the **Students with Disability** for providing responses which were very essential for completion of this study. I wish them all the success in life.

Sincere thanks to my brothers **Vinod, Chetan, Sanjay & Shailesh** for their in valuable help and care right from the beginning of the study. Thanks are also to my nephews **Ritesh, Dharmesh, Niraj & Bina** for their help whenever required.

Thanks to all teaching and non-teaching staff of CASE and, each and every one whose direct or in-direct help in the completion of this study.

Vadodara
August, 2012

H. S. MISTRY

CONTENTS

	Page No.
ACKNOWLEDGEMENT	i
CONTENTS	ii-v
LIST OF TABLES	vi-vii
LIST OF FIGURES	viii
ABBREVIATIONS USED	ix-xi
 CHAPTER I: INTRODUCTION	 (1-40)
1.1 INTRODUCTION	1
1.2 CONCEPT OF DISABILITY	1
1.3 DEFINITIONS OF DISABILITY	2
1.4 CATEGORIES OF DISABILITY	4
1.5 CHARACTERISTICS OF YOUNG CwD	6
1.5.1 Children with Mental Retardation (CwMR)	6
1.5.2 Children with Visual Impairment (CwVI)	6
1.5.3 Children with Hearing Impairment (CwHI)	7
1.5.4 Children with Orthopaedic Impairment (CwOI)	7
1.6 MEANING AND DEFINITION OF SPECIAL EDUCATION	8
1.7 AIM AND OBJECTIVES OF SPECIAL EDUCATION	9
1.8 PRINCIPLES OF SPECIAL EDUCATION	9
1.9 ORIGIN OF SPECIAL EDUCATION	11
1.10 DEVELOPMENT OF SPECIAL EDUCATION IN OTHER COUNTRIES	12
1.11 INTERNATIONAL POLICIES FOR THE PwD	13
1.11.1 United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Education for the CwD	13
1.11.2 Education for All Handicapped Children (EFAHC) Act (1975), United States (US)	14
1.11.3 The Warnock Committee Report (1978), United Kingdom (UK)	14
1.11.4 UN Standard Rules on the Equalization of Opportunities for PwD (1993)	14
1.12 DEVELOPMENT OF SPECIAL EDUCATION IN INDIA	15
1.13 EDUCATIONAL POLICIES FOR THE CwD IN INDIA	17
1.13.1 Pre-Independence Scenario	17
1.13.2 Post-Independence Scenario	18
1.14 MAJOR LEGISLATIVE ACTS	21
1.15 MAIN RECOMMENDATIONS OF THE WORKING GROUP/STEERING COMMITTEE FOR THE WELFARE AND DEVELOPMENT OF THE PwD SET UP BY THE MINISTRY OF WELFARE	22
1.15.1 Tenth Five Year Plan (2002-2007)	22
1.15.2 Eleventh Five Year Plan (2007-2012)	23
1.16 FACILITIES OF SPECIAL EDUCATION IN INDIA	24
1.17 VOs WORKING FOR THE WELFARE OF PwD	25
1.17.1 GOs	26
1.17.2 National Level NGOs	26
1.17.3 IOs	27
1.18 SCENARIO OF PwD IN INDIA	27

1.19	STATUS OF SCHOOL EDUCATION OF CwD IN INDIA	29
1.20	STATUS OF HIGHER EDUCATION OF YOUTH WITH DISABILITY (YwD) IN INDIA	32
1.21	FACILITIES REQUIRED IN THE UNIVERSITIES FOR PwD	32
1.22	UGC SCHEMES FOR PwD	33
1.23	RATIONALE OF THE STUDY	33
1.24	RESEARCH QUESTIONS	36
1.25	STATEMENT OF THE PROBLEM	37
1.26	OBJECTIVES OF THE STUDY	37
1.27	EXPLANATION OF THE TERMS USED FOR THE PRESENT STUDY	38
1.28	DELIMITATION	39
1.29	ORGANIZATION OF CHAPTERS	39

CHAPTER II: REVIEW OF RELATED LITERATURE (41-74)

2.1	INTRODUCTION	41
2.1.1	Studies related to Characteristics and Personality of CwD	42
2.1.2	Studies related to Education and Training of CwD	46
2.1.3	Studies related to Problems and Needs of CwD	60
2.1.4	Studies related to Parents, Family and Community of CwD	66
2.1.5	Studies related to Facilities for CwD	68
2.2	IMPLICATIONS OF THE RELATED LITERATURE FOR THE PRESENT STUDY	72

CHAPTER III: METHODOLOGY (75-86)

3.1	INTRODUCTION	75
3.2	APPROACH	75
3.3	RESEARCH DESIGN	76
3.4	DATA REQUIRED FOR THE PRESENT STUDY	76
3.5	SOURCES OF DATA	77
3.6	POPULATION	77
3.7	SAMPLE	78
3.8	TOOLS AND TECHNIQUES OF DATA COLLECTION	79
3.8.1	Information Schedule for the Universities	80
3.8.2	Information Schedule for the Teaching Departments	80
3.8.3	Questionnaire for the SwD	80
3.8.4	Telephonic Interview for High and Low Achiever SwD	83
3.9	ORGANIZATION OF DATA COLLECTION: THE FIELD WORK	84
3.10	DATA ANALYSIS	85

CHAPTER IV: THE SETTING (87-112)

4.1.	INTRODUCTION	87
4.2	GUJARAT STATE: A PROFILE	87
4.3	HIGHER EDUCATION IN GUJARAT	90
4.3.1	BU, Bhavnagar	91
4.3.2	GU, Ahmedabad	92

4.3.3	GV, Ahmedabad	94
4.3.4	KU, Bhuj	95
4.3.5	MSU, Vadodara	96
4.3.6	NGU, Patan	101
4.3.7	SPU, Vallabh Vidyanagar	102
4.3.8	SU, Rajkot	104
4.3.9	SGU, Surat	105
4.4	SCENARIO OF PwD IN GUJARAT	106
4.5	STATUS OF SCHOOL EDUCATION OF CwD IN GUJARAT	107
4.6	FACILITIES FOR CwD IN GUJARAT	109
4.7	STATUS OF HIGHER EDUCATION OF PwD IN GUJARAT	110

CHAPTER V: DATA ANALYSIS, MAJOR FINDINGS, DISCUSSION AND CONCLUSION (113-212)

5.1	ENROLLMENT FIGURE OF THE SwD IN THE UNIVERSITIES OF GUJARAT	113
5.2	EDUCATIONAL PROFILE OF THE SwD IN THE UNIVERSITIES OF GUJARAT	115
5.3	ACADEMIC, FINANCIAL, SOCIAL AND HEALTH RELATED PROBLEMS OF THE SwD IN THE UNIVERSITIES OF GUJARAT	137
5.3.1	Academic Problems of SwD in the universities of Gujarat	137
5.3.2	Financial Problems of SwD in the universities of Gujarat	150
5.3.3	Social Problems of SwD in the universities of Gujarat	153
5.3.4	Health related Problems of SwD in the universities of Gujarat	156
5.4	HELP SEEKING BEHAVIOUR OF THE SwD IN THE UNIVERSITIES OF GUJARAT	161
5.5	FACILITIES PROVIDED TO THE SwD BY THE UNIVERSITIES OF GUJARAT	166
5.6	NEEDS TO OVERCOME THE PROBLEMS OF SwD	169
5.6.1	Academic Needs of SwD	170
5.6.2	Financial Needs of SwD	171
5.6.3	Social Needs of SwD	171
5.6.4	Health related Needs of SwD	172
5.7	CASE STUDIES OF ACADEMICALLY HIGH ACHIEVER AND LOW ACHIEVER SwD	173
5.8	MAJOR FINDINGS	191
5.8.1	Findings of Objective I (Enrollment figure of SwD)	191
5.8.2	Findings of Objective II (Educational Profile of SwD)	191
5.8.3	Findings of Objective III (Academic, Financial, Social and Health related Problems of SwD)	193
5.8.4	Findings of Objective IV (Help Seeking Behaviour of SwD)	197
5.8.5	Findings of Objective V (Facilities provided by the Universities of Gujarat)	199
5.8.6	Findings of Objective VI (Needs of SwD)	199
5.8.7	Findings of Objective VII	200
5.9	DISCUSSION	202
5.10	CONCLUSION	209

CHAPTER VI: SUMMARY OF THE STUDY (211-242)

6.1	INTRODUCTION	211
6.2	OBJECTIVES OF THE STUDY	214
6.3	METHODOLOGY	214
6.3.1	Research Design	214
6.3.2	Population	215
6.3.3	Sample	215
6.3.4	Tools	216
6.3.5	Data Collection	218
6.3.6	Data Analysis	219
6.4	MAJOR FINDINGS	220
6.4.1	Findings of Objective I	220
6.4.2	Findings of Objective II	220
6.4.3	Findings of Objective III	222
6.4.4	Findings of Objective IV	226
6.4.5	Findings of Objective V	228
6.4.6	Findings of Objective VI	228
6.4.7	Findings of Objective VII	229
6.5	DISCUSSION	231
6.6	EDUCATIONAL IMPLICATION OF THE PRESENT STUDY	238
6.7	CONCLUSION	240
6.8	SUGGESTIONS FOR FURTHER RESEARCH	241

BIBLIOGRAPHY (243-258)

APPENDICES (259-299)

APPENDIX I	FORWARDING LETTER FOR THE VICE CHANCELLOR OF THE UNIVERSITY	259
APPENDIX II	FORWARDING LETTER FOR THE UNIVERSITY GUEST HOUSE ACCOMMODATION	260
APPENDIX III	INFORMATION SCHEDULE FOR THE UNIVERSITY	261-264
APPENDIX IV	FORWARDING LETTER FOR THE HEAD OF THE DEPARTMENT	265
APPENDIX V	INFORMATION SCHEDULE FOR THE TEACHING DEPARTMENT	266-271
APPENDIX VI	QUATIONNAIRE FOR THE SwD	272-289
APPENDIX VII	TELEPHONIC INTERVIEW	290-297

LIST OF TABLES

Table No.	Title of the Table	Page No.
Table 1.1	Categories of Visual Impairment	3
Table 1.2	Categories of Hearing Impairment	3
Table 1.3	Age group and Disability wise Distribution of the Population of PwD in India	28
Table 1.4	Category wise Enrollment of CwD in General Elementary Schools in India	30
Table 1.5	Category wise Enrollment of CwD in General Secondary & Higher Secondary Schools in India	30
Table 1.6	Enrolment of SwD in the Universities in India	32
Table 3.1	Objectives and Tools wise Analysis of the Collected Data	86
Table 4.1	Literacy Status wise Distribution of the Population of PwD in Gujarat	107
Table 4.2	District wise Enrollment of the CwD at Primary Level in Gujarat	108
Table 4.3	Department wise Enrollment of the PwD in the Universities of Gujarat during the year 2008-09	111
Table 5.1	Enrolment figure of the SwD in the Universities of Gujarat for the Year 2008-09	114
Table 5.2	Age wise Distribution of the SwD	116
Table 5.3	Distribution of the SwD in terms of the Discipline of Study	120
Table 5.4	Distribution of the SwD in terms of the Percentage of Marks	121
Table 5.5	Distribution of the SwD in terms of Present Study	122
Table 5.6	Distribution of the SwD in terms of the Staying Place During Study	123
Table 5.7	Distribution of the SwD in terms of the Percentage of Disability	125
Table 5.8	Distribution of the SwD in terms of Onset of Disability	125
Table 5.9	Distribution of the SwD in terms of Economical Status of Family	126
Table 5.10	Distribution of the SwD in terms of Number of Siblings	127
Table 5.11	Distribution of the SwD in terms of their Parents' Qualification	129
Table 5.12	Distribution of the SwD in terms of Leisure Activities	133
Table 5.13	Distribution of the SwD in terms of Problems Related to the Syllabus	140
Table 5.14	Distribution of the SwD in terms of their Problems Related to the Reading	142
Table 5.15	Distribution of the SwD in terms of the Problems Related to Study	143
Table 5.16	Distribution of the SwD in terms of Problems Related to Library	146
Table 5.17	Distribution of the SwD in terms of Problems Related to Examination	147
Table 5.18	Distribution of the SwD in terms of Problems Related to Teachers	148

Table No.	Title of the Table	Page No.
Table 5.19	Distribution of the SwD in terms of Other Academic Problems	149
Table 5.20	Distribution of the SwD in terms of their Financial Problems	151
Table 5.21 (I)	Distribution of the SwD in terms of their Social Problems	154
Table 5.21 (II)	Distribution of the SwD in terms of their Social Problems	155
Table 5.22	Distribution of the SwD in terms of their Health related Problems	157
Table 5.23	Distribution of the SwD in terms of the Support of Disability Aid/Equipment	162
Table 5.24	Distribution of the SwD in terms of their Help Receiving from Others	163
Table 5.25	Distribution of the SwD in terms of Supporting Services Provided by the Universities	164
Table 5.26	Distribution of the Universities of Gujarat in terms of the Admission to SwD and Follows of 3 % Reservation Rule	167
Table 5.27	Distribution of the Universities in terms of the Facilities Provided to the SwD	167
Table 5.28	Distribution of the Universities of Gujarat in terms of the Special Facilities provided to the SwD	168
Table 5.29	Distribution of the Universities of Gujarat in terms of Counsellor and Specially Trained Staff Facilities	168
Table 5.30	Distribution of the SwD in terms of their Academic Needs	170
Table 5.31	Distribution of the SwD in terms of their Financial Needs	171
Table 5.32	Distribution of the SwD in terms of their Social Needs	171
Table 5.33	Distribution of the SwD in terms of their Health Related Needs	172
Table 5.34	Family Background Information of High Achiever SwOI	174
Table 5.35	Educational Background of High Achiever SwOI	174
Table 5.36	Family Background Information of Low Achiever SwOI	177
Table 5.37	Educational Background of Low Achiever SwOI	177
Table 5.38	Family Background Information of High Achiever SwVI	179
Table 5.39	Educational Background of High Achiever SwVI	180
Table 5.40	Family Background Information of Low Achiever SwVI	182
Table 5.41	Educational Background of Low Achiever SwVI	183
Table 5.42	Family Background Information of High Achiever SwHI	185
Table 5.43	Educational Background of High Achiever SwHI	186
Table 5.44	Family Background Information of Low Achiever SwHI	188
Table 5.45	Educational Background of Low Achiever SwHI	189

LIST OF FIGURES

Figure No.	Title of the Figure	Page No.
Figure 1.1	Educational Status of the Population with Disability in India	28
Figure 1.2	Schooling Level wise Enrolment of the CwD in India	31
Figure 4.1	Map of the Gujarat State	89
Figure 5.1	Gender wise Distribution of the SwD	117
Figure 5.2	Distribution of the SwD in terms of Habitation	117
Figure 5.3	Distribution of the SwD in terms of the Nationality	118
Figure 5.4	Marital Status wise Distribution of the SwD	119
Figure 5.5	Distribution of the SwD in terms of Mother Tongue	119
Figure 5.6	Distribution of the SwD in terms of the Category of Disability	124
Figure 5.7	Distribution of the SwD in terms of Other PwD in Family	128
Figure 5.8	Distribution of the SwD in terms of Vocational Training Received	130
Figure 5.9	Distribution of the SwD in terms of Scholarship Received	131
Figure 5.10	Distribution of the SwD in terms of Failing in Past	132
Figure 5.11	Distribution of SwD in terms of their Wish for Continue to Study	133
Figure 5.12	Distribution of the SwD in terms of Awareness of 3% Reservation Rule	134
Figure 5.13	Distribution of the SwD in terms of Engagement with Disability Organization	135
Figure 5.14	Distribution of the SwD in terms of the Affection of Disability in Selection of Course	138
Figure 5.15	Distribution of the SwD in terms of the Suitability of Time-table	139
Figure 5.16	Distribution of the SwD in terms of the Problems related to Participation in CCA	145

ABBREVIATIONS USED

AAC	Alternative and Augmentative Communication
AIU	Association of Indian University
ANCOVA	Analysis of Co-Variance
ANOVA	Analysis of Variance
AP	Academic Problems
AT	Assistive Technology
BE	Bachelor of Engineering
BU	Bhavnagar University
CABE	Central Advisory Board of Education
CCA	Co-Curricular Activities
CwD	Children with Disability
CwHI	Children with Hearing Impairment
CwMR	Children with Mental Retardation
CwOI	Children with Orthopaedic Impairment
CwVI	Children with Visual Impairment
DIET	District Institute of Elementary Teachers Training
DPEP	District Primary Education Programme
DWCD	Department of Women and Child Development
ECC	Early Childhood Care
EFA	Education For All
EFAHC	Education For all Handicapped Children
EMR	Educable Mentally Retarded
FAPE	Free Appropriate Public Education
FP	Financial Problems
GO	Government Organization
GOI	Government of India
GTU	Gujarat Technological University
GU	Gujarat University
GV	Gujarat Vidyapith
HRP	Health Related Problems
HSB	Help Seeking Behaviour
ICDS	Integrated Child Development Scheme

ICF	International Classification of Functioning
ICIDH	International Classification of Impairment, Disabilities and Handicaps
ICT	Information and Communication Technology
IDEA	Individual with Disabilities Education Act
IED	Integrated Education for Disabled
IEDC	Integrated Education for Disabled Children
IEP	Individualized Educational Programme
IIM	Indian Institute of Management
ILO	International Labour Organization
IO	International Organization
IRM	Indian Rural Managment
ITP	Individualized Training Programme
KU	Kutch University
M.Phil.	Master of Philosophy
M.Tech.	Master of Technology
MANCOVA	Multivariate Analysis of Co-Variance
MBA	Master of Business Administration
MHRD	Ministry of Human Resource and Development
MoW	Ministry of Welfare
MSJE	Ministry of Social Justice and Empowerment
MSU	Maharaja Sayajirao University of Baroda
NAAC	National Assessment and Accreditation Council
NCERT	National Council of Educational Research and Training
NCPEDP	National Council for Promotion and Education of Disabled Persons
NCT	National Commission on Teachers
NCTE	National Council for Teacher Education
NGO	Non Government Organization
NGU	Hemchandracharya North Gujarat University
NIT	National Institute of Technology
NPC	National Policy for Children
NPE	National Policy on Education
NPERC	National Policy on Education Review Committee
NPPwD	National Policy for Person with Disabilities
NSS	National Service Scheme
NSSO	National Sample Survey Organization

NTA	National Trust Act
NUEPA	National University of Educational Planning and Administration
OBC	Open Backward Class
Ph.D.	Doctor of Philosophy
PIED	Project Integrated Education for Disabled
PL	Public Law
POA	Programme Of Action
PTA	Parent Teachers Association
PwD	Persons with Disability
PwOI	Persons with Orthopaedic Impairment
RCI	Rehabilitation Council of India
RTE	Right To Education
SC	Scheduled Castes
SCERT	State Council of Educational Research and Training
SGU	Veer Narmad South Gujarat University
SP	Social Problems
SPSS	Statistical Package for Social Sciences
SPU	Sardar Patel University
SSA	Sarva Siksha Abhiyan
ST	Scheduled Tribes
SU	Saurashtra University
SwD	Students with Disability
TMR	Trainable Mentally Retarded
UEE	Universalization of Elementary Education
UGC	University Grant Commission
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nation's Children Fund
UPE	Universalization of Primary Education
US	United States
VEC	Village Education Committee
VO	Voluntary Organization
WHO	World Health Organization
YwD	Youth with Disabilities

CHAPTER I

INTRODUCTION

1.1 INTRODUCTION

Education in a democracy emphasizes the freedom, dignity of the individual, responsible citizenship, economic efficiency, self-realization and equality of opportunities. Right To Education (RTE) is a universal human right as mentioned in Article 26 (I) of universal declaration of human rights. From this point of view, on no grounds can any individual be denied the RTE. Moreover, the right of all children to develop to their maximum potential is inherent in the philosophy of democracy. The landmark passing of RTE Act 2009 marks a historic moment for the children of India as it gives guarantee to their right to quality elementary education by the state. RTE provides a ripe platform to reach the unreached, with specific provisions for disadvantaged groups including Children with Disability (CwD). The Indian Education Commission (1964-66) also recommended the education of CwD in regular schools. The National Policy on Education (NPE, 1986) focused special attention on the education of CwD for achieving the goal of Education For All (EFA). The urgency of the need to educate and rehabilitate the Persons with Disability (PwD) is not only based on altruistic and humanistic motive, but it also has an economic and political dimension. The uneducated and untrained CwD grow up into adults who are economically dependent and this influences the quality of life. It becomes imperative, therefore to train them in some kind of vocation which enables the PwD to become economically independent. In order to understand the present status of the education of the CwD in India, it is essential to know the concept of disability, meaning, history and concept of 'Special Education'.

1.2 CONCEPT OF DISABILITY

In India different definitions of disability conditions have been introduced for various purposes such as PwD Act (1995), Population Census and National Sample Survey Organization (NSSO). Census of India (2001) used its own version of definitions of disabilities and defined five types of disabilities:- (i) seeing, (ii) speech, (iii) hearing, (iv) movement, and (v) mental whereas NSSO (2003) in its 58th round defined five types of

disabilities viz. mental, visual, hearing, speech and locomotor. The definitions adopted by the Census and NSSO were based on social model whereas the definitions given in PwD Act (1995) was based on medical model. The medical model is based on various criteria of ascertaining abnormality or pathologic conditions of persons, whereas, there is no standardization for evaluating disability in social model due to absence of a proper conceptual framework. In common parlance, different terms such as disabled, handicapped, crippled, physically challenged, are used inter-changeably, indicating noticeably the emphasis on pathologic conditions. There is variance in definitions of different kinds of disabilities, but through the PwD Act (1995) which is built upon the premise of equal opportunity, protection of rights and full participation, it provides definitions of disabled person as a person suffering from not less than forty per cent of any disability as certified by a medical authority (any hospital or institution, specified for the purposes of this Act by notification by the appropriate Government). As per the act "Disability" means - (i) Blindness; (ii) Low vision; (iii) Hearing impairment; (iv) Locomotor disability; (v) Leprosy-cured; (vi) Mental retardation and (vii) Mental illness. The definitions of these disabilities given in act are presented below.

1.3 DEFINITIONS OF DISABILITIES

The definitions of various disabilities given in PwD Act (1995) were not found to be useful for enumerating the disabled population, particularly in Population Census process but these definitions are useful for education purpose as it is based on the medical model which is followed by educational institutes for admitting Students with Disability (SwD). The definitions of various disabilities mentioned in PwD Act (1995) are given as follows.

- **Blindness** refers to a condition where a person suffers from any of the following conditions:
 - (i) Total absence of sight.
 - (ii) Visual acuity not exceeding 6/60 or 20/200 (snellen) in the better eye with correcting lenses.
 - (iii) Limitation of the field of vision subtending an angle of 20 degree or worse.
- **Person with low vision** means a person with impairment of visual functioning even after treatment or standard refractive correction but who uses or is potentially

capable of using vision for the planning or execution of a task with appropriate assistive device. The following table 1.1 presents the categories of visual impairment.

Table 1.1: Categories of Visual Impairment

Category	Corrected Visual Acuity- Better Eye	WHO Definition		Indian Definition
		Standard*	Working#	
0	6/6-6/18	Normal	Normal	Normal
1	<6/18-6/60	Visual Impairment	Low Vision	Low Vision
2	<6/60-3/60	Severe Visual Impairment	Low Vision	Blind
3	<3/60-1/60	Blind	Low Vision	Blind
4	<1/60-PL	Blind	Low Vision	Blind
5	NPL	Blind	Total Blindness	Total Blindness

(World Health Organization - WHO, 1992)

* The standard WHO definition is solely based on visual acuity and does not take into account functional vision.

The working definition is solely used for reporting purposes and should not be used for eligibility of services.

- **Hearing impairment** means loss of sixty decibels or more in the better ear in the conversational range of frequencies. The following table 1.2 shows the categories of hearing impairment.

Table 1.2: Categories of Hearing Impairment

Category	Type of Impairment	DB Level (in better ear)	Speech Discrimination (in better ear)	% of Impairment
I	Mild	26-40 Db	80-100%	<40%
II	Moderate	41-55 Db	50-80%	40-50%
III	Severe	56-70 Db	40-50%	50-75%
IV	Total Deafness	No hearing	No discrimination	100%
	Near Deafness	91 Db & above	No discrimination	100%
	Profound	71-90 Db	<40%	75-100%

(Source: Ministry of Social Justice and Empowerment - MSJE)

- **Locomotor disability** means disability of the bones, joints muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy.

- **Leprosy cured person** means any person who has been cured of leprosy but is suffering from-
 - (i) Loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity.
 - (ii) Manifest deformity and paresis; but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity.
 - (iii) Extreme physical deformity as well as advanced age which prevents him from undertaking any gainful occupation, and the expression "leprosy cured" shall be construed accordingly.

- **Mental retardation** means a condition of arrested or incomplete development of mind of a person which is specially characterized by sub normality of intelligence. The categorization of mental retardation, on the basis of IQ levels has been done in the following manner:
 - (i) Mild IQ 50-70
 - (ii) Moderate IQ 35-49
 - (iii) Severe IQ 20-34
 - (iv) Profound IQ under 20

- **Mental illness** means any mental disorder other than mental retardation.

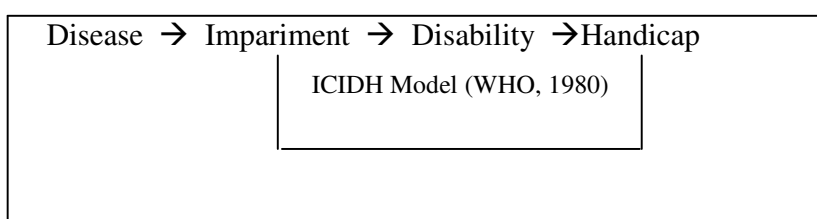
1.4 CATEGORIES OF DISABILITY

The WHO (1980) has defined the terms 'Handicap', 'Impairment' and 'Disability' through the publication of the International Classification of Impairments, Disabilities and Handicaps (ICIDH), which is a manual of classification relating to the consequences of diseases. The ICIDH proposes the concepts and definitions of Impairment, Disability, Handicap and Diseases, the relation between these dimensions.

Impairment: According to ICIDH, impairment is any loss or abnormality of psychological, physiological or anatomical structure or functions generally taken to be an organ.

Disability: Disability has been defined as any restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being, generally taken to be at the level of the individual. It denotes the consequences of impairment in terms of functional performance and activity by the individual.

Handicap: The ICIDH defines Handicap as disadvantages for an individual resulting from an impairment or disability that limits or prevents fulfillment of a role that is normal for that individual.



In 2001, WHO issued the International Classification of Functioning, Disability and Health (ICFDH) which distinguishes between body functions (physiological or psychological, e.g. vision) and body structures (anatomical parts, e.g. the eye and related structures). Impairment in bodily structure or function is defined as involving an anomaly, defect, loss or other significant deviation from certain generally accepted population standards, which may fluctuate over time (WHO, 2002). Since an individual's functioning and disability occur in a context, the ICFDH also includes a list of environmental factors. The ICFDH lists following nine broad domains of functioning which can be affected (WHO, 2002).

- Learning and applying knowledge
- General tasks and demands
- Communication
- Mobility
- Self-care
- Domestic life
- Interpersonal interactions and relationships

- Major life areas
- Community, social and civic life

The ICF was officially endorsed by all 191 WHO member states in the 44th World Health Assembly through the resolution 54.21 on 22 May 2001.

1.5 CHARACTERISTICS OF YOUNG CwD

The CwD exhibit certain characteristics that are making them different from the normal children. Category wise characteristics are listed below:

1.5.1 Children with Mental Retardation (CwMR):

- Exhibits a slow rate of learning
- Exhibits difficulty with memory (remembering)
- Is not an incidental learner (does not learn by observing others)
- Exhibits delays in expressive and receptive language development (diminished vocabulary late in language production)
- Exhibits overly aggressive behavior
- Self-stimulatory and/or self-injurious behaviour
- Experience sleep disturbances
- May be described as an imitable/fussy infant/toddler
- Withdrawn, noncompliant or aggressive
- Limited attention span
- Easily distracted
- Exhibits impulsive behaviour

1.5.2 Children with Visual Impairment (CwVI):

- Eye does not react to light sources
- Seems inattentive to visual stimuli, unless in close proximity or only when a sound (noise) accompanies visual stimuli
- Does not gaze (or visually explore) surroundings

- Does not attend or track (visually follow) a moving object
- Eyelids are red, encrusted, watery, or swollen
- Eye has a visible abnormality (i.e. drooping eyelid)
- Appears to be excessively sensitive to light

1.5.3 Children with Hearing Impairment (CwHI):

- Failure to exhibit a startle response (eyes blinking, rapid increase in sucking, whole body movement)
- Failure to localize (turn head or rotate eyes in the direction of a sound source)
- Failure to discriminate voices (startles cries at the sound of a familiar adult, doesn't show preferences for familiar adult)
- Presence of ear discharge or persistent ear infections
- Pulling of ear(s)
- Delay in language, does not imitate sounds, words)

1.5.4 Children with Orthopaedic Impairment (CwOI):

- Structural abnormalities (presence of a physical abnormality that impacts motor development or movement)
- Motor dysfunction (abnormal reflex patterns, lack of coordination of movements for age, occurrence of repetitious motor patterns or unexplained pauses in motor movement, poor balance, poor muscle tone)
- Delays in motor development (fails to meet developmental milestones at appropriate age, such as head control, rolling over, trunk control, sitting, pull to stand, creeping, etc.)
- Motor regression (motor or muscle tone appears to be deteriorating instead of becoming more mature and sophisticated)
- Neurological dysfunction (abnormalities in sucking behaviour, grasping, posture, reflexes, muscle tone. Delays in locomotion)

(Source: Mangal, S. K. (2009), Educating Exceptional Children: An Introduction to Special Education)

For very long time CwD were taught to be incapable of receiving education. In our country, we were practically at the stage of special education till the early 1980. CwD were, by and large, excluded from the general education system. Education of PwD was confined to special education only. The meaning, definition, aim, principles and origin of special education has been presented below.

1.6 MEANING AND DEFINITION OF SPECIAL EDUCATION

According to the theory of individual difference, there are many factors specific to each individual which are related to his/her learning, academic achievement and development. Some individuals can learn very fast but some cannot learn very fast but with suitable teaching-learning inputs they can learn the prescribed tasks, may be over a relatively longer time span. These individuals have special learning needs due to their learning problems arising out of physical or psychological deficit. Due to significant developments in medical science, technology and education, the individual with special learning needs can also be educated using special instructional methodology, instructional material, learning aids and equipment specific to their special learning needs. It also requires additional teaching competencies in the teachers. These special learning needs have given rise to the component of education known as Special Education. Special Education, therefore, is that component of education which employs special instructional methodology, instructional materials, learning-teaching aids and equipment, and special teaching aid managerial competencies to meet educational needs of PwD (Janigra and Mukhopadhyay, 1991).

Hallhan and Kauffman (1991) defines special education as specially designed instructions which meet the usual needs of children. This specially designed instruction may require special materials, teaching methods and technical equipment facilities.

Thus, special education is distinguished from usual educational provisions in terms of specific objectives, assessment, specialized content, instructional materials and methods of evaluation and evaluation procedure. For example,

- CwVI may require reading materials in large print or Braille.

- CwHI may require hearing aid, auditory training, lip reading etc.
- CwOI may require wheel chairs and removal of architectural barriers.
- CwMR may need skill training, related service such as special transportation, medical and psychological assessment, physical and occupational therapy and counseling may be required if special education is to be effective.

1.7 AIM AND OBJECTIVES OF SPECIAL EDUCATION

The **aim of special education** is to help individuals to develop fully according to their unique needs. The CwD to be systematically taught those skills for independent living which are learnt naturally by other children of their age.

Rajkumari and Sundari (2004), in their book on special education mentioned that special education has the same objectives as those of regular education like human resource development through providing appropriate education to children, national development, social reconstruction, civic development and vocational efficiency. In addition to these objectives special education has certain special objectives which are given below:

- (i) Early identification and assessment of special needs of CwD.
- (ii) Early intervention to prevent a handicapping condition from becoming a serious one for remediation of learning problems and compensation by teaching the child new ways of doing things.
- (iii) Parent counseling about prevention and remediation of defects, care, and training of CwD in daily living skills, self-help skills, pre-academic skills and communication skills.
- (iv) Community mobilization and awareness of problems of CwD and their education.
- (v) Rehabilitation of the CwD which is clearly stipulated by NPE (1986/1992).
- (vi) Effective living of CwD.

1.8 PRINCIPLES OF SPECIAL EDUCATION

According to Rajkumari and Sundari (2004), special education is based on the following principles:

- (i) **Individual Differences:** There are inter-individual differences and intra-individual differences. In other words, some students are very different from most in ways that are specific regarding education, and special education is required to meet their educational needs.
- (ii) **Zero Rejection:** All CwD must be provided a free and appropriate education. The school system does not have the option to accept or reject a child for education in a regular school.
- (iii) **Non-discriminatory Evaluation:** Students who need special education must be clearly identified to ensure that they receive appropriate services. Each student must receive a full individual examination before being placed in a special education programme with tests required at intervals to assess his/her progress and difficulties in learning.
- (iv) **Individualized Education Programme:** Students with special needs require individualized education programme either in a resource room or a special class in the regular school for some part of the day. Such education must match with their current level of functioning and their special needs.
- (v) **Least Restrictive Environment:** As much as possible, CwD must be educated with children with no-disability in the regular classroom. The regular classroom provides the least restrictive environment for CwD.
- (vi) **Special Process:** The process implies that the parents of CwD have the right to evaluate the efforts of the school system to identify and assess the CwD, to modify the programme of the school to meet the special needs of these children and, if they are not satisfied with the programme of the school, they have the right to withdraw their children from that school for a better programme in any other educational institution.

- (vii) **Parental Participation:** Special education can be made effective if parents participate actively in the educational programme designed for CwD.

1.9 ORIGIN OF SPECIAL EDUCATION

Universally in the past, PwD were viewed as bad omens, and were prevented from participating in the activities necessary for survival. They were excluded from the purview of normal educational experiences. They were treated as defective and hence unfit to profit from regular schools and facilities.

In the early nineteenth century, the idea of democracy, individual freedom and egalitarianism that swept in the west and advances in learning theory and technology have contributed to the emergence of optimistic attitude towards these people.

Globally, special education has evolved through **five stages**.

- (i) The first stage refers to the **stage of neglect**.
Disability was viewed as punishment for past sins and nobody wanted to interfere in the justice meted out to PwD by God.
- (ii) The second stage refers to the **stage of pity and compassion**.
During this stage, the PwD were protected and pitied especially, by the religious institutes to reduce misery and pain.
- (iii) The third stage refers to the **stage of special school**.
The innovation of Braille and efforts of doctors, psychologists and educators for education and training of PwD encouraged establishment of schools for CwD. Segregation continued to be the watch world in special education.
- (iv) The fourth stage refers to the **stage of mainstreaming and integration**
Mainstreaming and integration of CwD in general schools had received attention as a part of the normalization movement. As a reaction to categorization and labeling the artificial boundaries of general and special education came under the scrutiny in the fifth stage.
- (v) The fifth stage refers to the **stage of development of the concept of special needs**.

The concept of special needs is based on the premise that most of the students encounter special needs in some learning activities at sometime. The teachers and the schools should be prepared in a way that all (children with no-disability and CwD) are able to learn to their fullest potential. All children are considered special. The ultimate goal should be to have 'education' and not 'general' or 'special education'.

1.10 DEVELOPMENT OF SPECIAL EDUCATION IN OTHER COUNTRIES

The historical roots of special education are found in Europe and America primarily in the nineteenth century however systematic efforts to provide special education to CwD started in the tenth century. The important ideas in special education found their way from Europe to America. Many Europeans and American physicians and educators like J. M. G. Itard, Samuel Gridley Howe, E. Seguin, T. H. Gallaudet, Sigmund Freud, Phillippe Pinel and Ann Sullivan contributed greatly to the development of special education.

The sensational discoveries and revolutionary ideas of Itard, Seguin and their successors during the nineteenth century formed the foundation for present day special education is as follows:

- (i) Individualised instruction for the CwMR.
- (ii) A carefully sequenced series of educational tasks for the CwMR.
- (iii) Emphasis on stimulation.
- (iv) Meticulous arrangement of the child's environment.
- (v) Immediate reward for correct performance.
- (vi) Tutoring in functional skills.
- (vii) A belief that everyone should be educated to the greatest extent possible.
- (viii) An assumption that every child can improve to some degree.

Special education services expanded rapidly after World War II both in numbers and types of children served. Legislative measures, parental involvement, early education or pre-school education for CwD all took off, including the education of those suffering from cerebral palsy, the learning disabled and the physically handicapped. By the 1970s

facilities were available for all categories of the handicapped in the advanced countries of the world and after 1981 in the developing countries.

Vocational rehabilitation, occupational therapy, physical therapy were brought into the services for the handicapped. Expanded technology, use of computers, transportation devices, learning and visual aid technology, telecommunication systems, tele-typewriters for the deaf all came into use. Talking books for the blind, which convert print into vibrating images that can be read with fingers, were invented. The Kurzweil Reading Machine which converts print into spoken English, mobility aids etc. have further revolutionized the education of the CwD.

1.11 INTERNATIONAL POLICIES FOR THE PwD

1.11.1 United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Education for the CwD

In 1946, the general conference adopted a resolution to introduce special education into UNESCO's regular programme. UNESCO thus joined the other United Nations (UN) specialized agencies in the rehabilitation field, namely International Labour Organization (ILO) which takes care of the vocational aspects of rehabilitation and WHO which takes care of medical aspects.

In 1994, UNESCO, the UN's Education Agency, published the Salamanca Statement, a declaration on the education of CwD, which called for inclusion to be the norm, representatives of ninety two governments including India and twenty five international organizations agreed on it.

UNESCO's statement is unequivocal in asking the international community to endorse the approach of inclusive schooling: 'We call upon all Governments, and urge them to adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise.'

1.11.2 Education for All Handicapped Children (EFAHC) Act (1975), United States (US)

The EFAHC Act now called as Individuals with Disabilities Education Act (IDEA, 2004), became law in 1975, is referred to as Public Law (PL) 94-142. In US the fourteenth amendment to US constitution guarantees equal protection for all citizens under law. Civil rights movements in 1950s, and 1960s for the handicapped resulted in legislation guaranteeing that the CwD can no longer be denied appropriate educational services. PL 94-142 is said to be landmark legislation. The major features of the law are:

- Free, appropriate public education to be provided for all CwD.
- School system to provide protective safeguards to protect the rights of CwD and their parents.
- Handicapped to be educated with non-handicapped to the maximum extent possible.
- An Individualized Education Programme (IEP) to be developed and implemented for each child with disability, and
- Parents of handicapped children to play an active role in the process used to make any educational decision about their CwD.

1.11.3 The Warnock Committee Report (1978), United Kingdom (UK)

British parliament appointed the Warnock Committee to review the educational provisions for the children and Youth with Disability (YwD) in England, Scotland and Wales. The Committee recognized a continuum of special education needs from mild to severe and profound, in a single school population.

1.11.4 UN standard rules on the equalization of opportunities for PwD (1993)

These Rules set an international standard for policy making and action covering PwD. They give powerful support for the development of inclusive education for CwD worldwide. In order to implement inclusive education, countries should have a 'clearly stated policy' that is understood at a school level and in the wider community.

States should recognize principles of equal educational opportunities for children, young people and adults with disabilities, in integrated settings. Rule 6, covering education, says that states should ensure that the education of PwD is an integral part of the education system and it call for:

- Buildings to be accessible,
- Interpreter and other support services,
- Parents and organizations of PwD to be involved in the education process,
- A flexible curriculum plus additions and adaptations for SwD, and ongoing teacher training.

1.12 DEVELOPMENT OF SPECIAL EDUCATION IN INDIA

Some major themes have dominated the history of education for the CwD in India. First, the belief that the CwD require distinct schools to cater their special needs and secondly that the regular educational system should be sensitized and equipped to accommodate the PwD as far as possible. The second theme has been accepted very recently in India and efforts are going on in this direction.

Looking back into the history of development in this field in India, one would find a range of emotional reactions to the disabled from extermination to respect as a fellow human being.

“The treatment given to the disabled in India is comparable to that given elsewhere historically – they had to undergo a stage which can be described as Instinctive Darwinism, the parental instinct provided protection and some extent of informal education, so that the disabled could cope with their disability. (Jangira, 1986)

Next stage was Social Darwinism apparently originating from the sin theory, deep-rooted in the Theory of Karma, by which disability came to be viewed as punishment by God for the Karma (deeds) in the past life. The phenomenon of Social Darwinism which creped into education in the early stages of nineteenth century and continued till the later half is described an Educational Darwinism. It means that there was no specific provision for

education of the PwD and the attitude was of indifference and simple “come if you can, learn if you can, cope up if you can, repeat classes if you can’t, or stagnate as long as you can afford.” (Jangira, 1986)

In our country, we were practically at the third stage till the first half of the eighties recently. Education of PwD was confined to special education only. CwD were, by and large, excluded from the general education system. Even children with mild disabilities who could enter general schools in the absence of identification had little chance of success due to insensitivity to their special needs. In fact the definition of ‘Universalization of Elementary Education (UEE)’ and ‘EFA’ remained incomplete, since in practice it was ‘EFA’ minus PwD.

The later half of the eighties can be considered to be the period of movement towards the fourth stage of development of special education in India. It was during this period that the limitation of continuing with special education as welfare activity was realized. The implementation of the scheme of Integrated Education for Disabled Children (IEDC) was transferred to the education department. In addition, Project Integrated Education for Disabled (PIED) implemented in 1987 in selected areas jointly funded by United Nations Children’s Fund (UNICEF) and Government of India (GOI). It was during this period that advocacy led by the National Council of Educational Research and Training (NCERT) resulted in the consideration of special education by the National Commission on Teacher (NCT) – 1 (1986), NPE (1986), and finally, by the Ramamurthy Committee in 1990. It resulted in several positive outcomes. This policy laid special emphasis on the removal of disparities and to equalize educational opportunity for the CwD. During the nineties the need for education and training of PwD received a lot of attention. The concern for making up for the opportunity lost under ‘EFA’ led to experimentation on content specific modalities and struggle to secure the necessary funding from different sources.

The Central Advisory Board of Education (CABE) Committee (1992) while reviewing the NPE (1986) and the recommendation of the Ramamurthy Committee Report

reiterated that education of children with physical and intellectual impairments should be viewed as an integral component of education (GOI, 1992). The Programme of Action (POA, 1992) suggested that a CwD can be educated in a general school only and not in special school. Even those children who are admitted to special schools for training in curriculum skills should be transferred to general schools once they acquire daily living skills. The POA (1992) has rightly stressed the need for making it an essential component of the nationally and internationally funded EFA projects. The states have been advised to develop state plans to implement the POA 1992 (Ministry of Human Resource and Development (MHRD), 1992). The POA (1992) for implementation of the NPE (1986) envisages education of a sizeable number of CwD in common with other children. To realize this objective the central government has sponsored a scheme is to place mildly handicapped children in ordinary schools with the help of special teachers, aids and other resources.

In pursuance of the Salamanca conference (1994) for EFA, the GOI launched District Primary Education Programme (DPEP) where CwD are to be integrated into normal schools and with the aim of working of curriculum, teacher training for Early Childhood Care (ECC) including CwD. The implementation of DPEP programme in India has taken a step forward to the policy of inclusion. It was for the first time primary education was delinked from the state and linked with the district. Following recommendations were made under the DPEP.

- Convergence of different agencies and Non Government Organizations (NGOs) would be promoted.
- Teachers would receive in-service training through District Institute of Elementary Teachers Training (DIET) and State Council of Educational Research and Training (SCERT).

1.13 EDUCATIONAL POLICIES FOR THE CwD IN INDIA

1.13.1 Pre-Independence Scenario

The main recommendations of the **Sargent Report (1944)** were:

- Provision for the handicapped should form essential part of a national system of education and to be administered by the education department.
- Wherever Possible, CwD should not be segregated from normal children.

1.13.2 Post-Independence Scenario

The **Education Commission, (1964-66)** was the first to suggest that a serious beginning has to be made immediately for the education of CwD. The main recommendations of the commission were:

- Strongly recommended for including CwD into ordinary schools
- New methods and technologies developed in advanced countries can be learnt and adopted.
- Experimentation with integrated programs urgently required.

The **National Policy for Children (NPC, 1974)** was designed to provide guidelines to the Ministries of the Central Government, State Government and other agencies for an integrated approach to child development. The main recommendations of the policy were:

- To suggest steps for the adoption of proper legislative measures for the education and training of PwD, publicity and action research
- To formulate the detailed action plan on education for the PwD
- To give an idea of the financial requirements for implementing the various items of the action plan

NPE (1986) laid special emphasis on the removal of disparities and to integrate the physically and mentally handicapped with the general community as equal partners. It was recommended a number of measures but there were much below the desired level of integration of special and general education, so necessary for integration of CwD in general schools.

The **POA (1992)** formulated by MHRD, GOI, took all these historical antecedents into account and focused on an operation framework for implementing the plan of education of PwD.

The GOI set up the **Ramamurthy committee (1992)** to comment upon NPE/POA stipulations. The main recommendations of the committee were:

- Early identification of CwD and formulation of stimulation programmes for them.
- Education of the CwD who cannot be educated in general schools up to the point when they can be integrated
- Bringing about mutual reinforcement of the pedagogies of special and general education

The **National Policy on Education Review Committee (NPERC, 1992)** made very useful recommendations relating to the modalities of implementing programmes for the education of the PwD.

The **National Policy for Persons with Disabilities (NPPwD, 2006)** recognizes that PwD are valuable human resource for the country and seeks to create an environment that provides them equal opportunities, protection of their rights and full participation in society. The main recommendations for the education of CwD under NPPwD were:

- Barrier free and accessible schools for all type of disability
- Medium and method of teaching will be suitably adapted to the requirements of most disability conditions.
- Technical/ supplementary/ specialized system of teaching/learning will be made available within the school or at a common center easily accessible to a cluster of schools.
- Braille/talking books, appropriate disability friendly software will be made available.
- Incentives will be given to expand facilities for setting up of general libraries, e-libraries, Braille-libraries and talking books libraries, resource rooms etc.

- National Open School and distance learning programmes will be popularized and extended to other parts in the country.
- Sign language, Alternative and Augmentative Communications (AAC) and other modes as a viable medium in inter personal communication will be recognized, standardized and popularized.
- Schools will be located within easy traveling distance.
- There will be separate mechanism to review annually the intake and retention of the girl child with disability at primary, secondary and higher levels of education.
- Many CwD, who cannot join inclusive education system, would continue to get educational services from special schools. Special schools shall be appropriately re-modeled and re-oriented based on technological development. These schools will also help in preparing CwD to join mainstream inclusive education.
- In some cases due to the nature of disability (its type and degree), personal circumstances and preferences, home-based education will be provided.
- Course curriculum and evaluation system for children with various disabilities shall be developed keeping in view their capabilities. Examination system will be modified to make it disabled friendly by exemptions such as learning mathematics, learning only one language, etc. Further, facilities like extra time, use of calculators, use of Clarke's tables, scribes etc would be provided based on the requirement.
- Educational facilities will be provided in psychosocial rehabilitation centres for mentally ill persons.
- Many schools discourage enrolment of students on account of their disability due to lack of awareness about the capabilities of PwD. Programmes will be taken for sensitization of teachers, principals and other staff members in all schools.
- Adult learning/ leisure centers for adults with severe learning difficulties will be promoted.

- Three percent reservation for PwD in admission to higher educational institutions shall be enforced.
- Universities, colleges and professional institutions will be provided financial support to establish Disability Center to take care of educational needs of SwD. They will also be encouraged to make classrooms, hostels, cafeterias and other facilities in the campus accessible to SwD.
- Include a module in induction and in-service training programmes of teachers on issues relating to management of CwD.

1.14 MAJOR LEGISLATIVE ACTS

The following legislations enacted in the nineties have significant impact on the education and welfare of PwD in India:

- ❑ **The Mental Health Act (1987)** came into effect in all the states and union territories of India in April 1993 and replaced the Indian Lunacy Act of 1912. This Act consolidated and amended the law relating to the treatment and care of mentally ill persons and to make better provision with respect to their property and affairs.
- ❑ **Rehabilitation Council of India (RCI, 1992) Act** passed in the parliament to regulate the training policies in the field of rehabilitation of PwD.
- ❑ **The PwD (Equal opportunities, Protections of rights and full participation) Act (1995)** provides for preventive as well as promotional aspects of rehabilitation like education, employment and vocational training, reservation and rehabilitation.
- ❑ **National Trust Act (NTA, 1999)** has provisions for legal guardianship of the four categories and enabling environment for a much independent living as possible.
- ❑ **The RTA (2002)** was passed through the **86th Constitutional Provision** which is the major piece of legislation codifying provision of the PwD Act which recommended access of free education until the age of eighteen, integration of Cwd in normal schools and necessary financial allocation.

These legal mandates have helped to shape the comprehensive **National Action Plan for Inclusion in Education of the Children and PwD (MHRD, 2005)** and the **NPPwD (2006)**.

1.15 MAIN RECOMMENDATIONS OF THE WORKING GROUP/STEERING COMMITTEE FOR THE WELFARE AND DEVELOPMENT OF THE PwD SET UP BY THE MINISTRY OF WELFARE (MoW)

In the context of formulation of five year plan, working groups/steering committees have been set-up by the planning commission to make recommendations on various policy matters. The working group/steering committee for the welfare and development of the PwD set up by the planning commission. MoW had given the following recommendations during the tenth and eleventh five year plan.

1.15.1 Tenth Five Year Plan (2002-2007)

The working group of the tenth five year plan (2002-2007) recommended the following measures for education of CwD.

- Convergence of IEDC scheme with Integrated Child Development Scheme (ICDS) under the department under the Department of Women and Child Development (DWCD) for early intervention and with DPEP and Sarva Siksha Abhiyaan (SSA) for education of the CwD upto the elementary level.
- Convergence of IEDC with the special schools under the MSJE.
- Focus more on inclusive pedagogy and curriculum, training of teachers and preparation of teaching learning material.
- Support and services by way of educational addition/special teachers.
- Research and development, advocacy and evaluation.
- Funding through the Parent Teacher's Associations (PTAs)/Village Educational Committees (VECs)/Management Committees of the schools with representations of the parents of the CwD.

(source: <http://planningcommission.nic.in/plans/planrel/fiveyr/10th/10defaultchap.htm>)

1.15.2 Eleventh Five Year Plan (2007-2012)

The working group report of the development of the eleventh five year plan (2007-12) recommended following for the PwD:

- Inclusive Education should become the idea of every school located in villages taking care of Scheduled Castes (SC)/Scheduled Tribes (ST)/Other Backward Class (OBC)/Handicapped.
- There is need for expansion of the IEDC scheme to cover other sectors of disability or to have separate schemes for other sectors of disability.
- The proposed revision of IEDC Scheme should have practical applicability and concentrate on teacher training and pedagogy.
- Allocation of Rs.3000/- per child per annum under the revised IEDC Scheme appears too low and hence should be enhanced. The special group set up for making specific recommendations in this regard recommended for a provision of Rs.8.1 Crore per district as one time cost and Rs.7.06 Crores as recurring cost per month with the assumption of 7170 CwD per district. The special group has suggested for taking up a pilot scheme for establishing the norms.
- The kind of disabilities should be defined and graded.
- The neighbourhood schools should become disabled friendly and a policy of inclusive system of education imbibed.
- A comprehensive scheme of establishing hostels at district level for the mentally retarded children studying at secondary level should be conceived and implemented.
- Financial commitment of the Government in any new scheme/product should at least be for two five year plan periods.
- Teachers and teacher trainers should be given special training especially in managing the CwD.
- Teachers and teacher trainers should develop a better relationship with community, NGO and Government.
- National Council for Teacher Education (NCTE) should be actively involved in finalization of a revised curriculum framework for teacher training.

- There should be barrier free facilities provided for SC, ST, Girls and CwD in all the institutions.
- With increasing number of private institutions entering in the field of higher education, the fees payable are observed to be too high for the disadvantaged groups. In view of this more freeships, scholarships, free textbooks, free hostels, subsidized facilities in institutions/hostels should be extended to this group.
- There should be subsidized loan facilities for the fees/hostel expenditure from the financial institutions like banks etc.
- Every university should have a Disability Coordinator to look into the facilities provided and complaints etc. so that the institutional bias and discrimination are eliminated.
- Disabled friendly facilities should be provided in all educational institutions within a time frame of 3-5 years. There should be substantial increases in the funds allocation to make the infrastructure in universities and other institutes disabled friendly. University Grant Commission (UGC) should start a Disability Cell and this should be extended to all the universities. There should be an anti-discriminatory authority/Ombudsman, and institutionalized system for checks and balances and corrections required in the system.
- A programme of gender sensitization for the disabled girls/women and plan to tackle cultural bias should be implemented.

(Source: <http://planningcommission.nic.in/plans/planrel/11thf.htm>)

1.16 FACILITIES OF SPECIAL EDUCATION IN INDIA

Implementing welfare schemes related to special education is being shared by Central as well as State governments of India through the Handicapped welfare bureau. According to Census, number of population with disability in India was 21,906,769 (2.13 % of total population of India) in 2001. The government of India has established several special institutes for the handicapped. There are four national institutes for four major category of disability.

- i. National Institute for Visually Handicapped, Dehradun.
- ii. National Institute for Hearing Handicapped, Mumbai.

- iii. National Institute for Orthopaedically Handicapped, Calcutta.
- iv. National Institute for Mentally Handicapped, Hyderabad.

Besides these, National Institute for Rehabilitation, Training and Research at Olatpur (Cuttack), the Institute for the Physically Handicapped at New Delhi, the School for the Mentally Retarded Children at New Delhi and the Training Centre for the Adult Deaf at Hyderabad also assist in implementing the various programmes related to the PwD. These institutes have the main responsibility for training research workers, development of designs for funding and incentive.

The NPE (1986) planned to establish 10,000 schools with alternative models of teaching CwD like Hospital Model, Full time residential or Day School, Home bound model with peripatetic teaching, Parti-time special schools resource room help and the like. There were 800-1,000 special schools for blind, deaf and mentally retarded children in the 2004 (Rajkumari and Sundari, 2004). The majority of them are run by Voluntary Organizations (VOs).

1.17 VOs WORKING FOR PwD

In the past, disability was regarded as a health and welfare issue and the government of independent India relied heavily on Charitable Institutions to deliver basic services for PwD. The government established the Central Social Welfare Board to assist voluntary agencies in organizing welfare programmes. This approach continues to mark the policy approach for the tenth five year plan. This approach goes against the spirit of constitution and the international Human Rights Law which holds the State duty bound to, ensure equal opportunities of Rights by all. The dependency which the welfare model creates disempowers PwD and isolates and marginalizes them from the main stream of society. In contrast, a human rights and development approach to disability leads to creation of equal opportunities.

MoW funds NGOs working for the education and rehabilitation of the CwD and for providing aids and appliances for the PwD. It may be recorded here that VOs have played

a major role in providing services for the PwD, at times more than the government efforts over the years, number of such NGOs is growing and becoming more organized. Important message to note is the role that NGOs have played in formulating the policies and providing support to government efforts and initiating action. According to survey of GOI (1995), there were more than 2,456 VOs in the disability area during the year 1995. Out of them, 450 VOs were receiving grants from the Government towards their operational costs. The majority of VOs were autonomous (GOI Directory of VOs, 1995).

The organizations working for the welfare of PwD (service provider organizations on various aspects) are mainly:

- ☐ GOs
- ☐ NGOs
- ☐ International Organizations (IOs)

The notable GOs, NGOs and IOs working for the welfare of PwD in India are as below:

1.17.1 GOs

- Ali Yavar Jung National Institute for the Hearing Handicapped
- Institute for the Physically Handicapped
- National Institute for the Orthopaedically Handicapped
- National Institute for the Visually Handicapped
- RCI
- Office of the Chief Commissioner for PwD
- Census of India
- MSJE
- Ministry of Statistics and Programme Implementation

1.17.2 National Level NGOs

- Amar Jyoti Research and Rehabilitation Center
- Artificial Limb Manufacturing Corporation of India
- Blind People's Association

- Blind Relief Association
- Concerned Action Now
- Denvar Foundation For The Blind
- Disability India Network for child development
- Disability News and Information Service
- DISHA-Center For Special Education
- Indian Handicapped Welfare Association
- Institute For Remedial Intervention Services
- Manovikas Kendra Rehabilitation and Research Institute for the Handicapped
- Mobility India
- Natioanal Association for the Blind
- Sanjeevani Seva Sangam
- Shruti Information Center
- Sweekaar Rehabilitation Institute for Handicapped
- Mainly I Love Kids

1.17.3 IOs

- Sense International
- Action Aid India
- Hope World Wide
- Christottle Blind Mission

1.18 SCENARIO OF PwD IN INDIA

An estimated ten percent of the world's population experiences some form of disability or impairment (WHO Action Plan, 2006-2011). The number of PwD is increasing due to population growth, ageing, emergence of chronic diseases and medical advances that preserve and prolong life, creating overwhelming demands for health and rehabilitation services (Srivastava and Khan, 2008). According to the census 2001, there were 21.9 million PwD in India which was 2.13% of the total population of India. The following table 1.3 shows age-group and disability-wise population of PwD.

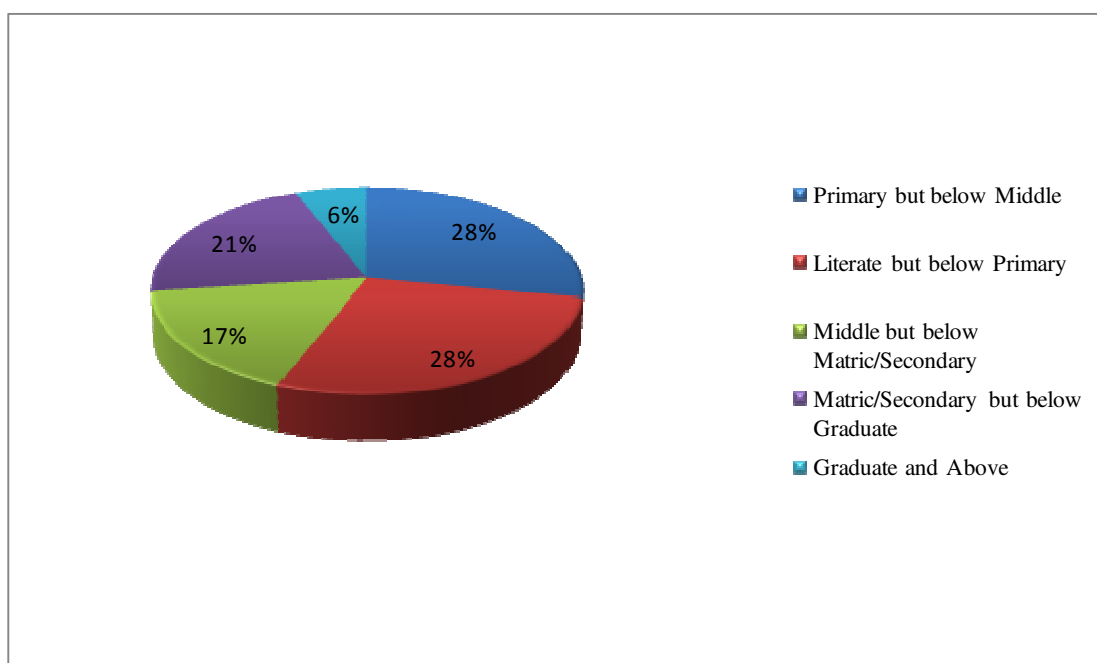
Table 1.3: Age-group and Disability wise Distribution of the Population of PwD in India

Type of Disability	Age Group			Total
	0-14	15-59	60+	
Visual	2,813,975	5,814,403	1,957,274	10,634,881
Hearing	210,804	573,781	473,942	1,261,722
Orthopaedic	1,545,873	3,510,620	10,38,510	6,105,477
Mental	534,818	1,541,841	181,691	2,263,821
Total	5,669,233	12,391,360	3,773,612	21,906,769

(Source: Census of India, 2001)

From the Table 1.3, it can be observed that out of the 21,906,769 population with disability, Persons with Visual Impairment (PwVI) and Persons with Orthopaedi Impairment (PwOI) constitutes about 48.5 percent and 28 percent respectively. 72,564 PwD did not respond about their age and around 56.6 percent of the total disability population was of the age group 15-59 years. The following figure 1.1 shows the educational status of the PwD in India.

Figure 1.1: Educational Status of the Population with Disability in India



(Source: Census of India, 2001)

Out of the total disability population of India, 51 percent were illiterate while remained 49 percent of the population was literate. Out of total literate PwD, only 6 percent of them had received higher education i.e. graduation and above while majority of them (56 percent) had received education upto the primary level only.

1.19 STATUS OF SCHOOL EDUCATION OF CwD IN INDIA

The children with severe disability cannot cope with the pressures of school activities needs the facility of special schools for catering their special educational needs. Out of total 5,86,465 villages of India, there were only 272 special schools located in 241 villages whereas out of the total 6,461 town and cities of India, a total 630 special schools located in 334 towns and cities (Sixth All India Educational Survey-The Main Report, 1999). There was a total of 47,262 CwD enrolled in these special schools. Majority of them i.e. 37,419 were reported in urban areas whereas only 9,843 CwD were reported in rural areas. Out of them, 10,021 were CwVI, 17,936 were CwHI, 8556 were CwOI, 7,412 were CwMR and remaining 3,337 children were of other disabilities (Sixth All India Educational Survey-The Main Report, 1999).

Children with mild and moderate can be educated with the normal children in general schools by providing special facilities. For such children, the Integrated Education for Disabled (IED) scheme has been designed. The coverage of CwD in integrated education under PIED, IEDC, DPEP and SSA were 5800, 203146, 621760 and 1665729 CwD respectively in the year 2006. The following table 1.4 shows the category wise enrollment of the CwD in general elementary schools in India.

Table 1.4: Category wise Enrollment of CwD in General Elementary Schools of India

Category of Disability	Class I-V			Class VI-VIII		
	Boys	Girls	Total	Boys	Girls	Total
VI	1,43,214	1,22,034	2,65,248	64,454	54,881	1,19,335
HI	59,990	45,700	1,05,690	27,302	21,453	48,755
OI	1,55,109	1,02,093	2,57,202	82,437	57,757	1,40,194
MR	1,19,263	83,293	2,02,556	27,926	21,247	49,173
Other	87,508	79,483	1,66,991	24,666	30,186	54,852
Total	5,65,084	4,32,603	9,97,687	2,26,785	1,85,524	4,12,309
Grant Total	14,09,996					

(Source: Tables of Statistics of School Education (2007-08), www.mhrd.gov.in/statistics_data?tid_2=156)

From the above table 1.4, it can be observed that in all over the India, a total of 14,09,996 (0.73 percent of the total 19,26,75,265 enrolled children) CwD were enrolled in general elementary schools of India. Out of these, 7,91,869 were boys whereas 6,18,127 were girls. The majority of them i.e. 3,97,396 (28.18 percent) were CwOI whereas 3,84,583 (27.27 percent), 1,54,445 (10.95 percent) and 2,51,729 (17.85 percent) were CwVI, CwHI and CwMR respectively.

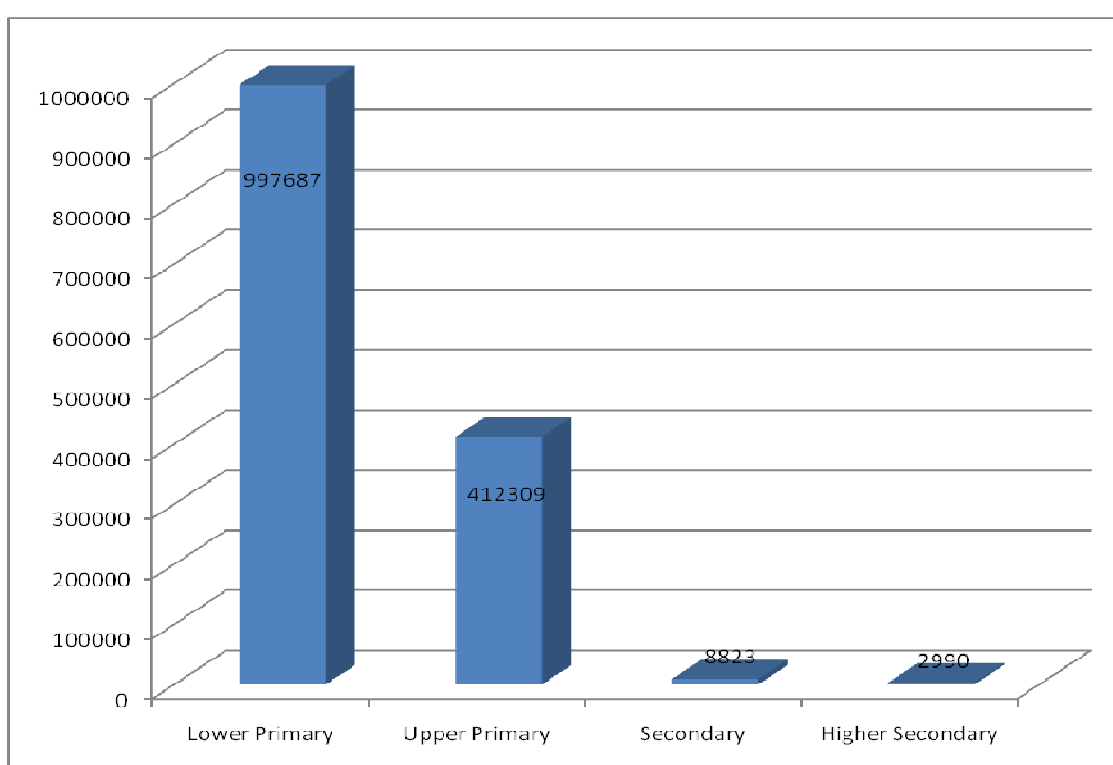
Table 1.5: Category wise Enrollment of CwD in General Secondary and Higher Secondary Schools of India

Category of Disability	Class IX-X			Class XI-XII		
	Boys	Girls	Total	Boys	Girls	Total
VI	11,446	9,448	20,894	3,144	2,094	5,238
HI	5,119	3,875	8,994	1,255	670	1,925
OI	17,880	11,230	29,110	6,383	3,614	9,997
MR	1,899	1,253	3,152	367	248	615
Other	5,458	3,365	8,223	2,160	830	2,990
Total	41,802	29,171	70,973	13,309	7,456	20,765
Grant Total	91,738					

(Source: Tables of Statistics of School Education (2007-08), www.mhrd.gov.in/statistics_data?tid_2=156)

From the above table 1.5, it can be observed that in all over the India, a total of 91,738 (0.2 percent of the total 4,44,75,476 enrolled children) CwD were enrolled in general secondary and higher secondary schools of India. Out of these, about sixty percent (55,111) were boys whereas about forty percent (36,627) were girls. India. The majority of them i.e. 39,107 (42.62 percent) were CwOI whereas 26,132 (28.48 percent), 10,919 (11.90 percent) and 3767 (4.10 percent) were CwVI, CwHI and CwMR respectively.

Figure 1.2: Schooling Level wise Enrollment of the CwD



(Source: Tables of Statistics of School Education (2007-08), www.mhrd.gov.in/statistics_data?tid_2=156)

From the above figure 1.2 it can be observed that the enrollment figure of the CwD is decreasing as the schooling level increasing. Thus it is clear that the CwD either drop-out from the school due to the inability to cope up with school activities or not receiving proper supporting devices. The reason could also be lack of parental interest, weak economic condition or lack of interest among general school community for promoting inclusive education policy.

1.20 STATUS OF HIGHER EDUCATION OF YwD IN INDIA

According to the survey of National Council for Promotion and Employment of Disabled Persons (NCPEDP, 2001), out of the total 322 universities of India, only 129 universities responded. Fifty two universities clearly mentioned that they do not follow the three percent reservation rule availed for the PwD. The following table 1.6 shows enrollment figure of the students of four major category of disability in the universities of India.

Table 1.6: Enrolment of SwD in the Universities in India

Sr. No.	Category of Disability	Number of the SwD
1	Visually Impaired	311
2	Hearing Impaired	38
3	Orthopaedically Impaired	1,203
4	Mentally Retarded	22
	Total	1,574

(Source: www.ncpedp.org)

From the table 1.6, it can be observed that, only 1,574 SwD were enrolled in all the 129 universities of India. Out of them, 1,203 were Students with Orthopaedic Impairment (SwOI), 311 were Students with Visual Impairment (SwVI), thirty eight were Students with Hearing Impairment (SwHI) and twenty two were Students with Mental Retardation (SwMR). From the table 1.6, it can be observed that the enrollment of the SwD in higher education is very less and there is no growth of their higher education as per the enrollment figure of CwD either in general or special schools.

1.21 FACILITIES REQUIRED IN THE UNIVERSITIES FOR THE PwD

The PwD Act (1995) indicates that the PwD should have access to education at all levels. In higher education, UGC is supporting universities and colleges in the country to involve in special education activities to empower PwD. The MHRD announced Comprehensive Action Plan for the Inclusive Education of Children and Youth with Disabilities (IECYD) in 2005. So, disability friendly unit, scholarships similar as given to the SC/ST students, special aids and assistive devices etc facilities should be available in all higher education institutes for making higher education accessible to the PwD. The UGC (2009) notified to all universities of India for strict implementation of PwD Act (1995) and for providing

the provisions and facilities to the PwD who are in higher education. Majority of the universities of Gujarat are recognized by the UGC and nine universities among them are funded by UGC so these universities need to follow the UGC provisions and have to provide such facilities to PwD.

1.22 UGC SCHEMES FOR PwD

UGC is supporting universities and colleges in the country to involve in special education activities to empower PwD. The UGC had started the scheme of assistance to universities/colleges for Higher Education for Persons with Special Needs (HEPSN) from the ninth five year plan which is basically meant for creating an environment at the higher education institutions to enrich higher education learning experiences of PwD. Creating awareness about the capabilities of PwD, construction aimed at improving accessibility, purchase of equipment to enrich learning, etc., are the broad categories of assistance under this scheme.

The discussion on the theoretical aspects of education for CwD and practices has made it clear that a lot has been tried in the past, but based on the current status, still the problems stand. The changing scene of education of CwD continuous to create new problems, which means that studies on CwD and their education should be a continuous process. Furthermore, as the education status of CwD improving at primary years it should be improving at higher level too. Therefore, the approaches which have been tried in the last three decades for the education of CwD have left scope for further trial. Perhaps a micro-level study, like this one, on the CwD who are in higher education is needed to understand their problems and needs from grass root level.

1.23 RATIONALE OF THE STUDY

For a very long time CwD were thought to be incapable of receiving education. This was despite the fact that many distinguished PwD have made significant contribution to science, arts and literature. To quote a few illustrations, Homer the immortal Greek poet was blind. Saunderson, who was also a blind person, did most of the mathematical work. Luise Braille who was a blind from his early childhood developed a revolutionary system

of reading and writing for the blind. Stephen Hawking who is severely physically handicapped is regarded as one of the most leading physicist of the world. Beethoven a famous musician was blind, deaf and dumb person, Hellen Keller who was blind, deaf and mute from early childhood became a graduate and wrote number of books. So we could say that PwD are not dis-abled but specially-abled.

The NPE (1986) has laid special emphasis on the removal of disparities and to equalize educational opportunities by attending to the special needs of those who have been denied equality so far. The main objective was to integrate the physically and mentally handicapped with the general community as equal partners, and to prepare for normal growth and to enable them to face life with courage and confidence. Due to insufficient documentation, researches in the past fifty years, both India and abroad, are poorly informed about India's special educational needs and disability issues in the nineteenth century. Until about 1947, the then provincial governments had taken sporadic interests in the education and training of the handicapped, usually by giving adhoc grants to schools and other institutions for the handicapped, and it emerges that it was voluntary efforts that played a pioneering role in the field of education and social service (Gupta, 1984). Jangira et. al. (1988) mentioned that research in special education is a neglected area of operation and it requires strengthening considerably if education of the SwD is to be made an effective proposition. More research on accommodations, services and the level of support given to SwD relative to their disability they possess is needed (DiFulgo, 2005). Ongoing research programmes on disability are limited in India. Although, one of the objectives of NPPwD (2006) and the PwD Act (1995) is to support the research in prevention and management of disability, the major focus is on the social upliftment, monetary benefits (like job opportunities, exemption from taxes, pensions, etc.) and providing rehabilitation facilities to disabled people (Walia, 2010).

The result of the survey conducted by the NCPEDP (2001) revealed that only 1,635 SwD were enrolled in 129 universities of India. Among them fifty two universities were not following the three percent reservation rule available for the PwD. In each Indian University, thousands of students are studying every year, if we measure the expected

enrollment figure of SwD based on three percent reservation quota availed to them then the enrollment figure of SwD should be more than the revealed which indicates that total enrolment of SwD in the universities of India is very less. According to the UGC (2006), six percent of India's youth population is in Universities and Colleges. Proportionately, based on the most conservative estimate for the disabled youth population in the country (NSSO, 2003), at least 3160,000 disabled youth should be in the Universities and Colleges of India. However, just 1.2% of the 3.6 lack disabled youth, who should have been studying according to India's norm for the general youth population, are in the Universities and Colleges. It brings the stark reality into an established truth that India's higher educational system is not accessible to 98.8% of its disabled youth. Also, Walker (2008) reported that very few researchers have looked upon about the issues of university/college going SwD.

EFA is one of the cherished goal for national development and efforts are being made in order to realize this goal. One of the difficulties in the realization of the Universalization of Primary Education (UPE) goal refers to non-enrolment and dropout of CwD. It is therefore necessary that the CwD receive greater attention to benefit under the UPE goal. The SSA (2007) reports note a steady increase in the numbers of SwD in schools from 6,83,554 in 2002-03 to 26,21,077 in 2007-08. So, the question emerges here that, why the numbers of SwD is not increasing in higher education same as schooling level? What is the status of SwD in higher education? What kind of problems SwD are facing in higher education? The present study attempts to find answers of these questions.

Based on the Census (2001), the literacy rate of the disability population in Gujarat was very low as it stood at 3.59 percent of total literacy population of Gujarat and 9 percent of total literacy disability population of India.

Present study focuses upon the enrolment figure of SwD, various problems of the SwD, their family background, their need and the supporting services provided by the universities of Gujarat State to the SwD. The survey of NCPEDP (2001) reveals that out of the 129 respondent universities of India, only Veer Narmad South Gujarat University

(SGU), Surat responded from the Gujarat while other universities did not respond. So it is important to study the enrollment figure of PwD in the universities of Gujarat in order to bring the comprehensive picture regarding the enrollment of SwD in higher education in Gujarat. In higher education, most of the students without disability are facing various problems and regarding their problems various studies have been conducted in India but no single study focused on the problems of SwD in India who are receiving higher education. The study of Pathak (1984) reveals that poor academic achievement and physical disability were found to be highly relative and academic performance of SwD was average/poor and they are facing various educational problems (Mathur, 1985). But what kind of academic as well as non-academic problems SwD are facing is still unanswered. Therefore, it is also necessary to study the problems faced by the SwD and what they need to overcome their problems. The UGC (2009) notified to all universities of India for strict implementation of PwD Act (1995) and for providing the provisions and facilities mentioned in the act. So it is equally important to study the provisions and facilities provided by the universities to the SwD. Despite having disability, there could be many PwD who succeeded in education. They can be role-model for other fellow SwD. Also, other SwD can motivate and learn great lesson from the life of the successful SwD. So, the researcher wanted to conduct case studies on academically high achiever SwD as well as academically low achiever in order to find out the reasons for their high achievement and low achievement. Hence, in the light of above, it has been thought of to undertake a study on SwD that focuses on their enrollment figure in the universities, their problems and needs, help-seeking behavior and reasons of their success and failure. The review of related literature helped the investigator to develop insight into the SwD and their educational life. However, for the comprehensive conceptualization of the area, the following questions need to be studied systematically.

1.24 RESEARCH QUESTIONS

It would be unwise to comment here about the reviewed studies. However, the review succinctly raises a few questions which need to be examined thoroughly. It should be remembered that these questions should be examined in the light of the policies, facilities

and provisions for the education of the PwD made by the government and practiced in the state. The questions are:

- ☐ What is the status of SwD in the universities of Gujarat?
- ☐ What are the reasons of difference between the SwD and students without disability in institutional adjustment, social adjustment and total adjustment?
- ☐ Whether disability prevents SwD to participate in curricular and co-curricular activities or not?
- ☐ What is the extent of utilization of facilities offered by the universities of Gujarat?

All these questions therefore, call for more indepth study in order to present a real picture regarding higher education of the SwD. In the present study, an attempt is made to seek answer to these questions.

1.25 STATEMENT OF THE PROBLEM

A STUDY OF STUDENTS WITH DISABILITY IN THE UNIVERSITIES OF GUJARAT

1.26 OBJECTIVES OF THE STUDY

1. To study the enrolment figure of the students with disability in the universities of Gujarat.
2. To study the educational profile of students with disability in the universities of Gujarat.
3. To study the academic, social, financial and health related problems of students with disability in the universities of Gujarat.
4. To study the help-seeking behaviour of students with disability in the universities of Gujarat.
5. To study the facilities provided to the students with disability by the universities of Gujarat.
6. To study the needs of students with disability to overcome their problems.

7. To conduct case studies on selected academically high achiever and low achiever students with disability in order to find out the reasons of their success and failure.

1.27 EXPLANATION OF THE TERMS USED FOR THE PRESENT STUDY

Educational Profile

Personal information, educational qualification, activities, family background, type and nature of disability, present position and information regarding scholarship and vocational training received by the SwD are considered as the educational profile for the present study.

Students with Disability

For this study the term Students with Disability is used in relation to:

- ☐ Students with orthopaedically impairment
- ☐ Students with hearing impairment
- ☐ Students with visual impairment
- ☐ Students with Mental retardation

Help-seeking behaviour

Here help-seeking behaviour means the desire of the SwD for the help from others either for their academic or personal work.

Academically high achiever

Here academically high achiever means those SwD from the sample of three different categories of disabilities who have scored high percentage of marks in their last examination.

Academically low achiever

From the sample of three different categories of disabilities, in each category those SwD who have scored low percentage or marks have been considered as academically low achiever.

1.28 DELIMITATION

- ❑ For this study the term SwD is used in relation to:
 - a) Students with orthopaedically impairment.
 - b) Students with hearing impairment.
 - Mildly hearing impairment: Decibel (dB) level → 26 to 40 dB → upto forty percent of impairment
 - Moderate hearing impairment: dB level 41 to 55 dB → forty one percent to sixty percent of impairment
 - Severe hearing impairment: above 55 dB level → above sixty percent of impairment
 - c) Students with mental retardation.
 - Educable mentally retard group: Intelligent Quotient (IQ) → 50-70
 - d) Students with visual impairment
 - Totally blind (100 percent of impairment)
 - Partially sighted or one eyed person
- ❑ The present study was delimited to the UGC recognized and funded universities of Gujarat offering only formal education.
- ❑ Further the present study was delimited to the SwD enrolled on three percent reservation seats availed to them in various teaching departments of the universities of Gujarat only.

1.29 ORGANISATION OF CHAPTERS

Present study is reported in six chapters. Details regarding the chapters have been presented below:

Chapter I: Chapter I is entitled as 'Introduction'. This chapter deals about the conceptual framework of the study including the components like, concept, definition and categories of disability, characteristics of young CwD, meaning, definition & aim of special education, objectives of special education, principles of special education, origin of special education, special education in other countries, development of special education

in India, various educational policies of special education, major legislative acts, UGC schemes for the persons with disability, VOs working for the PwD, present scenario of persons with disability in Gujarat, scenario of universities in the Gujarat, rationale, research questions, statement of the problem, objectives, definition of terms, operational definition of the terms, and the scheme of the chapters.

Chapter II: Chapter II is entitled as 'Review of Related Literature'. This chapter provides the overview of the review of related research work done in the area of education of the SwD along with the implications of the review of related literature on the present study.

Chapter III: Chapter III is entitled as 'Methodology'. This chapter deals with the methodological procedures used in the present study including the major points like, design of the study, population, sample, procedure of sample selection, tools for data collection, development of tools, procedure of data collection and data analysis techniques used in the present study.

Chapter IV: Chapter IV is entitled as 'The Setting'. This chapter deals with the profile of Gujarat state, education in Gujarat, scenario of the PwD in Gujarat and the status of education of CwD in Gujarat.

Chapter V: Chapter V is entitled as 'Data Analysis, Major Findings, Discussion and Conclusion'. This chapter deals with the analysis and interpretation of data related to the information schedule of the universities, information schedule of the teacher departments of the universities, questionnaire of SwD, interview of academically excellent and academically poor SwD. This chapter also includes major findings of the study, discussion of the findings, and conclusion.

Chapter VI: Chapter VI is entitled as 'Summary'. This chapter deals with the summary of the whole study and suggestions for further research.

This chapter is followed by bibliography and appendices.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Research in special education, as a subject of independent existence in literature on educational research, is a recent development (Jangira and Mukhopadhyay, 1991). The first review of research in special education in the Encyclopaedia of Educational Research (Mitzel, 1982) appeared in 1982. In India, this area had received attention from the Fourth Survey of Research in Education i.e. from 1988. The first three surveys did not identify sufficient researches to warrant independent review of trends (Jangira and Mukhopadhyay, 1991).

The research activity in special education in India has increased during the fifth survey. Upto the fourth survey sixty studies (including the education of the gifted) were identified (Jangira and Mukhopadhyay, 1991). The number of studies on education of children with physical and intellectual impairments during the fourth survey was forty four and around same number during the fifth and sixth survey period respectively. The scholars have explored different areas of the education of CwD like characteristics of the SwD, teaching-learning, teachers' training, and family and community perceptions towards disability and PwD. Looking into the past researches, one can find considerable diversity in the focus of the study, theoretical and methodological orientation, and findings of the available literatures. It is thus of considerable significance to the present undertaking. A critical analysis of the related literatures available to the present undertaking would enable us to examine the strength and weaknesses of the theoretical as well as methodological perspectives used in analyzing the problems of CwD, theoretical soundness of the findings and the areas that have been given inadequate focus. In a nut shell, review helped investigator to arrive at the proper perspective of the present undertaking. Hence, an attempt has been made to review the available studies on SwD both in India and abroad.

Keeping in view the objectives and focus of the present undertaking, studies exclusively done on students with learning disability, students with emotional disability, slow learner, gifted students and students with other disability have been left out, and a total of ninety two studies have been reviewed in this chapter. An attempt has been made to develop a wholistic perspective of the nature and findings of these studies and to draw implications for the present study. In view of the variation in the focus of the studies reviewed, they have been categorized in terms of the following aspects:

- ❑ Characteristics and personality
- ❑ Education and Training
- ❑ Problems and needs
- ❑ Parents, family and community
- ❑ Facilities

Further, studies related exclusively to each dimension have been discussed separately with regard to their focus, methodology and findings. However, there are also some studies, related to more than one dimension and their theme has appeared in the concerned sections. This dimensionwise discussion has paved the way for a final discussion of all the studies in order to bring out the implication of these studies. Through such a discussion, the rationale for the present study has been arrived at.

2.1.1 Studies related to characteristics and personality of CwD

A total twenty-four studies have been reviewed under this aspect focused on different aspects of personality and characteristics of CwD such as adjustment (Pandey, 1985; Banerjee, 1988; Sharma, 1988; Phoola, 1990; Chudasama, 1992 and Pradhan, 1993), personality (Singh, 1982; Pathak, 1984; Bala, 1985; Khan, 1988; Savitri, 1986; Lal, 1992; Vyas, 1995 and Kamthan, 2002), sociometric status (Hooda, 1993), creativity (Sharma, 1990; Gurnani, 1993 and Neelam, 1997), stress (Srivastava, 1981), self-concept (Upreti, 1988; Chudasama, 1992; Pradhan, 1993 and Rader, 2003).

Adjustment of the CwD has been studied by the Pandey (1985) whereas Banerjee (1988) investigated the adjustment of blind children and comparison of adjustment of CwD with

normal students was done by Phoola (1990), Chudasama (1992) and Pradhan (1993). Sociometric status of the CwD in classroom was studied by Hooda (1993). Personality traits, personality structure and other variables related to the personality has been studied by Singh (1982), Pathak (1984), Bala (1985), Khan (1988), Savitri (1986), Lal (1992), Vyas (1995) and Kamthan (2002). In addition to these studies, Srivastava (1981) studied stress and the coping mechanism adopted by orthopaedically handicapped children whereas Virk (1999) went for motivational areas of special groups of students at different levels of socio-economic status and intelligence. Creativity of CwD has been studied by Gurnani (1993) and Neelam (1997). Four researchers viz. Upreti (1988), Chudasama (1992), Pradhan (1993) and Rader (2003) compared self-concept of handicapped in integrated and segregated settings.

Except the study of Khan (1988) and Phoola (1990) which covered entire state of Rajasthan and Orissa respectively, all the studies were conducted within the boundaries of district level. All are survey type studies except the survey cum experimental type studies of Phoola (1990), Chudasama (1992) and ex-post facto study of Pradhan (1993). In terms of the sampling techniques, most of the researchers have adopted randomization in their studies. Most of the researches have selected samples through randomization drawn from Kinder Garter (KG) to higher secondary school CwD of age 4-18 years except Gurnani (1993) who covered graduated PwD of age 25-40 years. For the purpose of data collection, standardized tests, inventories and scales have been used by the most of the researchers. However, studies of Pathak (1984) and Upreti (1988) have adopted questionnaires. Data have been analyzed by using quantitative methods in most of the researches. A brief discussion of the findings of these studies is presented below.

The study of Pathak (1984) on personality traits of children with orthopaedic handicap in integrated setting reveals that overall adjustment was average. Emotional adjustment was good, social and educational adjustment was average. Similarly, Chudasama (1992) also found that the normal students of standards VIII and IX were better adjusted than the physically handicapped students of standards VIII and IX, respectively. Pradhan (1993) found that, in general, handicapped children studying in integrated and segregated setting

did not differ from each other on their self-concept and overall adjustment. So it can be concluded that disability was affecting to SwD whether they are studying in integrated setting or segregated setting.

With regard to the personality traits of high and low creative physically handicapped Sharma (1990) found that among the physically handicapped students, boys were found to be more creative than girls. High-creative students achieved significantly higher mean scores on personality factors, interest, areas of fine arts, science and technical work, while the low-creative group had shown more interest in crafts. The study of the Gurnani (1992) reported that all the factors of creativity were highly correlated with each other and there was no significant difference between the two groups of physically handicapped persons concerning their scores on life values, personality factors and creativity. Similar trend was also found by the Neelam (1997) on creative potential of visually impaired students in relation to their self-concept and locus of control by reporting that no significant relationship was found between the originality factor of creativity and self-concept and flexibility factor of creativity and type of school as well as socio-economic status of visually impaired students. Thus it can be concluded that generally there is not much difference between the SwD and their normal counterparts in terms of their life values, personality factors and creativity.

On his study on physically handicapped children in Jammu province, Phoola (1990) found that physically handicapped were highly insecure. Poor academic achievement and physically disability were found highly related, and the physically handicapped showed poor relationship with parents, teachers and peer groups while the study of Vyas (1995) revealed that the blind and sighted students were similar in respect of superstition, self-concept and feeling of security-insecurity. However, the blind students were showed higher degree of Inferiority than Sighted students and the sighted students were possessing higher academic achievement than blind students.

Upreti (1988) has reported that normal children were found to be significantly more intelligent than the handicapped ones. Similarly, Lal (1992) reported that sighted and

blind boys differed significantly on the psychological needs, rejection-acceptance, unworthy-worthy, anxious-relaxed, withdrawn-participating dimensions. But the study of Khan (1988) reveals that there was a significant difference in the intelligence level among the lower primary, upper primary and secondary level blind children. So it can be said that the difference between the SwD and their normal counterparts in the intelligence as well as in psychological needs may be due to the affection of their disability and the need arising out of their disability. This difference may exist according to level of education and level of disability too.

With regard to the self-concept, Upreti's (1988) study reveals that self-concept of normal children was significantly better than that of the handicapped children while the study by Khan (1988) reveals that blind children showed positive self-concept. The results of the study of Rader (2003) indicated that students with physical disabilities had higher levels of internal locus of control beliefs, greater opportunity for self-determination and higher levels of social self-efficacy. Based on the review of researches, Sharma (1988) reported that maladjustment in society, family, school, and unsuitable school settings are the most prominent factors which lead to academic retardation of the visually handicapped. Based on this finding, he suggested that after completion of primary education at special institutions, emphasis should be laid on placing the visually handicapped in integrated settings. These findings pave the way for further probing of the question whether the SwD are maladjusted at higher education too?

Some Observations and Implications

The review of studies in this section reveals that characteristics and personality of the SwD differed significantly from the normal students (Chudasama, 1992; Upreti, 1988) and difference exist because of the type of school (Pradhan, 1993), level of education (Khan, 1988) and category of disability (Pathak, 1984). Also they are maladjusted in school, family and society (Sharma, 1988) and some of the researchers tried to focus on maladjustment of the SwD. From the review, it was also observed that majority of the researchers have focused only on single category of disability while some of the researchers have compared SwD with the normal students and different variables related

to personality and characteristics. Unlike to single disability, it is equally important to study the adjustment among the students with different category of disability. Moreover, the reviewed studies reveals that majority of the studies have been covered only school age children so it is also important to focus on the adjustment of SwD studying at higher education level. But the available studies have not dealt upon this aspect. Also, none of the study covered background of the SwD, their qualification and achievement, description of disability, their activities outside the school and engagement with disability trust. By focusing on these information a comprehensive picture regarding the SwD can be obtained which can be helpful in whether the disability really affecting to their academic as well as personnel life. Thus there is need to study the comprehensive profile of the SwD then just mere describing their adjustment and personality characteristics only.

2.1.2 Studies related to education and training of CwD

Studies on this aspect have been divided into two categories. The first category is of studies related to the education and training of CwD and the second category include those studies which have developed test or materials for the education of the CwD.

Category I: Studies on Education and Training

The following are the studies conducted on education and training of CwD. They are by Bala (1985), Goel (1986), Jangira (1987), Muthiah (1989), Kapoor (1990), Mandke (1991), Sahoo (1991), Bharathi (1993), Lali (1995), Jagtap (1996), Emrey (1999), Laxminarayan (2001), Sherrod (2001), Webster (2001), Chan (2005), Cortner (2006), Laws (2008), Cui (2008), Dorman (2008), Landrum (2008), March (2008), Miceli (2008), Roberts (2008), Walker (2008) and Kirby (2009). It is observed here that most of the studies are of survey type and confined to the boundary of specified city or district of a state. But the study of Bala (1985), Sahoo (1991), Jagtap (1996) and Laxminarayan (2001) go beyond the city or district boundary. With regard to the sampling procedure, random and the purposive sampling has been the predominant method of sample selection. Also, most of the studies have been covered single category of disability and school age children. Very few studies Mutiah (1989) and Jagtap (1996) has covered all

the category of disability as a sample. Similarly, standardized tests and scales have been the predominant methods of data collection. However, the studies of Emrey (1999), Laxminarayan (2001), Sherrod (2001) and Cortner (2006) have used in-depth interviews and participant observation techniques. Further, data analysis and reporting has been done quantitatively in most of the studies. A brief discussion of findings of the studies is presented here.

In his survey of vocational education system for the disabled in Tamil Nadu, Muthiah (1989) found that the facility of free boarding and lodging is enjoyed mostly by orthopaedically handicapped students. Medical attention is given to all mentally retarded children. Disabled students found it difficult to cope up with the school programme resulting in disciplinary problems. The vocational training imparted was not in accordance with the interests and aspirations of the children. These instead reflected the needs and requirements of the institutions.

Together with Mutiah's study, several other studies highlighted the status of inclusive education of the SwD in regular classrooms. The survey of Jagtap (1996) found that Heads of the institutes had problems like lack of spacious resource rooms, lack of teachers to teach CwD and unavailability of grant on time. Problems faced by regular teachers were lack of training in how to deal with various disabilities, difficulty in giving individual attention due to large number in class. He further reported that integration helped CwHI in their socialization and in development of basic language skills; with some help CwVI could cope with normal children and CwOI usually studied with normal children. Attitude of CwD towards integration was positive and they preferred integrated schools to special schools. But the study of Laxminarayan (2001) reported that the inclusion of SwD was impacted by the situational conditions in traditional schools such as outdated pedagogy, shortage of resources, large class sizes and vast and inflexible curricula. March (2008) discussed implications for teacher preparation and professional development so that educators are prepared to implement continuous process after studying inclusive educational practices for SwD within the European Union and identified critical issues that characterize inclusive education such as the participants'

understanding of inclusion, characteristics of the professional exchange, teacher preparation and professional development, curriculum adaptations as they relate to the content of learning, instructional approaches, the development and implementation of Individualized Educational Programme (IEP), and inclusive education as a process of systemic change. While studying the factors that determine a successful integration and transition of SwD into adult living, Cortner (2006) found that SwD were presented with many challenges and there were many factors that influenced their success in transitioning into adult living. The remediation they received in the special education classroom, as well as the special education support they received in the general education setting was helpful in helping the students in compensate and remediate their areas of disabilities. Vocational classes and job shadowing helped them to explore different careers and interests and helped to develop the students' self-esteem. Individual teachers who expressed interest in them and gave the students help and support were recognized by the participants as an influential part of their transition. From these findings, it can be concluded that integrated education helped to CwD in their socialization and the positive attitude and support of teachers and their normal counterparts helped to SwD in successful integration into general education system. Also, supporting devices helped SwD for better learning at inclusive setting. The findings of the study of Landrum (2008) showed that SwD who were educated in the general education setting more closely represent their non-disabled peers academically than the students who were educated in a more restrictive setting. The study further showed that teachers were more willing to include SwD if teachers had experience with the disability or were provided with support. Similarly, the findings of the study of Kirby (2009) revealed that sixty six percent of the teachers identified technology as a key component of effective inclusion practices, sixty seven percent of the teachers cited improved quality of teaching following the provision of laptop computers, sixty eight percent reported that teaching methods changed significantly and fifty five percent of the teachers indicated that the initiative had contributed in a positive way to special education plan development.

In his study on examination of the legal rights and the status of children and YwD in regular classrooms in compulsory education from 1986 to 2006 in China, Cui (2008)

observed that legislative barriers obstructed the education of SwD in regular schools and classrooms. Twenty three percent of the children and youth with disability did not receive education. Disparities in education between municipalities and rural areas and developed and underdeveloped areas remained substantial. Ineffective administrative practices in LRC did not meet the aspirations and goals for implementing LRC. Problems in data collection and reporting prevented a better understanding of the academic status of children and youth strategies for a radical political and cultural change in the education system of the people of china are to have effective protection of human rights for citizens with disabilities enrolled in public education.

Two studies found on the comparison of SwD with their normal counterparts in scholastic achievement. Lali (1995) compared scholastic performance of the visually handicapped pupils studying under the Integrated System with that of the normal pupils in secondary schools of Kerala. He found that the significant difference was noticed majority in all subject at knowledge, understanding and application level between the secondary school SwD and their normal counterparts. These findings was also supported by Laws (2008) while examining SwD with their normal counterparts, he found that normal students continually outperformed their disabled counterpart in both language arts and maths across all grade levels.

Apart from the integration and scholastic achievement, studies also highlighted issues related to the education of CwD. Based on his study, Emrey (1999) addressed issues related to the school experiences unique to students with physically differences with particular emphasis on expressions of insensitivity and discrimination, access to facilities, services and social participation. He recommended for change within the school environment to enrich the lives of all with physical disabilities whereas the study of Sherrod (2001) focuses on significant factors that are accessibility, accountability; staff development; parental involvement; and funding which have impact on the access of Assistive Technology (AT) for SwD in educational settings to ensure a Free Appropriate Public Education (FAPE) in US.

Roberts (2008) measured effect of an after-school remediation programme on the academic achievement of SwD. He indicated that programme participants demonstrated improved achievement greater than non-participants in reading. Similarly, Chan (2005) indicates that SwD and students without disabilities benefited from the computer generated teaching technique in group. The result of the study of Doran (2008) revealed that co-teaching was more effective than small group classrooms for increasing academic achievement for SwD. If the academic achievement level of students in special education can be raised, then, they will be encouraged to go on to technical schools or four-year colleges, and prepare them for a career. These students will be contributing to society by holding jobs, paying taxes, buying homes and some may even own business and employ other people. They will become productive and successful citizens. So it can be said that, if taken proper care, the education level of SwD can be raised same as normal students.

Notwithstanding the inclusive education and scholastic achievement of school level SwD the studies have also college level SwD. The qualitative study of Webster (2001) aimed to give voice to SwD by investigating their vantage point on transitioning to and succeeding in college. Results of this investigation included identification of the skills, abilities, and knowledge that college SwD perceived by contributing to their transition to and success in college and the types of supports they viewed as important in sustaining their success. The purpose of the study of Miceli (2008) was to explore the associations between school programme and services, high school achievement characteristics, individual and household characteristics and enrollment in two and four year colleges among YwD. The result showed that individual and household, high school achievement and school programme characteristics significantly predicted college enrollment among YwD. Additionally, the study found that high school achievement characteristics such as graduating from high school, participating in extra-curricular activities, and experiencing financial management/responsibility had the most consistent, positive impact on the probability of enrolling in two and four year college. Additionally, characteristics such as disability category, household income, and parental level of education significantly impacted the probability of enrolling in colleges. The findings emphasize the importance of obtaining a high school diploma, participating in organized activities outside the

classroom, experiencing a level of autonomy or independence, and taking a leadership role in the transition planning programme while in high school for YwD. Walker (2008) studied minority and non-minority SwD in higher education and the university policies meeting with their needs. He found that SwD are often treated quite differently and have a very dissimilar college life compared to students without disabilities and SwD require different accommodations in order for learning to take place. He further reported that very few researches have looked about this issue.

Category II: Studies on Tests and Materials Development

While the studies under category I highlight the educational and training of the CwD, studies reviewed under category II covers the studies conducted on development of some tests or materials regarding the education of CwD. The following studies reviewed here. They are by Dutta (1986), Khader and Ramaa (1988), Sharma (1988), Lidhoo and Dhar (1989), Muruganandam (1990), Narayan (1990), Rai (1991), Reddy (1993), Dashti (1995), Pillay (1995), Lal (1999), Mulwani (1999), Mann (2000), Sherrod (2001), Shaw (2002), Gaddis (2005), Dorman (2008), Hoffman (2008) and Saxon (2008).

Azad (1986) and Dutta (1986) studied the adaptation and effectiveness of the Portage home-based training programme for cognitive and motor development of young children with mentally retardation. Both studies followed a quasi-experimental time-series design. Both studies report improvement in CwMR on different measures accompanied by improvement in parents' attitude.

Khader and Ramaa (1988) focused on improving the Kannada reading performance of Educable Mentally Retarded (EMR) children. The sample consisted of fifty eight EMR children attending grades III and IV in twenty three Kannada-medium general primary schools. The remedial treatment was attempted only on thirty six children from six schools. The comparison was made in control and experimental group on certain variables. The tools used included Kannada Oral Reading Test, Raven's Coloured Progressive Matrices, Kamath's Intelligence test, Reading Readiness Test, Letter Recognition Test, Kannada Word Recognition Test, and Reading Comprehension Test in

Kannada. The data were analyzed using 't' test and Analysis of Co-Variance (ANCOVA). They found that the remedial reading programme was effective in improving the level of letter and word recognition and reading comprehension in Kannada among EMR children. Similarly, Lidhoo and Dhar (1989) attempted to develop a learning model for SwMR using behavior modification techniques. The sample comprised 1,980 boys of fourteen to sixteen years age group from high and higher secondary schools of Srinagar city. The tools used were Cattell's Culture Fair Intelligence Test, Stanford Binet Test, Vineland Social Maturity Scale, the parents' comments and the teacher-comment check-list. They found that by and large, the subjects had improved and were doing better in their academic performance as well as in their socially adaptive behavior. Also Sharma (1988) explored the linguistic competence of the hearing impaired in IED and in special schools of Haryana and Delhi. The sample comprised forty eight SwHI from special schools and forty eight SwHI from the normal schools. The tools used including a Linguistic Competence Test in Hindi, Raven's Progressive Matrices Test and a Questionnaire covering the socio-economic status, degree of hearing loss, age and sex of the selected sample. The case study approach was used to assess the linguistic competence of the hearing-impaired. Mean, Standard Deviation (SD), 't' test and correlation techniques were used to treat the data. The study found that the teaching-aid method was found superior to the normal teaching method for the development of concepts among deaf children.

Muruganandam (1990) developed teaching-learning strategies in teaching science for CwVI. The sample comprised twenty seven CwVI of standard VI and VII of the Government school for the blind, Madurai and St. Joseph's school for the blind, Prava. Various tools including a Multi-Sensory Skill Test, Criterion Test and Reaction Scale were constructed and used. Also a specially designed teaching-learning material was prepared and used for teaching science. The collected data were treated with mean, SD and 't' test. The study found that the CwVI learned more science concepts when they were taught through the specially prepared teaching-learning materials. The learning package on science teaching for CwVI was found effective.

Narayan (1990) compared effectiveness of adult and peer models on the learning and retention of performance skills in CwMR. The sample consisted of 150 CwMR including seventy five Educable Mentally Retarded (EMR) children with an IQ varying from fifty one to seventy and seventy five, and Trainable Mentally Retarded (TMR) children with IQ ranging from twenty five to fifty. All the subjects were matched for their chronological age, ranging from ten to fourteen years. The tools used included the Vineland Social Maturity Scale of Malin and a Skill Test. Mean and ANOVA were computed to treat the data. Major finding was peer modeling was significantly more effective than adult modeling in the learning of motor skills.

Mandke (1991) attempted to analyze whether single-modality (visual or auditor) stimulation to its maximum capacity reflects positively upon speech and language performance of hearing impaired individuals. The sample comprised forty children in the experimental group and twenty children in the control group. The children with severe hearing impairment and seven to nine years aged group were selected. The tools used were an audiometer and a self-evolved language test. The analysis of the data were done by using 't' test and Analysis of Variance (ANOVA). The study found that there were significant differences in the case of the pre-test and post-test scores in both the experimental groups but not in the control group and the single-modality approach worked more effectively than the multisensory approach.

Based on the review of studies, a theoretical article of Rai (1991) attempted to explore effective cooperative learning strategies for promoting a constructive relationship, positive attitudes and integration between disabled and non-disabled peers in the regular classroom. It was found from the review that cooperative learning experiences promote a closer relationship between the disabled and the non-disabled. When learning situations are structured cooperatively and they work together, interact in positive ways, feel supported and encouraged to achieve in cooperative learning.

The experimental study of Dashti (1995) on relative effectiveness of training techniques to bring out behavioural changes among mentally retarded aimed to study the influence

of the three training techniques on the types of task upon the behavioral change of the mentally related individuals. The study was carried out on a purposively selected 270 boys and girls suffering from mental retardation of various levels of different institutions of Ahmedabad city. A specially formulated score table (a detailed check-list on five point scale) was used for recording the observations. The data were analyzed through $3 \times 3 \times 3 \times 2$ factorial design, ANOVA and t-test. The major findings were: (i) Three main effects, i.e., Training Technique (A), types of Mental Level (B) and Types of Task (C) were found to be significant whereas Sex (D) was found to be insignificant with respect to the behavioural change in the subjects under study. (ii) Interaction of A X B, A X C, B X C, A X B X C and A X C X D were found to be significant, where as the other interactions were insignificant. (iii) Instruction-Demonstration technique was the most effective technique for giving training to the mentally retarded individuals to bring about behavioral change. (iv) When the mentally retarded child is taught through Instruction-Demonstration technique, he developed Self-confidence, Security and Warmth and Feels Relaxed, so learning became better and one can find behavioral change in him.

The purpose of the study of Reddy (1993) was to find out the effect of Physical Education program on motor behavior and selected coordinative abilities of deaf and dumb students. It was hypothesized that there would be a significant effect of Physical Education program on the motor behavior and selected coordinative abilities of deaf and dumb students. Sixty students of Government Lady Nofee Secondary School for deaf, New Delhi were selected as a sample by random sampling method. Distance Perception Test, Bass Kinesthetic Test, Kinesthetic Obstacle Test, Accuracy Test, Bass Stick Test, Modified Bass Test, Rhythm Run dance Test and Nelson Speed of movement Test were used for data collection. The data were analyzed with the help of t-test. The findings of study were: (i) There was a significant effect of Physical Education Program on kinesthetic perception. The regular program helped the subjects to perceive their body movements, developed precision, alertness of mind and body. (ii) The whole results showed that the students improved significantly in coordinative abilities after their active involvement in physical activity, which comprised of gymnastics, athletics and yoga.

Pillay (1995) measured effect of Individualized Training Programme (ITP) on communication skills, and certain associated variables in the mentally retarded. Survey cum experimental method was adopted. 180 CwMR were selected as a sample. Screening records, personal data sheets, check-list-cum-rating scales were prepared to measure the pre and post-experiment performances in oral, reading, writing, motor and socio-emotional skills. The major findings of the study were: (i) The EMR group had significantly higher scores than the TMR children for oral, reading, writing, motor and socio-emotional skills. (ii) The experimental groups had significantly higher scores than the control groups in post tests and measurement, within the subgroups – EMR, early intervention, and late intervention groups – in oral, reading, writing, motor and socio-emotional skills. (iii) The effect of ITP in early intervention group was higher than the late intervention group in oral, reading, writing, motor and socio-emotional skills.

The objectives of the experimental study of Mann (2000) were: (i) To assess level of intelligence among trainable and EMR children. (ii) To develop an educational package for mentally retarded children in 6-18 years age group with IQ scores ranging between forty to seventy. (iii) To evaluate the impact of educational package. Fifty trainable and EMR children in the age group of seven to eighteen years were taken randomly from the Rohtak and Hisar Districts of Haryana. Keeping in view the exiting level of knowledge, an educational package was planned and developed for imparting training on different skills i.e. motor, self care, communication, social and pre-academic skills. A kit consisting of various teaching aids and materials that provided education was prepared to enhance knowledge regarding different skills. Simple tabular analysis was used to find out the number and frequency of performance of children on different skills. To find out the difference between pre and post intervention performance, paired t-test was used. Frequencies were computed to study the socio-personal, economic and home environment factors affecting intelligence level of respondents. The main findings were: (i) Most of the parents of retarded children were educated up-to graduation and most of the mothers were housewives and fathers were engaged in service. It was also found that most of the retarded children belonged to low - income group and lived in the middle class area. (ii) Most of the retarded children had one to two friends and they spent one to

two hours inside the home and three to four hours outside the home while playing. (iii) Significant mean difference was found between pre and post intervention performance of experimental group. Improvement in all the concepts was noticed after giving exposure to intervention to the experimental group. However, the aspect of meal time activities, dressing, receptive language, expressive language, writing and community orientation showed much improvement. (iv) Personal and economic factors of educable and TMR children such age, sex, education, occupation, income and nearby area off residence were found to be positively associated with exiting level of intelligence.

The purpose of the experimental study of Lal (1999) was to study the impact of Alternative and Augmentative Communication (AAC) system in the curriculum of teacher training in special education and its effect on language development of CwMR. Thirty randomly selected learners with severe to moderate mental handicaps and speech and language delay from three special schools of Mumbai were selected as a sample. The tools used for the study were: Kamat Binet Test of Intelligence, Sequin Form Board, Language Assessment Tool, The Makaton Vocabulary, The Makaton Training Module, Teacher's Behavior Scale for Language Teaching, Children Language Acquisition Test (CLAT) and Reaction Scale. From these the Makaton Training Module, TEBSLAT, CLAT and RS were developed by the researcher. The reliability coefficient of reaction scale (RS) was 0.769 (Split-half Method). The statistical techniques used for data analysis were MANOVA and Pearson's Product Moment Coefficient. The findings of study were: (i) The use of AAC system was effective in enhancing language and communication skills of learners with severe to moderate mental handicaps. (ii) Learners using AAC system gained significantly higher on semantic skills in comparison to learners in control group. (iii) Use of AAC system was effective in enhancing syntactic skills of learners with severe to moderate mental handicaps. (iv) In comparison to learners of the control group, the experimental group learners who were taught with AAC technique showed significantly higher gain on pragmatics. (v) Training and practice of AAC system influenced the student teachers in favor of need based language intervention program.

The study of Sherrod (2001) focuses on access to Assistive Technology (AT) for SwD in educational settings to ensure a FAPE, based on the perspective of three agencies that advocate on behalf of students and their families.

The purpose of the study of Shaw (2002) was to determine the effects of three delivery models, resource room, co-teaching, and support facilitation on the reading. The sample consisted of 231 students with mild to moderate disability. Their achievement was measured through the results of a nationally normed achievement test. The data was analyzed through ANOVA and ANCOVA. The results revealed that any of models did not have a significant impact on the achievement of these students.

Gaddis (2005) examined the effects of inclusion on the academic achievement of disabled and non-disabled students involved in two types of model of instruction. The study included fifty four special education students and 604 general education students enrolled in grade one, two and three of Eastern Shore of Maryland. The Gates MacGinitie Reading Assessment and Comprehensive Test of Basic Skills were administered. The assessment data was found significant difference in the academic achievement of disabled students and non-disabled students.

Hoffman (2008) examined the plans of YwD to enroll in two or four year college or university. The findings emphasize the importance of providing YwD access to a general education curriculum and a course of study that will allow them to be prepared for two or four year college. The findings regarding aspirations also indicate that developing transition goals and a course of study prior to entering high school will provide opportunities for YwD who aspire to attend higher education to take the necessary course work.

Saxon (2008) conducted an ethnographic study on two service delivery models a co-teaching model where students receive all academic services within the classroom and a pullout model where students receive extra academic services in a separate resource room. Through observation, interviews of teachers and students and document analysis,

this study looks at the culture of two classrooms, specifically how student access the general curriculum, how students interact with peers and teachers, and how teachers approach instruction for SwD. Findings reveal that teachers are ensuring students' access to the curriculum through interaction with them, effective instruction, and use of IEP goals and accommodations. Findings also reveal that students in both classes interact well academically and socially with their disabled counterpart with keeping in mind their disability, aligning IEP goals with the general fourth curriculum. Despite the lack of success in statewide the overall impression of these classrooms is that each service delivery model was appropriate for the students it serviced. This suggests that it is possible to successfully integrate SwD, regardless of the type and severity of special needs as long as the classrooms and the school have the capacity to do so.

The purpose of the study of Dorman (2008) was to measure the effectiveness of the California High School Exit Exam (CAHSEE) remediation programme. The study was made up of casual-comparative, descriptive and qualitative methods. Data collected through compiled result and interviews with special education teachers. The study concluded that curriculum alone cannot help special education students to improve their performance but they require more robust intervention that includes district/site support, regular review of assessment data, training and intervention beyond the classroom.

Some Observations and Implications

Examining the studies on education and training of CwD under two categories in this section, it is observed that all the studies reviewed under two categories are focusing only on the school going SwD except the studies of Webster (2001), Miceli (2008) and Walker (2008). The former group of studies has mainly concentrated on education of the SwD in general schools and comparison of the scholastic achievement with the normal counterparts of the SwD while the later group has focused effectiveness of the developed methods and materials. It should be remembered here that while investigating the education and training of PwD, all the levels of education should be studied in order to understand the reality and success of their integration at different level. For example, the available studies did not answer questions such as: What is their academic achievement?

Whether the developed models or materials benefited to this group of students for further education? What are the reasons for their success and failure in education? What are their educational needs? How does the change affect their academic life through grades and stages? How do they fare at higher education level? Hence, the available studies are very much limited in their scope.

All the studies taken together have addressed education and training of students with single disability. It could be due to the difference in the nature of different kind of disability. But this reason cannot be applicable to the inclusive classroom where all students are seemed as equal. Even many studies reported that integration helped to the SwD in their socialization and their normal counterparts and teachers showed positive attitude towards the integration. However, the academic differences could lead dissimilar academic life compared to their normal counterparts. But largely researches have looked over this issue. Some of the aspects coming in the way of their school education are: lack of teachers' training to cope up with various disabilities, outdated pedagogy, shortage of resources, large class sizes and vast and inflexible curricula. But the academic achievement, difficulties and needs at higher education level have not been explored in the studies reviewed in this section.

Apart from the inadequately explored area mentioned above, the most crucial aspect i.e. use and/or benefit from the developed methods/materials in the further education have been neglected by most of the studies. All the experimental studies on methods/material development reveal that the performance of the SwD were improved but still no study has answered the question that whether the SwD benefited in further education from the developed methods/materials? In most of researches, parametric statistics have been widely used. Jangira and Mukhopadhyay (1991) noted that the data relating to CwD neither fulfill the normality assumption nor random selection but the researchers have merely tested significance which leads the results much beyond than the desired. So taking random or purposive sample from a cross section would not yield their true educational status. For instance, different courses and different location of the institutions obviously influence their academic life.

3.2.3 Studies related to the problems and needs of CwD

Different problems of the SwD have been studied by the Usha (1981), Singh (1982), Pathak (1984), Dharap (1986), Banerjee (1988), Savitri (1989), Pandey (1991), Bharati (1993), Maddex (1994), Sudarshan (1999), Chandra (2001) and Skivington (2007).

Pathak (1984) studied CwD in normal schools. The major objectives of the study were (i) to study the personality traits, adjustment and aspirations of CwD in normal schools, (ii) to study their sociometric status in the classroom and (iii) to suggest ways to achieve better integration with normal children. The sample was consisted of twelve to eighteen year aged seventy nine orthopaedically disabled boys of thirty two higher secondary and secondary schools of three districts viz. Udaipur, Banswara and Jodhpur of Rajasthan. The tools included the Personality Questionnaire by Kapur and Mehrotra, Adjustment Inventory by Sinha and Singh, Aspiration Questionnaire and a personal data bank. Percentages were calculated for data analysis. The study revealed that most of the CwD came from families with poor economic background and sixty three of the seventy nine children's fathers had studied only upto higher secondary or below. Overall adjustment of the CwD was average. Emotional adjustment was good but the social and educational adjustment was average. The few problems which CwD faced were fear of the school, difficulty with classroom learning, dissatisfaction with teachers, ridicule by other children and inability to participate in co curricular activities.

Dharap (1986) investigated the problems of the education of the CwMR in the special schools of Maharashtra and some of the neighbouring states. The tools used were visits, interview schedules, questionnaires and observation. Some case studies of CwMR were made. The study revealed that the mentally retarded deprived of certain facilities that were given by government to the other approved categories of handicapped children; parents of the children had unrealistic expectations about their children, and there were misunderstandings between the teachers and the parents and that the society at large lacked awareness about the mentally retarded and the possibilities of rehabilitation of these children.

Banerjee (1988) studied the adjustment problems of blind students in secondary schools of West Bengal. The sample comprised visually handicapped adolescents in the age-group of twelve to eighteen years belonging to rural and urban locations. The tools used included an Adjustment Inventory developed by the researcher and a personal data sheet. The collected data were evaluated using a three-point scale. The major finding was the group of visually handicapped adolescents varies with age and onset of the handicap in their adjustment to the interacting environment.

Pandey (1991) conducted a study of the disabled in the rural society of eastern Uttar Pradesh with special reference to Bahraich, Deoria, Pratapgarh and Ballia. The sample comprised 400 male and female disabled of all age-groups with 400 heads of families and 400 neighbours. The tools used included Schedules, Interviews, Discussions and Observations. The percentage method was used to treat the collected data. The study revealed that the disabled were living in a critical condition, most of the people did not want to mix with the disabled, educational level of the disabled was poor as they belonged to the poorer sections of society and 13.7 percent of the disabled were economically engaged in different occupations.

Bharati (1993) studied psycho-social problems of mentally retarded and the role of self-help groups. The sample comprised fifteen mentally retarded individuals within the sample of 150 non-institutionalized cases living in and around Bangalore city. Binet Kamath's Intelligence Test for Indian Children by Kamath, Development Screening Test by Bharathraj, Vineland Social Maturity Scale adapted by Malin, Socio Economic Status Scale by Srivastava, Parental Attitude Scale by Bhatti, Check List to assess the Psycho – Social Dimensions by NIMHANS, Behavioural Scale by Vijay Human Service, Coloured Progressive Matrices by Raven and Opinionnaire and Interview Schedule were also developed by Researcher for data collection. The data were analyzed by Chi – Square Test and t-Test. The findings of the study were (i) Significant difference exists in psycho-social dimensions between institutionalized and non-institutionalized groups. (ii) Parents of institutionalized subjects are from a higher socio-economic class and had significantly better knowledge and orientation towards mental retardation as compared with parents of

non-institutionalized subjects. (iii) The self-help group programme had a positive impact on the mental maturity, social maturity and also lead to more favourable parental attitudes.

Maddex (1994) studied the functional relationship between educational problems and the current instructional environment. Classroom observation and interviews were conducted with each student and teacher using The Instructional Environment Scale and students' achievement was measured by report card grades and Iowa Tests of Basic Skills. The variables like Instructional Presentation, Classroom Environment, Teacher Expectations, Cognitive Emphasis, Motivational Strategies, Relevant Practice, Academic Engaged Time, Informed Feedback, Adaptive Instruction, Progress Evaluation, Instructional Planning, and Students Understanding were measured through the qualitative instrument Instructional Environment Scale. The results of the study suggested that certain instructional environmental variables may be important in determining whether SwD are successful in regular classrooms.

Sudarsan (1999) studied issues and challenges encountered by the resource teachers, regular teachers, school administrators, CwVI and non-disabled children in the teaching-learning situations in Integrated Education Programmes. One of the objectives of the study was to identify different learning problem of CwVI in the integrated set up. The study adopted both Quantitative and Qualitative research methodology. A total of 300 visually disabled and same numbers of non-disabled children of integrated programmes were selected randomly from urban and rural areas. The investigator developed Teacher Attitude Scale; Student Attitude Scale; School Administrator Attitude Scale; Observation and Questionnaire tools and established reliability and validity. The data were analyzed with the help of content analysis, t-test and correlation techniques. The major findings were: (i) There was significant difference between attitude scores of CwVI on the basis of level of schools. (ii) The CwVI felt happy when they were provided with learning materials in Braille form.

Chandara (2001) investigated problems and needs of SwVI at secondary Level in Andhra Pradesh based on their socio-economic and educational status with special reference to their interests, aspirations and achievements. The objectives of the study were: (i) To know the personal profile of SwVI and their socio-economic status, educational levels, occupational levels of the family members of the SwVI at secondary school level in Andhra Pradesh. (ii) To know the interests, aspirations, achievements and awareness of SwVI at secondary school level in Andhra Pradesh. (iii) To know the opinions of the SwVI at secondary school level in Andhra Pradesh regarding their problems, pedagogical practices and attitude of parents, school staff, peer-group, government and society towards them. (iv) To know the physical facilities, equipment and other requirements at secondary schools for the SwVI in Andhra Pradesh.

The students of special schools for the visually impaired under different managements at secondary levels constitute the sample of the study. The total population of 207 students was selected through multi-stage random sampling from eighth, ninth, and tenth classes. The tools used were Questionnaire for the SwVI to know the personal profile (Part-A), Opinionnaire for the SwVI with regard to interests, aspirations and achievements (Part-B), and Check list for physical facilities available in secondary schools for SwVI (Part-C). The researcher personally interviewed the respondents and collected the responses. The researcher also personally collected the data regarding the physical facilities available at secondary schools meant for SwVI in Andhra Pradesh. The data were analyzed with the help of content analysis technique. The findings of the study were: (i) There was a significant difference in the personal profile of the SwVI in which they had the diversified backgrounds. They varied in parental background, like, their educational qualifications, occupational levels, economic levels and other life orientations. (ii) Majority of them had similar opinions on aspirations, interests and achievements. (iii) Region, caste and income levels played a vital role in giving opinion on interests, aspirations, and achievements. But sex played a little role on responses in some aspects. (iv) Majority of the visually impaired schools had adequate physical facilities in three regions.

Skivington (2007) studied cultural meaning and preparation of adults with disabilities in Cuernavaca, Mexico. The result indicates that the adult life of a PwD is a very difficult one. Corruption, societal rejection and inadequate school service are some of the challenges that this population faces.

Some Observations and Implications

Examining the studies on problems and needs of the CwD under this section, it is observed that the reviewed studies have mainly concentrated in finding out the problems of school going CwD and covered only single category of disability. From the reviewed study, it is also revealed that the problems of the SwD who are pursuing higher education are neglected till date as no any study found on SwD in higher education in India. It should be remembered here that most of the students without disability also facing problems in higher education so the SwD could have more problems at higher education level then the school level. Generally, the SwD are having different problems based on their disability but some common problems also may be affecting to the students with different disability as the result of the study of Skivington (2007) indicates that the adult life of a PwD is a very difficult one. But the available studies do not seem to have viewed the problems from this perspective. They are very much limited in their scope and hence the findings cannot generalize to all SwD as the findings of the single category of the disability cannot be generalized to other category of disability.

All the studies taken together have pointed out only the educational problems of the school going students with single category of disability. The hindrances of education among the CwD are fear of the school, difficulty with classroom learning, dissatisfaction with teachers, ridicule by other children and inability to participate in co curricular activities (Pathak, 1984); lack of certain facilities (Dharap, 1986); poor educational level (Pandey, 1991) and inadequate school services (Skivington, 2007). These factors responsible for the education have not been thoroughly explored. The studies mentioned, have not considered the difficulties arising out of course selection, lack of interaction in classroom, irregularity in attending classes, family factors and responsibility, unsuitable teaching methods of teachers, difficult subjects, lack of educational necessities, lack of

availability of the references and other materials related to disability, inadequate library facility. Although the educational problems have been studied by most of the research workers, the lacuna still remains when other factors not studied simultaneously. In such a situation taking random sampling from a cross section of different CwD (as most of the studies have adopted this method) in order to find out the educational problems of SwD, would not yield their real problems. Furthermore, other problems like financial, social and health related problems have not been explored in the studies reviewed in this section.

Apart from the inadequately explored area mentioned above, the most crucial aspect i.e. their needs for overcoming their problems have been neglected by most of the reviewed studies. Needs are arising out of the particular problems. For instance, the students with different category of disability will have different needs based on their category and problems. Moreover, it is pertinent to note that these differences in the problems and needs of SwD are significant not merely among the students with different category of disability but also within the students with same category of disability.

A close analysis of the methodologies adopted by the scholars reveals that they are based on a macroscopic perspective in nature as most of the studies are survey type using randomization and fails to take into account the differences that prevail among the students with different categories of disability. Also most of the studies have reported similar findings. In other words, their perspective lacks sensitivity to the specific individual needs of the students with different disability which was arising due to diversities of problems among them with respect to different factors. Perhaps the basic assumption behind such an approach could be the previous studies have focused only on the problems of school going children with single category of disability that might be unable to express their needs regarding their problems. The studies revealed problems of poor education level, difficulties in learning and lack or inadequate facilities but no any researcher tried to focus on the reasons behind these problems of SwD and what they needs to overcome their problems. Moreover, these problems are general problems so it

is necessary to conduct micro level studies adopting open-ended questionnaire which would be sensitive to varying needs of SwD in order to understand their problems.

3.2.4 Studies related to parents, family and community of CwD

The attitude and role of parents, family and community in the life of CwD has been studied by Lata (1985), Mukhopadhyay and Sharma (1990), Panda (1991), Camardese (2002), Cox (2003), Sharma (2004), Alwell (2005), Cortner (2006), Cook (2007) and Landrum (2008). It can be observed from these studies that most of the studies are large scale surveys covering many districts and regions of a specified state except the study of Sharma (2004) which was covered Baroda city only. Randomization has been the predominant means for sample selection. Standardized scales and questionnaire has been invariably used for data collection purpose. A brief discussion of findings of these studies presented here.

Attitude of the parents, teachers and community members has been mentioned by few researchers. Lata (1985) in her study on the impact of parental attitude on social, emotional and educational assessment of handicapped and non-handicapped students found that parental attitude did not differ for normal and handicapped students. The study of Mukhopadhyay and Sharma (1990) found that the teachers had a positive attitude towards equal educational opportunity for disabled children in integrated classrooms. Similarly, the study of Panda (1991) reported that attitude is dependent upon sex of the people, whether they are teachers, parents or community members and female showed favourable attitudes towards normal, CwHI, CwVI and CwMR. Cortner (2006) found that individual teachers who expressed interest in them and gave the students help and support were recognized by the participants as an influential part of the successful transition of the CwD from school to college. Based on the findings of his study, Cook (2007) focused on providing training from other faculty members to the teachers and providing easily accessible, comprehensive information for working with college SwD. Thus it can be observed here that most of the studies have come to a conclusion that attitude of the different people towards PwD did not differ and they showed positive attitude but the study of Cook (2007) recommends training to the teachers for working with college SwD.

Camardese (2002) examined the perspectives of students, parents and teachers regarding the social implications of inclusion. The result of his study revealed that inclusion classroom may provide an environment that is conducive to appropriate coping skills related to self-control and may benefit from incorporating the pro-social skills of helping others by providing situations for SwD to assist others. Further, his study recommended cooperative learning, cross-age peer tutoring and structured group activities in classroom practices. Cox (2003) examined faculty-student relationships, disability disclosure decisions and accommodation effects on adjustment for college SwD and found that institutional accommodations were a better predictor of students in case of adjustment than were faculty attitudes. The result of the study of Sharma (2004) revealed that majority of undergraduate parents were having greater needs. Regarding hostel admission, parents reported that learning can increase by placing the child in the hostel and child will get exposure. Alwell (2005) argued that given current social and political contexts impacting educational opportunities, transition outcomes, adult services and barriers imposed by vestiges of attitudes which marginalize PwD, we are not yet in an era of inclusion and community membership. The findings of the study of Landrum (2008) showed that SwD who were educated in the general education setting more closely represent their non-disabled peers academically than the students who were educated in a more restrictive setting. The study also showed that teachers were more willing to include SwD if teachers had experience with the disability or were provided with support.

It can be observed from the review of studies under this section, that researchers have studied attitudes of other members towards SwD. But they have not given attention on the attitude of SwD towards other members of the society. Though some scholars have examined the relationship of SwD with other students, parents and teachers, but they have not examined the socialization of the SwD in detail. Also it is still unanswered question that what kind of social problems SwD are facing? This question needs to investigation as SwD have to deals with many people during their study like their peers, teachers, parents and other members.

3.1.5 Studies related to facilities for CwD

In order to know the expansion and growth of education and development of PwD, it is necessary to analyze the facilities provided to them and its utilization. Hence the studies conducted on the various facilities regarding the CwD are reviewed in this section.

Implementation and evaluation of the various schemes related to PwD has been studied by Mandal (1974), Rane (1983), Cawasji (1985), Singh and Prabha (1987), Jagtap (1996), Tillmann (2000) and Cui (2008). While the study of Shivaji (1995) and Reddy (2001) have critically appraised structural and functional aspects of organizations and training and rehabilitation services. The study of Hoffman (2008) examined the plans of YwD to enroll in two or four year college. It can be observed here that most of the studies are surveys. Random and purposive sampling was used most while the interview, questionnaire and other standardized tests have been the predominant tools for data collection. A brief discussion of the findings of these studies is presented below.

The study of Mandal (1974) on evaluation of the scholarship scheme of the GOI for the physically handicapped in Bihar reveals that the scholarship came as a great help for most of the SwD and there was poor awareness of the facilities among the guardians of the handicapped children. His study further reveals that employers were not always fair in selection and inadequate training and employer's reluctance to engage handicapped persons were considered to be the major obstacles to their employment. The study of Rane (1983) brought out several deficiencies in IED in Maharashtra state, like inadequate assessment procedure, lack of training of general teachers, heads of institutions and educational administrators; inadequate adaptive teaching-learning aids, and inadequate monitoring and evaluation were highlighted. Similar findings have also been reported by Singh and Prabha (1987). They found that the facilities granted by the government were not availed of by the schools and the schools were utilizing only thirty three percent of the resources allotted. They further found that the admission policy was defective, lack of communication between physically handicapped students and their non-handicapped class-fellows, out of a provision for 400 students only 130 were on the rolls, and the

allotments were received in the schools at the end of the session were the major deficit for achieving IED in Bihar.

Reddy (2001) in his study on training and rehabilitation services for the PwD in Andhra Pradesh found that integrated training for the PwD benefited more than the segregated training in the vocational rehabilitation centers. Most of the employers and head of the educational institutions were not following the reservations for the PwD. The enrollment of rural PwD was very poor due to poverty, illiteracy of their parents and lack of awareness among the rural disabled. The government was not giving importance to the PwD for imparting vocational training and rehabilitation, and the society was not giving any importance to the trainee PwD just because of their disability. Based on the findings of his study, he concluded that village wise surveys must be conducted specially to identify the deformity cases i.e. orthopaedically impaired, visual impaired, hearing impaired and mentally retarded, the vocational rehabilitation centers must equip to train the four categories of the PwD based on their educational background. There must be guidance and counseling center in each and every vocational rehabilitation center and the vocational rehabilitation centers must offer innovative trades. The present reservation facilities for PwD in the field of employment and education must be enhanced according to their population ratio, and the governmental and non-governmental organizations must provide health, safety measures and special facilities, like, toilets, rest rooms, aids and appliances in their respective offices.

The study of Sherrod (2001) on access of AT for SwD in educational settings to ensure a FAPE revealed that accessibility, accountability, staff development, parental involvement, and funding were the factors that impact on AT and these factors determine the extent to which AT is made available to CwD in the state of New Jersey. Qualitative analysis of the data of House's (2004) study revealed that students lacked a technical understanding of special educational services. The findings of his study suggest that these students were not fully aware of their positions as individuals with disabilities nor did they able effectively access and use the educational resources and supports listed in the IEP.

Based on the data analysis of questionnaire and literature review, DiFulgo (2005) concluded that there has been significantly increased interest in addressing the needs of SwD, programmes and services for the SwD and colleges are making greater efforts to ensure that all educational programmes and services offered to SwD. He further concludes that more research on accommodation, services and the level of support given to SwD relative to the disability they possess is needed. The ethnographic study of Saxon (2008) revealed that normal students in both classes interact well academically and socially with SwD through the developed service delivery model. The study further suggests that it is possible to successfully integrate SwD, regardless of the type and severity of special needs as long as the classrooms and the school have the capacity to do so.

The findings of the study of Cui (2008) on examination of legal rights and the status of children and YwD in regular classrooms in compulsory education from 1986 to 2006 in China revealed that legislative barriers obstructed the education of SwD in regular schools and classrooms. Twenty three percent of children and YwD did not receive education. Disparities in education between municipalities and rural areas and developed and underdeveloped areas remained substantial. Problems in data collection and reporting prevented a better understanding of the academic status of children and youth strategies for a radical political and cultural change in the education system of the people of china are to have effective protection of human rights for citizens with disabilities enrolled in public education. The study on minority and non-minority SwD in higher education and the university policies by Walker (2008) found that the students with physical disabilities are often treated quite differently and have a very dissimilar college life compared to students without disabilities and SwD require different accommodations in order for learning to take place. He further reported that very few researches have looked into this issue.

Hoffman (2008) examined the plans of YwD to enroll in two to four year college. The findings emphasize the importance of providing YwD, access to a general education curriculum and a course of study that will allow them to be prepared for two to four year

college. The findings regarding aspirations also indicate that developing transition goals and a course of study prior to entering high school will provide opportunities for YwD who aspire to attend higher education to take the necessary course work. The study of Miceli (2008) found that youth characteristics such as disability category, household income, and parental level of education significantly impacted the probability of enrolling SwD in colleges. The finding of this study emphasized on the importance of obtaining a high school diploma, participating in organized activities outside the classroom, experiencing a level of autonomy or independence, and taking a leadership role in the transition planning programme while in high school for YwD.

The facilities and services available to the SwD have been studied by Bala (1985) Mutiah (1989) and NCPEDP (2001). It can be observed here that all the studies are surveys. Random and purposive sampling was used most while the interview, questionnaire and other standardized tests have been the predominant tools for data collection. A brief discussion of the findings of these studies is presented below.

Bala (1985) compared educational facilities for physically handicapped and normal children. She found that the facilities available in the institutions for handicapped children were quite inadequate as compared with those provided in the schools for normal children. Based on the survey of vocational education for disabled, Mutiah (1989) found that facility of free lodging and boarding is enjoyed mostly by all the handicapped children but the vocational training imparted was not in accordance with the interest and aspirations of the CwD. The study also revealed that the SwD found it difficult to cope up with the school programmes resulting in the disciplinary problems. NCPEDP (2001) measured status of SwD in higher education in India. The study found several deficiencies in Indian higher education. In comparison to three percent reservation quota of SwD, only 0.3 percent of PwD were enrolled in higher education institutions, majority of the higher education institutions were not providing any general or special aid/equipment facilities to the SwD.

Some Observations and Implications

The review of studies on the facilities of CwD reveals that despite of quantitative expansion of facilities and the introduction of various provisions and programmes, the SwD have benefited the least. Perhaps the main reason for this can be lack of awareness among them and guardians regarding the facilities available and unavailability of the proper facilities that are meant for them. The review further reveals that the facilities available were not fully utilized, shortage of trained teachers, inadequate facilities for the CwD (Bala, 1985) and majority of the higher educational institutions were not providing general or special facilities to the SwD (NCPEDP, 2001). These findings give birth to certain questions like: What are the different facilities available to CwD? What is their help-seeking behavior in their difficulties? How do they manage their problems from the facilities or supporting services available to them? But the available studies have not provided answers to these questions and failed to provide any valid reasons in this regard. Perhaps analysis of available facilities, supporting services, help-seeking behavior of SwD and their needs can answer these questions validly and thereby providing suggestions for implementation of required facilities suited to the students with specific disability.

2.2 IMPLICATIONS OF THE RELATED LITERATURE FOR THE PRESENT STUDY

From the review of studies under five sections in this chapter, it can be observed that several studies on CwD have shown that eventhough efforts were made to raise education of CwD but the result have remained far from the expectations. Education among the CwD is still lagging far behind the children with no-disability in India. Perhaps the slow growth of the education of CwD is due to the late research attention in this field as the first three surveys of educational research couldnot locate any study in this field. Also, perhaps poverty, illiterate parents, no strict implementation of the government policies and acts, lack of knowledge regarding the policies, provisions and facilities among them could be reasons for low growth of their education. The review of related studies reveals that few studies focused on the general education of the CwD. However, efforts have been made to study the school level CwD in integrated setting but those studies focuses on comparison of CwD with their non disabled counterparts in the different variables.

Some Survey studies on SwD have been conducted with a view to study the PwD in different region, their education, facilities, problems and adjustment. In spite, research on SwD leaves much to be desired at higher education level. Research findings from survey studies are no doubt valuable but they are not of a quality that allows a comprehensive understanding of the problems of SwD. The qualitative studies are valuable as they offer some sensitive insights but they do not yet, provide answers to any of the issues that confront those who are responsible for the education of CwD. For instance, the low enrolment of CwD in higher education indicates that the higher education system is not functional to the needs of CwD. This gives rise to the certain basic questions like whether the higher education institutes follows the policies and acts enacted for the PwD? What kind of facilities they offer to the SwD for pursuing higher education? In India, not many study offer insight into these questions. Although, NCPEDP (2001) throws light for addressing these questions but not providing comprehensive picture regarding their enrollment due to low response rate.

SwD are entering into higher education after completion of schooling whether it is special or general and various studies have been conducted on school going CwD, but from the review of studies, not many study focused on the SwD, their problems and needs at higher education level. The survey of NCPEDP (2001) revealed that enrolment of SwD in Indian universities was less compared to three percent reservation quota. Also, from Gujarat, only VNSGU, Surat had responded so the true picture regarding the enrolment of the SwD in the Gujarat could not emerge. The study of Pandey (1991) reveals poor educational level, low academic achievement and poor relationship of SwD with teachers, peers and parents. The study of Phoola (1990) and Pathak (1984) reveals that most of the SwD wanted to continue study upto the post-graduation level but not many have tried to study the SwD in higher education. Also, the question raised, whether the SwD have the same problems in higher education that the studies of Panday (1991) and Phoola (1990) revealed, still remains unanswered.

However, few researchers (Webster, 2001, Miceli, 2008 and Walker, 2008) have focused their studies on the college going SwD. But these studies are limited in their scope and

suffer from certain methodological limitations. Therefore, it is very difficult to generalize the findings of the studies to college/university going SwD. Some researchers have developed methods/materials for the improvement of the education of this group of students but none of the researchers have tried to find out whether the developed method/materials helped to SwD in their further education? Also their help seeking behaviour and the different types of problems faced by them are not conducted in India. The various needs of these groups of students are also still uncovered. Hence, it is necessary to study the SwD at higher education level and the reasons of their academic success or failure alongwith their problems and needs.

The review of studies also reveals that majority of the studies are limited in their scope. Also most of the studies are focused only on school age going children with single category of disability. Even the themes chosen by the scholars for research are broad and general rather than pointed and specific. Besides, these studies also suffer from certain methodological limitations. Very few studies are micro level studies with intensive analysis of the problems of SwD. Great importance has been given to the single category of disability ranging from six to eighteen year age group. Standardized tools used by the most of the researches reviewed under the five sections. Also the field studies conducted are of shorter duration. The descriptions of the results have been presented in quantitative forms using statistical analysis.

In the light of the review of previous studies and the methodologies used therein, it has been thought of to undertake a study on SwD pursuing higher education and focusing on their problems, needs and reasons of their success or failure.

The chapter II presented the critical review of the related literature of the present investigation. In the light of the review of previous studies and the methodologies used therein, it has been thought of to undertake a study on SwD focusing on their various problems, needs and reasons of their success and failure at higher education level. To take appropriate stand for the present study, the methodologies used has been discussed in the next chapter.

CHAPTER III

METHODOLOGY

3.1 INTRODUCTION

The contending perspective on special education and the different approaches to the SwD in India followed by the empirical studies to draw the implication for the present study have been presented in the previous chapter. The scope of the remaining chapters, however, will be limited to discussions on the SwD of the universities of Gujarat. Considering the differences in the courses and the type of disability, there may be variations in their problems, needs and reasons for their high academic achievement and low academic achievement too. Nevertheless, findings of the present study may at best be indicative of the total picture of the SwD and may help to generate certain hypothesis rather than arriving at definite statements. With this assumption the present chapter presents the methodological details that were adopted to comprehend the SwD in the universities. The present chapter includes approach, research design, data required, sources of data, population and sample, tools, data collection and techniques used for data analysis. Details of the present chapter presented as follow.

3.2 APPROACH

In the context of SwD who have their own learning characteristics based on their disability, mere quantification of data may not be sufficient to discern and understand their problems and needs existing. Rather their own understanding of their problems, needs and reasons for their high and low academic achievement when expressed uninterruptedly will unravel many facts which cannot be obtained through administration and structural tools. At the same time some of the educational data like enrolment of SwD, total number of teaching staff, overall enrolment figure of the students, educational achievement etc., can very well be quantified. Hence taking into consideration the objectives of the present study, combination of both quantitative and qualitative approach have been followed.

3.3 RESEARCH DESIGN

The present study was a cross-sectional survey as data were collected from SwD at a single point of time i.e. during the academic year 2008-09. For finding the reasons of high and low academic achievement, case study method has been employed. The collective type of case study was used as the present study involves multiple cases of academically high and low SwD to learn more about the reasons of their high and low academic achievement.

3.4 DATA REQUIRED FOR THE PRESENT STUDY

In order to achieve the stated objectives in chapter I (page no. 37), both qualitative and quantitative data were required. The quantitative data included the enrolment of the SwD for the last five year and for the year 2008-09, total number of the students, total number of teaching staff, educational qualification of the SwD, total number of the teaching staff and enrollment figure of the students in each department, gender, habituate, type and percentage of disability, their academic achievement, name and year of the course of the SwD were collected.

Descriptive data pertaining to the universities of Gujarat, teaching departments, facilities provided to the SwD, training and recruitment of special education trained teachers, information pertaining to the SwD like personal information, family background, their education profile, leisure activities, engagement with the disability organization, academic problems, social problems, financial problems, health related problems, help-seeking behavior and needs to overcome their problems were required. Apart from this, their expectation regarding the facilities, encouraging and discouraging points in their department/university, awareness regarding the provisions available to them, academic support receiving from their family, teachers and classmates, teacher's help in content understanding, information regarding the use of library, information regarding the examination, use of leisure time, their suggestions for other fellow SwD for successfully completion of the course, for making library facilities disability friendly, for examination and other information if they want to mention were also collected to find out the reasons of their success and failure.

3.5 SOURCES OF DATA

The data required for the present study mentioned above were available from various sources mentioned below:

Offices of Vice chancellors and Registrars, Academic branches of the universities, Post-graduate cells, Annual Reports of the selected universities, enrolment registers of the teaching departments, Heads of the Departments, Clerical staff, SwD, Teachers of SwD, Family members of SwD and friends of SwD were the sources of data. Apart from this, official websites of the universities and telephonic interview with the selected SwD also served as source of data.

3.6 POPULATION

- There are thirty universities (MSU Diary, 2012) functioning in the Gujarat. As the present study was delimited to the UGC recognized and funded universities of Gujarat, total nine universities of Gujarat recognized and funded by UGC comprised as the population for the present study. The list of the nine universities is given below:
 - i. Bhavnagar University (BU), Bhavnagar.
 - ii. Gujarat University (GU), Ahmedabad.
 - iii. Gujarat Vidyapeeth (GV), Ahmedabad.
 - iv. KSKV Kutch University (KU), Bhuj.
 - v. Maharaja Sayajirao University of Baroda (MSU), Vadodara.
 - vi. Hemchandracharya North Gujarat University (NGU), Patan.
 - vii. Sardar Patel University (SPU), Vallabh Vidyanagar.
 - viii. Saurashtra University (SU), Rajkot.
 - ix. SGU, Surat.
- All the SwD enrolled in the various teaching departments and colleges of the above listed nine universities of Gujarat during the academic year 2008-09 were also considered as a population for the present study.

3.7 SAMPLE

In order to collect data from the universities, teaching departments and SwD, sample at different stages has been drawn in the following manner.

For the first part of the study, sample selection of the universities was made by one of the variation of purposive sampling called comprehensiveness (Miles & Huberman, 1994 and Marshall & Rossman, 2006) as the number of units (nine universities) was small and all the units (nine universities) have been included as a sample for the present study. The sample of the study is restricted to the nine general universities (BU, GU, GV, KU, MSU, NGU, SPU, SU and SGU) of Gujarat. There were two major considerations in selecting these nine universities for investigation. First, these universities are recognized and funded by UGC so they have to follow all the rules and regulations made by the central and state government. Also, they have to provide three percent reservations to the PwD as per the government rule. Second, these universities are providing varied courses in majority of all discipline from under-graduate to doctoral level. So SwD can be found in these universities then other universities as the rest universities are providing specialized courses in particular area i.e. Technology (Gujarat Technological University (GTU), Dharmsinh Desai University, Indian Institute of Technology (IIT), Nirma University of Science and Technology and Sardar Vallabhbhai National Institute of Technology), Management (Indian Institute of Management (IIM) and Institute of Rural Management, IRM), Agriculture (Anand Agricultural University, Navsari Agricultural University, Junagadh Agricultural University and Sardarkrushinagar Agricultural University), law (Gujarat National Law University), Ayurved (Gujarat Ayurved University), Information and Communication Technology (ICT), (Dhirubhai Ambani Institute of ICT), Sanskrit (Shree Somnath Sanskrit University), Petroleum (Pandit Dindayal Petroleum University) and Environment (Centre of Environment Planning and Technology University). The four private universities (Ganpat University, Kadi Sarva Vishwavidyalaya, Navrachana University and Sumandeep Vidyapith) are also offering varied courses but fund themselves so all the courses they offer are self-financed thus they don't follow three percent reservation rule. At the same time though there are SwD studying in the open university (Dr. Babasaheb Ambedkar Open University) but it is not feasible to contact

them. Thus, looking into these all, nine general universities recognized and funded by UGC have been selected for the present investigation and all the teaching departments of the selected nine universities were considered for the study.

For the second part of the study, further the purposive sampling technique (comprehensiveness) was employed as entire population (188 SwD) enrolled in the nine universities during the academic year 2008-09 has been selected as a sample. The major reason behind the selection of entire population of SwD as a sample was variation in their problems, needs as per the disability and university too. There were total 188 SwD enrolled in various teaching departments of nine selected universities. Out of total 188 enrolled SwD, 143 SwD responded whereas, forty five SwD did not respond so the final sample of the SwD was 143.

For the third part of the study, one academically high achiever and one academically low achiever student per category of disability were selected purposively. For selecting academically high and low SwD, their academic achievement was taken as a major consideration alongwith the opinion of their teachers was also considered. Thus total six SwD (one academically high achiever and one academically low achiever SwD per three categories of disability) have been interviewed for finding the reasons of their high and low academic achievement. It may be pertinent to mention here that the academically high and low achiever have been identified among the sample who have responded.

3.8 TOOLS AND TECHNIQUES OF DATA COLLECTION

Considering the objectives of the present study, four tools viz, Information Schedule for the universities, Information Schedule for the teaching departments, Questionnaire for the SwD and Interview Schedule for the academically high and low SwD were developed and used to gather the required information. Investigator had prepared all the tools in English. The prepared tools were shown to some experts for validation and accordingly suggestions of the experts were incorporated and the tools were finalized. The investigator had translated English versions of tools into Gujarati. The translated tools were referred to Gujarati language experts for language corrections and accordingly

necessary modifications and changes were made. A complete set of the tools have been presented in the appendices (I-X). Details of the developed tools are given as follow.

3.8.1 Information Schedule for the Universities

The information schedule for the universities was deigned to achieve the objective 1 of the present study. The information schedule for the universities was comprised a forward letter alongwith the questions regarding the name of university, establishment year, name of vice chancellor, his e-mail id, geographic location and address of the university, website and e-mail address, contact numbers, type of university, UGC recognition and funding, whether admitting SwD or not, enrolment figure of SwD for the last five years, category of disability, whether following three percent reservation rule availed to the SwD or not, general and special facilities provided to the SwD by the university, availability of the guidance and counseling service, training provided to the teachers in special education and recruitment of the special education trained teachers. For further details refer Appendix-III.

3.8.2 Information Schedule for the Teaching Departments

The information schedule for the universities was modified and used as a information schedule for the teaching departments to collect information regarding, the name of teaching department, admission process, whether providing admission to SwD or not, if not the reason for that, total number of teaching staff, total number of enrolled student, number of registered SwD along with the category of disability, general and special facilities provided to the SwD by the department, name of the SwD registered in the department along with their residential address with contact number, year and course he/she is studying. Refer Appendix-IV.

3.8.3 Questionnaire

Keeping in mind the required information to be collected from the SwD, a questionnaire was developed common to all the four category of the disability. The investigator studied the different questionnaire prepared by the earlier and past researcher and also reviewed the questions regarding the problems of the SwD mentioned in the various books of

special education. With this background and keeping in mind all the four categories of disability i.e. mental retardation, visual impairment, hearing impairment and orthopaedical impairment, be made an initial list of questions which consisted of three parts. However, it may be mentioned here that, all three parts were not mutually exclusive. The dimensions covered in these three parts of the questionnaire are:

Part-I: Educational Profile:

- Name, age, residential address with contact number, married status, mother tongue,
- Educational qualification, present study, present residence place, type, percentage and onset of disability,
- family background,
- Information regarding the scholarship received,
- Year, course and reasons of failure in past year if any,
- Leisure activities, future study,
- Engagement with the disability organization etc.

Part-II:

A-Academic Problems (AP):

- Selection of course,
- Suitability of the department time-table,
- Course syllabus,
- Contents of text-books,
- Extra reading,
- Adjustment with peers,
- Library facilities and problem facing,
- Participation in co-curricular activities,
- Examination,
- Teachers and their teaching methods,
- Completion of course,

- Family responsibility and other difficulties affecting study,
- Any other academic difficulties than above mentioned,
- Need to overcome the academic problems.

B-Financial Problems (FP):

- Financial facilities available,
- Ability to purchase educational necessities,
- Financial problems of family,
- Affection of economic problems to education
- Any other economic difficulties than above mentioned,
- Need to overcome the economic problems.

C-Social Problems (SP):

- Ability to make friends,
- Adjustment with friends,
- Dealing with friends and other people,
- Affection of disability in social life,
- Teachers help in solving social problems,
- Any other social difficulties than above mentioned,
- Need to overcome the social problems.

D-Health Related Problems (HRP):

- Other health related problems than disability,
- Affection of the health related problems in participation in CCA,
- Affection of health related problems in life,
- Guidance receiving to maintain good health,
- Any other health related difficulties than above mentioned,
- Need to overcome the health related problems.

Part-III: Help Seeking Behaviour (HSB):

- Use of disability aid/equipment,
- Adjustment with the particular aid/equipment,
- Help receiving and giving to other SwD,
- Use of supporting services

- Availability and use of guidance and counseling service,
- General and special facilities availed to them by the university,
- Any other facilities getting from the university.

This questionnaire consisted of 121 items including seventy five close ended and forty six open ended questions. The close ended items were to be given in a simple form of yes or no by putting tick mark (✓). The close ended items were to know whether they have particular problem or not. Also in some questions certain options were given for the selection of the particular option as per their view. The open ended questions were given with the view to allow free response from the SwD. Since almost all the different category student with disability have their own problems and needs based on the particular disability, they have something more to say than what is normally expected from a pre-structured items. Above all, at the end they were asked to give their comments regarding their disability, department, university and facilities which are not covered in the questionnaire. For further information refer to Appendix VI.

3.8.4 Telephonic Interview

For conducting case studies of selected cases of high achiever and low achiever SwD, Telephonic Interview was conducted in order to find out the reasons of their high and low academic achievement. The major reason for conducting the Telephonic Interview was, the SwD were busy due to their study so they could be contacted at their convenient time. The questions prepared for conducting telephonic interview were semi-structured. The semi structured questions were designed to elicit the responses regarding the description of their disability, problems faced by them due to their disability, facilities provided by their university, satisfaction from the facilities available to them, their expectation regarding the facilities, encouraging and discouraging points in their department/university, awareness regarding the provisions available to them, academic support receiving from their family, teachers and classmates, teacher's help in content understanding, information regarding the use of library, information regarding the examination, use of leisure time, their suggestions for other fellow SwD for successful completion of the course, for making library facilities disability friendly, for examination

and other information they want to mention were also collected to find out the reasons of their success and failure. It may be mentioned here that the semi-structured questions were used with a view to have discussion to get more penetrative responses by carefully putting the subsidiary questions. Refer appendix VII.

3.9 ORGANIZATION OF DATA COLLECTION: THE FILED WORK

The field work for the present study was carried out in three phases spread over a long period of time from June' 2008 to October' 2010. The phase wise field work completed has been presented as under:

Phase-I

In the first phase of the data collection, the investigator personally visited each of the selected universities of Gujarat and submitted the forwarding letter (see appendix I) to the vice-chancellor office and collected the required information regarding the university, teaching departments, facilities provided by them to SwD and their enrolment figure. Investigator also approached them to give permission for staying in university guest house during the total process of data collection (see appendix II). After getting the permission from the Vice Chancellor's office, investigator had visited Post Graduate Unit of the selected nine universities and collected information regarding the university, teaching departments, overall enrollment figure of the students, enrolment figure of the SwD for the academic year 2008-09, facilities provided by the university to the SwD, name of affiliated teaching departments etc. After getting the list of the affiliated teaching departments from the each of the university, the investigator visited each and every teaching department of all the nine universities alongwith the forwarding letter (see appendix IV) and collected data regarding admission process, admission to SwD, total number of teaching staff, total number of enrolled student, number of registered SwD along with the category of disability, general and special facilities provided to the SwD by the department, name of the SwD registered in the department along with their residential address with contact number, year and course he/she is studying etc.

Phase II

During the second phase, questionnaire for the SwD was administered by personally visiting each and every teaching department of the selected nine universities. Investigator met each of the identified SwD and collected required data from them through the questionnaire. Also investigator had visited hostel campus of the universities and collected data from the SwD who were residing in hostel. In case the SwD were found absent and SwD who were not attending the classes regularly due to their disability; they were contacted through the mailed questionnaire (along with postal duty paid self addressed envelope) and collected the required data from them.

Phase III

In the final phase, investigator had taken help of a representative for conducting telephonic interview of selected academically excellent and academically poor SwD. The major reasons for taking help of representative in conducting interview session was the limitation of the investigator due to hearing problem. For this investigator had devoted considerable time in obtaining general information like procedure for contacting respondents, conventions for asking questions in a consistent and standardized way, procedures for probing further answers, procedures for recording responses for interviewing. Also, investigator had provided orientation to the representative for conducting the entire interview session. At the time of telephonic interviews of the selected SwD by the representative, investigator framed sub questions based on the responses of the SwD and provided it to the representative. The entire interview session has been recorded through the voice recorder of mobile device. For conducting the interviews of SwHI, the investigator alongwith his representative had visited personally to the selected SwHI and interviewed them with the help of sign language interpreter.

3.10 DATA ANALYSIS

The collected data were analyzed both qualitatively and quantitatively so that meaningful trends could be visualised. Quantitative data collected through the *Information Schedule* pertaining to the number of teaching staff, total enrollment of students and enrollment of the SwD have been analyzed through frequency and percentage while the qualitative data

pertaining to the universities, teaching departments and different facilities provided were analyzed through the content analysis technique.

The data collected through the *Questionnaire* pertaining to the educational profile, academic problems, social problems, economic problems, health-related problems, help seeking behavior and needs of SwD were analyzed quantitatively as well as qualitatively. For the close ended items frequencies and percentage was counted while for the open-ended items content analysis was employed. Coding was done to the collected data and data entry was made in SPSS software package and frequency & percentage were counted. The data collected through the *Telephonic Interview* was analyzed through content analysis. The following table depicts objective and tool wise analysis techniques adopted.

Table 3.1: Objectives and Tools wise Analysis of the Collected Data

Objectives	Tools	Items of the Questions	Techniques of Analysis
Objective-1 & 5	Information Schedule	Close ended	Content Analysis
Objectives-2, 3, 4, & 6	Questionnaire	Close ended and Open ended	Frequency, Percentage and Content Analysis
Objectives-7	Telephonic Interview	Open ended	Content Analysis

The chapter III focused upon the research's methodology, population and sampling, tools used, data collection procedure and data analysis techniques. It is also important to be familiar with the setting of the area under the investigation. The next chapter presents the setting of the areas.

CHAPTER IV

THE SETTING

4.1 INTRODUCTION

The area of investigation of this study is universities of Gujarat. Incidentally, Gujarat is one of the prosperous states of the India and home of some of the prestigious educational institutions of the nation. This chapter briefly describes the setting in which the study is situated.

4.2 GUJARAT STATE: A PROFILE

The state of Gujarat is situated on the west coast of India, bounded by the Arabian Sea in the West, Rajasthan in the North, Madhya Pradesh in the East and Maharashtra in the South. The state also shares an international border with Pakistan in the north western fringe. It has the longest coastline of about 1600 km which is also the longest among all states in the country. Gujarat is one of the most prosperous states of the country owing to its booming economy and industry and considered one among the best industrialized state of the India. The state provides about 19.8 percent of the country's total industrial output and is the most industrialized state of the country. Gandhinagar is the capital city of the state and Ahmedabad the main commercial hub of the region. Gujarat is known for its rich culture and tradition. It is famous for its exquisite handicrafts and textiles.

Gujarat has an area of about 1.96 lakh sq. kms. The state is divided into twenty six districts and 224 blocks and around 18539 villages. The population of the state, as per provisional figures provided by Census 2011, stood at 6.03 crores (Census, 2011) which was the 4.99 percent of the total national population. Gujarat accounts for 6.19 percent of the area of India.

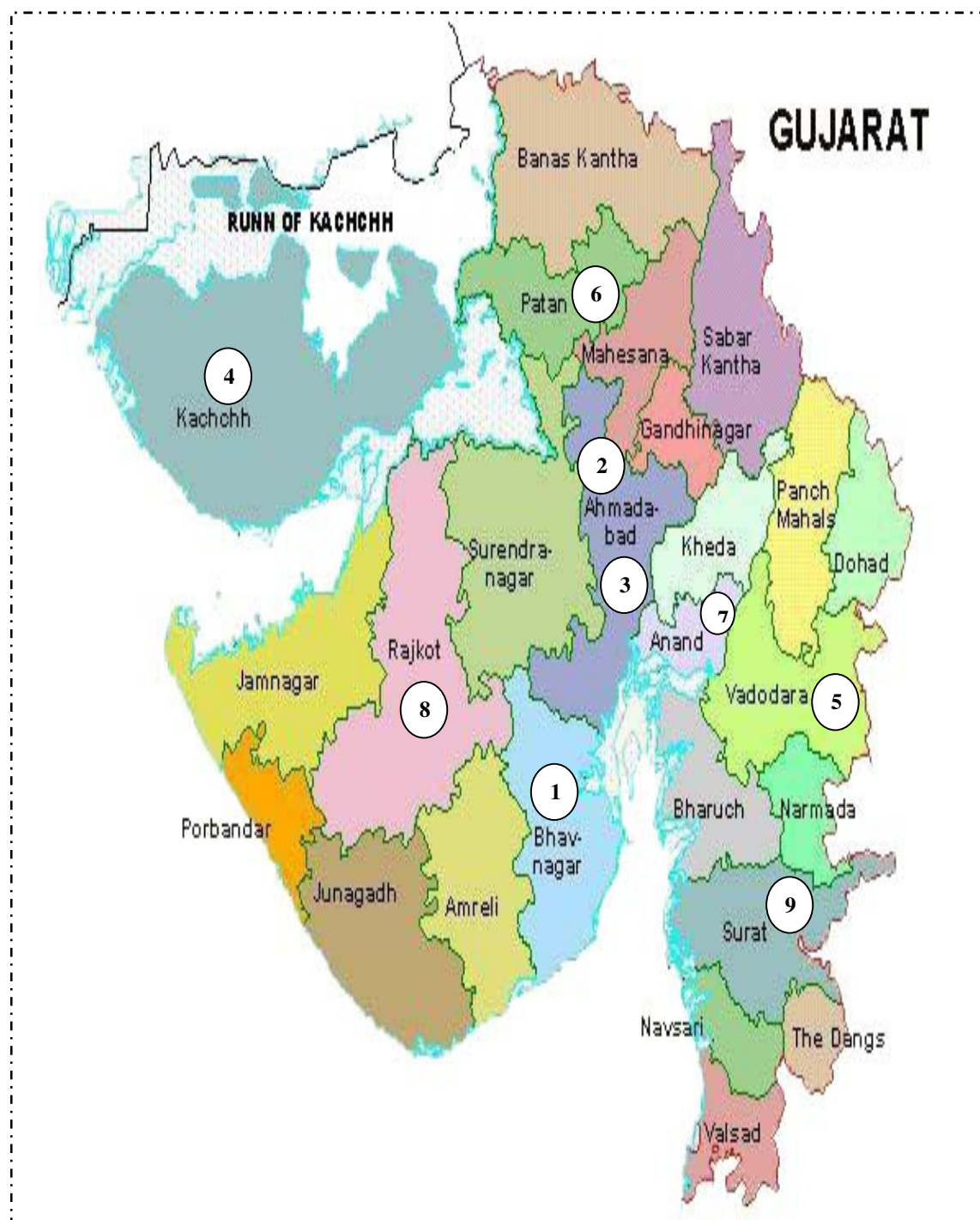
The population density of Gujarat was 308 persons per sq. km. in 2011 against the 382 persons per sq. km. of India (Census, 2011). The highest density of 1376 persons per sq. km. was observed in the district of Surat, while the least density of fourty six persons per sq. km. was found in the district of Kutch. The sex ratio of Gujarat has slightly reduced to

918 in 2011 from 920 in 2001. The Dangs has the highest sex ratio of 1007, while the lowest sex ratio of 788 was found in Surat.

The population of the Gujarat State was 6,03,83,628 (Census, 2011) against the total 1,21,01,93,422 (Census, 2011) population of India, which holds tenth position among the States and Union Territories of the Republic of India. Among the districts of Gujarat, Ahmedabad stands at first with highest population i.e. 72,08,200 and Dangs stands at lowest position with 2,26,769 population. Its official and primary language is Gujarati. About 89.1 percent of the population of Gujarat is Hindu. Muslims account for 9.1 percent, Jain 1.0 percent and Sikh 0.1 percent of the population. About 37.36 percent population of Gujarat resides in urban areas. The population growth in Gujarat state is higher than the national average. Gujarat has registered a population growth of 22.48 percent as compared to the national average of 21.34 percent during the decade starting from 1991 and ending at 2001. The sex ratio of the population of Gujarat state has worsened in that period. The number of females has come down to 921 during the census (2011) from the 934 number recorded during the preceding census (2001).

The literacy rate among the Gujarati population has improved. The literacy rate has increased to 79.31 percent in 2011 from 69.97 percent recorded during census 2001. Out of which, 87.23 percent were male while 70.73 percent females were literate during the census 2011. Among the twenty six districts of Gujarat, the highest total literacy rate recorded during the census 2011 was 86.65 percent of the Ahmedabad and Surat districts whereas the lowest literacy rate was 60.60 percent of Dahod district. Highest male literacy rate was found in Gandhinagar (93.59 percent) and highest female literacy rate was noted in Surat (81.02 percent). The lowest literacy rate of male (72.14 percent) and female (49.02 percent) were recorded in Dahod.

Figure 4.1: Map of the Gujarat State



(Figure Adapted from: <http://www.mapsofindia.com/gujarat/quick-facts/population.html>)
(Source: Census, 2011)

1. BU
2. GU
3. GV

4. KU
5. MSU
6. NGU

7. SPU
8. SU
9. SGU

(Figure within parenthesis indicate the literacy rate of particular district of Gujarat.)

4.3 HIGHER EDUCATION IN GUJARAT

Gujarat is fast emerging as a hub for specialized education with the setting up of specialized universities in disciplines like petroleum, forensic sciences, security, animal husbandry, education of children and law and teachers' training. Society for Creation of Proficiency in English (SCOPE) and Gujarat Knowledge Society are imparting functional English knowledge and vocational education to increase employability of youth through development of sector specific skills. Seats in technical education have been more than doubled in the recent years and more expansion is planned through Public Private Partnerships. The Gujarat State Skill Mission has been set up to integrate the programmes of twelve departments conducting skill development programmes. It is planned to invest Rs. 200 crore on skill development and training and cover 1.25 lakh individuals.

Gujarat boasts of higher education system as it houses a number of prestigious institutions. The government of Gujarat plays an important role in enhancing the education scenario of the state. The education system of Gujarat attracts students from all over the nation. There are thirty universities (MSU Diary, 2012) functioning in Gujarat. Out of thirty universities, nine universities (BU, GU, GV, KU, MSU, NGU SPU, SU and SGU) were general universities recognized and funded by UGC offering higher education in all the major disciplines. Four agricultural universities (Anand Agricultural University, Junaghdh Agricultural University, Sardarkrushinagar Agriculture University and Navsari Agriculture University) in Gujarat are especially devoted to the study of agriculture and other subjects related to it. There are four private universities (Ganpat University, Kadi Sarva Vishwavidyalaya, Navrachana University and Sumandeep University) also functioning in Gujarat. Dr. Babasaheb Ambedkar Open University is offering various courses at graduate, post-graduate, diploma, vocational and professional level. Five technological universities (Dharmsinh Desai University, GTU, Dhirubhai Ambani Institute of ICT, Sardar Vallabhbhai National Institute of Technology andirma University of Science and Technology) are offering various courses in technology field. Apart from this, Gujarat state also has some of the best engineering, management and design institutes in India like IIT, IIM, IRM, and National Institute of Design are the other prestigious centers of higher learning in Gujarat in the field of technology,

management and designing. Ahmedabad University is giving both under-graduate and post-graduate course in the field of commerce, management and computer application. The other universities that are giving courses in particular field are Centre of Environmental Planning and Technology University, Gujarat National Law University, Gujarat Ayurved University, Pandit Dindayal Petroleum University and Somnath Sanskrit University. Central Salt and Marine Chemicals Research Institute is another reputed institute operating in Gujarat. It does various research works on inland lake salt, marine salt and sub-soil brine.

As the setting of the present investigation was only UGC recognized and funded universities of Gujarat, the details regarding the nine selected universities (BU, GU, GV, KU, MSU, NGU SPU, SU and SGU) are given below.

4.3.1 BU, Bhavnagar

Since the inception of BU in 1978, the University has made a landmark for itself by providing quality education in the fields of Science, Arts, Commerce, Engineering, Medicine, Management, Rural Studies and Law. It has been facilitating various research activities across all the faculties. Full time Doctor of Philosophy (Ph. D). Programme, research and consultancy are carried out in various departments of the University according to the demands of the economic situations and crisis. It aids its alumni with Languages Training to help them stand in a competitive atmosphere. Premium Local Area Network based multiple languages and Career Laboratory offered by the Department of English ensures proficiency in English for better career options. Bhavnagar University has a well developed state-of-the-art computer centre equipped with IBM servers Intel Xeon servers and many desktop computers running software like various Operating Systems from Micro Soft Windows family (Servers and desktops), Linux, RDBMS. Apart from other basic facilities the University ensures proper physical development of the students through the National Service Scheme (NSS). There were twenty teaching departments functioning during the year 2008-09. The names of twenty teaching departments are as follow:

Teaching Departments of BU:

- Department of Chemistry
- Department of Physics
- Department of Life Sciences
- Department of Mathematics
- Department of Statistics
- Department of Marine Sciences
- Department of Computer Science and Applications
- Department of Bioinformatics
- Department of English
- Department of Hindi
- Department of Gujarati
- Department of Sociology
- Department of History
- Department of Psychology
- Department of Sanskrit
- Department of Economics
- Department of Commerce
- Department of Education
- Department of Business Administration
- Department of Library and Information Science

4.3.2 GU, Ahmedabad

GU a state university was established in 1949 under the Gujarat University Act of the State Government as a teaching and affiliating University. The university is a member of the Association of Indian Universities (AIU). Approved by UGC, it has got B++ grade from National Assessment and Accreditation Council (NAAC). It offers Doctorate, Postgraduate, Undergraduate, Diploma and Certificate Courses in several fields like Computer Application, Business Administration, Journalism, Mass Communication, Library Science etc. It facilitates its students for admissions to courses on merit in qualifying examination or entrance tests. During the early years, the university was

limited to conventional academic courses but now it also embraced vocational and professional courses. It provides facilities like Library, Sardar Vallabhbhai Patel Reading Centre, Health Centre, Women's Development Cell, James Reaney Canadian Study Centre. An Employment Bureau, located in the campus, helps students in finding employment. Youth Welfare programs have been found quite helpful in assisting the students. Separate hostels are available for boy and girl students. Sports Complex, Canteen, Internet Access Centre, Air Theatre and NRS Hall are other facilities in the campus. GU has seven schools which includes a total of thirty one teaching departments and a centre for development communication. The school wise names of teaching departments are as follow:

Teaching Departments of GU:

School of Commerce

School of Languages

- Department of Sanskrit
- Department of Gujarati
- Department of Hindi
- Department of English
- Department of Pali, Prakrit and Apabhramsha
- Department of Urdu and Persian
- Department of Linguistics

School of Law

School of Education, Philosophy and Psychology

- Department of Education
- Department of Philosophy
- Department of Psychology

School of Science

- Department of Chemistry
- Department of Botany

- Department of Computer Science
- Department of Environment Science
- Department of Life Science
- Department of Geography
- Department of Mathematics
- Department of Microbiology
- Department of Biotechnology
- Department of Physics, Electronics and Space Science
- Department of Statistics
- Department of Zoology
- Department of Biomedical

School of Social Sciences

- Department of Economics
- Department of History
- Department of Labour Welfare
- Department of Political Science
- Department of Sociology

B K School of Business Management

Centre for Development Communication

Department of Journalism

Department of Library and Information

Department of Physical Education

4.3.3 GV, Ahmedabad

GV, Ahmedabad was established by Mahatma Gandhi in 1920 as a mark of protest against the British education policy imposed by Lord Macaulay. After independence, it was declared a deemed university in 1963. It is also a member of the AIU and has been approved by the UGC. On account of its quality education, it acquired the status of a deemed university in 1963. The university campus is extended over twenty one acres of

land and it has its centers at Gandhinagar, Kheda, Anand and Valsad. The university offers innovative courses in multitude of disciplines. Keeping pace with time, the university modernized in structure and curriculum, and yet maintained its commitment to Gandhian ideals, human studies, social service and development work. The university conducts a wide range of degrees, including doctorate studies. Carrying the traditions, it emphasizes on social service, Gandhian studies and subjects associated with religion, human studies, and culture. The university has a library having a large volume of books, journals and magazines on all the fields that are studied the university. Apart from it, all basic amenities are provided to the students. Recognizing the role of sports and extra-curricular activities in the development of a person, the students are encouraged to participate in these. GV has following twelve teaching departments at its campus located at Ahmedabad.

Teaching Departments GV:

- Art
- Music
- Yoga
- Computer Technology
- Science
- Education
- Physical Education
- HRM
- Home Science
- Jainism
- Buddhism
- Journalism and Mass Communication

4.3.4 KU, Bhuj

KU was established by an Act published in the Govt. Gazette in March 2003 and recognized by the UGC on third February 2004, under section UGC 2(f). It is a regional university established to promote higher education in the region of Kachchh in Gujarat.

Departments of Gujarati, Sanskrit and English conduct postgraduate and doctorate courses. Professional job-oriented courses on subjects like Commerce, Journalism and Management are also conducted. Course on Earth and Environmental Sciences have steadily grown up in popularity. The university also conducts courses in Law, Economics, Education, and Chemistry. Separate hostels for boys and girls, central library, computer centre with internet access, training and placement cell etc facilities are available in the university. This university is also encourages its students to participate in sports and culture activities. There were following eleven teaching departments located in its campus at Bhuj city during the academic year 2008-09.

Teaching Departments of KU University:

- Arts
- Medicine
- Commerce
- Pharmacy
- Science
- Home Science
- Education
- Rural studies
- Technology and Engineering
- Management studies
- Law

4.3.5 MSU, Vadodara

MSU was founded by Sir Pratapsingh Rao Gaekwad under a trust known as Sir Sayajirao Diamond Jubilee and Memorial Trust. The concept of opening MSU was visualized by Dr Jackson in 1908. The university was originally known as the Baroda College of Science. However, the town was later named Vadodara so the university was also known as Vadodara University, is an esteemed center to provide higher education in a range of fields. The university is such academic center of repute where not only Indian but also learners from across the world to acquire wisdom on various domains. It has gained the

status of higher learning center in India of the finest order. This university empowers the intellectual ability of its pupil by offering them Doctoral, Masters, Bachelors, Post Graduate (PG) Diploma, Diploma and Certificate programs in diverse areas. The usual as well as demand-based education of different module has highly increased the scope of the university. Apart from the wide range of traditional, professional and vocational courses, the university runs University Experimental School to provide quality education at the school level. It also runs a world renowned Research Institutes, Civil Services Training Centre, and Centre for Continuing/Adult Education and Community Services. Its well known library named Smt. Hansa Mehta Library is working in collaboration with several other college libraries in Baroda, and has large stock of books, journals and magazines. It has a large digital library, xerox center, canteen, laboratories, catering/mess, healthcare centre and other facilities in its campus. Seminars and Workshops are regularly held in the university campus. Several boys and girls hostels are available in the university campus. There are thirteen different faculties in the university. Faculty wise name of teaching departments are as follows:

Faculty wise Teaching Departments of the MSU:

- **Faculty of Arts**

- Department of Archaeology and Ancient History
- Department of Economics
- Department of English
- Department of Gujarati
- Department of German
- Department of Hindi
- Department of History
- Department of Library and Information Science
- Department of Linguistics
- Department of Marathi
- Department of Persian, Arabic and Urdu
- Department of Philosophy
- Department of Political Science

- Department of Russian and French
- Department of Sanskrit, Pali and Prakrit
- Department of Sociology
- Department of Sindhi
- Department of Traditional Sanskrit Studies

- **Faculty of Commerce**
 - Department of Accounting and Financial Management
 - Department of Banking and Insurance
 - Department of Business Economics
 - Department of Commerce and Business Management
 - Department of Co-operation
 - Bachelor of Business Administration

- **Faculty of Education and Psychology**
 - Department of Education
 - Department of Educational Administration
 - Department of Psychology

- **Faculty of Family and Community Sciences**
 - Department of Clothing and Textile
 - Department of Foods and Nutrition
 - Department of Family and Community Resource Management
 - Department of Extension and Communication
 - Department of Human Development and Family Studies

- **Faculty of Fine Arts**
 - Department of Applied Arts
 - Department of Art History and Aesthetics
 - Department of Graphic Arts
 - Department of Museology

- Department of Painting
- Department of Sculpture
- **Faculty of Journalism and Communication**
- **Faculty of Law**
- **Faculty of Management Studies**
- **Faculty of Medicine**
 - Department of Anesthesiology
 - Department of Anatomy
 - Department of Bio-chemistry
 - Department of Forensic Medicine
 - Department of Medicine
 - Department of Microbiology
 - Department of Obstetrics and Gynecology
 - Department of Ophthalmology
 - Department of Orthopaedic
 - Department of Otorhinolaryng (E.N.T.)
 - Department of Paediatrics
 - Department of Pathology
 - Department of Pharmacology
 - Department of Physiology
 - Department of Physiotherapy
 - Department of Plastic Surgery
 - Department of Preventive and Social Medicine
 - Department of Psychiatry
 - Department of Radiology
 - Department of Skin and V. D.
 - Department of Surgery

- **Faculty of Performing Arts**

- Department of Dance
- Department of Dramatics
- Department of Music (Vocal/Tabla)
- Department of Music (Instrumental- Sitar/Violin)

- **Faculty of Science**

- Department of Bio-chemistry
- Department of Botany
- Department of Chemistry
- Department of Geography
- Department of Geology
- Department of Mathematics
- Department of Microbiology
- Department of Physics
- Department of Statistics
- Department of Zoology

- **Faculty of Social work**

- **Faculty of Technology and Engineering**

- Department of Applied Chemistry
- Department of Applied Mathematics
- Department of Applied Mechanics ^and Structural Engineering
- Department of Applied Physics
- Department of Architecture
- Department of Chemical Engineering
- Department of Civil Engineering
- Department of Computer Science
- Department of Electrical Engineering
- Department of Mechanical Engineering

- Department of Metallurgical and Materials Engineering
- Department of Pharmacy
- Department of Textile Chemistry
- Department of Textile Engineering

- **M. K. Amin Arts, Science and Commerce College**

- **Polytechnic**

- **Sanskrit Mahavidyalaya**

4.3.6 NGU, Patan

NGU situated in Patan city was established in 1986 by the Legislative Assembly of Gujarat. This state university been carved out of Gujarat University, Ahmedabad. The territorial authority of the University encompasses the four districts of Gujarat namely, Mehsana, Patan, Banaskantha and Sabarkantha. It has been approved by the UGC, and granted B grade by the NAAC, New Delhi. The university conducts Bachelors and Masters programs in Arts, Commerce, Home Science and Rural Studies, Management, Law, Science, Education and Pharmacy. Courses in several engineering disciplines as well Homeopathic Medicine and Surgery are also offered by this university. Admissions to all the courses are held on the basis of merit in qualifying examination or admission test. The university has a rich library that contains a large volume of books, journals, magazines and periodicals on a wide range of subjects and topics. A health center for students and staff, guest house and hostels for visiting faculty and students, well-equipped auditorium and educational complexes for students etc facilities are available in the university. HNGU had sixteen teaching departments during the academic year 2008-09. The list of the teaching departments is given below:

Teaching Departments of NGU

- Department of Chemistry
- Department of Life Sciences

- Department of Mathematics
- Department of Computer Science
- Department of Management and Commerce
- Department of Hospital Management
- Department of English
- Department of Sanskrit and Bhartiya Vidya
- Department of Education
- Department of Physics
- Department of Library and Information Science
- Department of Social Work Studies
- Department of Journalism
- Department of Physical Education
- Department of Law
- Department of Bio-technology

4.3.7 SPU, Vallabh Vidyanagar

SPU was established in 1955 by Shree Bhailalbhai D. Patel, known as Bhaikaka by the Act of the Legislative Assembly of the then Bombay Province. It has been named after one of the greatest and illustrious sons of India and a great independence leader, Sardar Vallabh Bhai Patel. NAAC has given four star status to the University. It originally started as a rural University but now it has diversified with the motto Excellence Matters. The university conducts a variety of courses at all levels covering almost every discipline of knowledge. Several of its departments and academic programs have been internationally acclaimed. It has kept pace with the changing times and conducts top-notch courses on professional subjects with the traditional academic ones in its academic excellence supporting environment. It provides the basic facilities like the University Library, Health Centre, University Employment Information and Guidance Bureau. Besides the basic facilities the University also promotes co-curricular activities like Sports and Games, National Service Scheme, National Education Programme, Inter-Collegiate and Inter-University Cultural Festival for Youth Campus Diversity Programme etc, to promote overall development of the students. SPU awards Free-

Studentship to Postgraduate students who are otherwise not eligible for the Economically Backward class Free Studentship, or the SC, ST and OBC Scholarships. There are following twenty three teaching department running in its campus.

Teaching Departments of SPU:

- Department of Bio-Science
- Department of Business Studies
- Department of Business Management
- Department of Chemistry
- Department of Computer Science
- Department of Economics
- Department of Education
- Department of Electronics
- Department of English
- Department of Gujarati
- Department of Hindi
- Department of History
- Department of Home Science
- Department of Library and Information Science
- Department of Materials Science
- Department of Mathematics
- Department of Physics
- Department of Political Science
- Department of Psychology
- Department of Sanskrit
- Department of Social Work
- Department of Sociology
- Department of Statistics
- University Museum
- M. B Patel College of Education
- University Science Instrumentation Center (USIC)

4.3.8 SU, Rajkot

SU was established in 1967 at Rajkot city. It is spread over 410 acres of land. The jurisdiction of Saurashtra University includes Amreli, Jamnagar, Porbandar, Rajkot and Surendra Nagar districts. NAAC accredited the university with four stars in 2002. The university offers Graduate, PG, Master of Philosophy (M. Phil.) and Ph. D. courses in its faculties in accordance with Industry Institution Interaction Cell. Earn While You Learn scheme has been launched for financially backward students. A well equipped Central Library, Career Counseling and Development Center, Center for Women's Studies, Bank, Post Office, Canteen, Playground, Gymnasium, Botanical Garden, Adult Education Center, hostels for boys and girls, Guest house, garden for Ayurvedic medicinal plants, Radio station for Gyanvani are the key facilities of the university. Sports, Nation Cadet Corp, NSS, cultural and academic events are occasionally held at the university. Career Counseling Cell has been set up to help the students. There are twenty seven teaching departments running in the campus of SU which are listed below.

Teaching Departments of SU:

- Amrutlal Dalpatbhai Sheth Dept of Journalism
- Department of Biosciences
- Department of Business Management
- Department of Chemistry
- Department of Commerce
- Department of Computer Science
- Department of Economics
- Department of Education
- Department of Electronics
- Department of English and Comparative Literary Studies
- Department of Gujarati
- Department of Hindi
- Department of History
- Department of Home Science
- Department of Human Rights and I. H. L

- Department of Law
- Department of Library and Information Science
- Department of Mathematics
- Department of Philosophy
- Department of Physics
- Department of Psychology
- Department of Pharmaceutical Science
- Department of Physical Education
- Department of Sanskrit
- Department of Social Work
- Department of Sociology
- Department of Statistics

4.3.9 SGU, Surat

SGU located at Udhana-Magdalla road in Surat is a semi-urban university which was established under the South Gujarat University Act, 1965 and has been functioning as a university from the year 1966. It attained approval of the UGC in 1968. It had been known as South Gujarat University till 2004 when it was renamed as Veer Narmad South Gujarat University. NAAC has entitled it as a B++ grade university. Jurisdiction of the university extends to the seven districts of Surat, Navasari, Valsad, Narmada, Dangs, Bharuch and Tapi and the Union Territory of Daman. The university has a wide range of programs that are taught in its seventeen different departments. There are following 17 Postgraduate teaching departments running in the university campus and offering various courses with multiple specializations, besides M. Phil. and Ph. D. The University campus comprises of several buildings including hostels of girls and boys, besides Gymnasium, Health Centre, Indoor Stadium and residential quarters for its staff. Day Care Centre is also provided by this university. The fitness centre, the basket ball court and playground with tracks add to the sports facilities available to students on the campus. There is a separate complex where a bank with ATM, stationery and Xerox shops are available.

Teaching Departments of SGU:

- Department of Aquatic Biology
- Department of Bio Science
- Department of Business and Industrial Management
- Department of Chemistry
- Department of Comparative Literature
- Department of Computer Science
- Department of Economics
- Department of Education
- Department of English
- Department of Mathematics
- Department of M Sc (IT)
- Department of Physics
- Department of Public Administration
- Department of Research Methodology
- Department of Rural Studies
- Department of Sociology
- Department of Statistics

4.4 SCENARIO OF PwD IN GUJARAT

The population of the Gujarat state stood at 6.03 crores (census, 2011). The literacy rate has increased to 79.31 percent in 2011 from 69.14 percent recorded during census 2001. The number of literates among the population of Gujarat according to the 2011 census stands at 41,948,677. The male literacy rate during the census 2011 was recorded 87.23 percent whereas the female literacy rate recorded was 70.73 percent. The following table 4.1 shows the literacy status among the disability population in Gujarat.

Table 4.1: Literacy Status wise Distribution of the Population of PwD in Gujarat

Type of Disability	Literacy Status				Total
	Literate		Illiterate		
	Male	Female	Male	Female	
Visual	1,76,023	90,98	97,671	1,29,944	4,94,624
Hearing	20,022	9,257	15,408	25,634	70,321
Orthopaedic	1,38,571	60,253	52,936	59,005	3,10,765
Mental	27,187	10,647	36,436	28,951	1,03,221
Other	22,512	9,449	18,198	16,375	66,534
Total	3,84,315	1,80,592	2,20,649	2,59,909	10,45,465
Grand Total	5,64,907		4,80,558		

(Source: Census of India, 2001)

From the Table 4.1, it can be observed that out of the 10,45,465 (100 percent) disability population of Gujarat, 5,64,907 (fifty four percent) PwD were literate while remaining forty six percent were illiterate. The males and female literacy population were 3,84,315 (36.76 percent) and 1,80,592 (17.27 percent) respectively. The literacy rate of the disability population in Gujarat was very low as it stood at 3.59 percent of total literacy population of Gujarat and 9 percent of total literacy disability population of India.

4.5 STATUS OF SCHOOL EDUCATION OF CwD IN GUJARAT

Gujarat Council of Educational Research and Training (GCERT) looks after education of the disabled through the IEDC Cell created in 1992 under State Education Department and its functioning under GCERT since 1998. Convergence with NGOs has strengthened the implementation of the IEDC scheme in Gujarat. According to the NUEPA Report of Elementary Education in India: Progress towards UEE (2011), there were total 69,471 CwD enrolled in general elementary schools of Gujarat during the year 2008-09. Out of these, 41,450 were boys whereas 28,021 were girls. According to the SSA survey undertaken in the year 2009-10, a total of 66,746 CwD were enrolled under the IEDC scheme in the primary schools of different districts of Gujarat (gujarat-education.gov.in/education/ssa-npegl-kgbv-2htm). The district wise enrollment of CwD under IEDC scheme is given in the following table 4.2.

Table 4.2: District wise Enrollment of the CwD at Primary Level in Gujarat

Sr. No.	Name of District	Category of Disability					Total
		VI	HI	OI	MR	Other	
1	Ahmedabad Corp.	349	258	516	633	127	1882
2	Ahmedabad	815	353	1055	1408	205	3836
3	Amreli	355	200	676	777	105	2113
4	Anand	739	378	893	1196	276	3482
5	Banaskantha	1296	811	2460	1576	441	6584
6	Bharuch	239	186	521	751	81	1778
7	Bhavnagar	521	340	1159	1126	133	3279
8	Dahod	587	341	1277	742	130	3077
9	Dang	213	111	329	234	41	928
10	Gandhinagar	265	138	643	714	196	1956
11	Jamnagar	237	151	618	766	154	1926
12	Junagadh	464	315	873	1227	189	3068
13	Kheda	983	456	1404	1578	166	4587
14	Kutch	419	301	815	987	129	2651
15	Mehsana	453	223	1015	1052	111	2854
16	Narmada	138	69	237	158	43	645
17	Navsari	195	82	296	395	56	1024
18	Panchmahals	1344	563	1672	1604	337	5520
19	Patan	635	248	968	677	129	2657
20	Porbandar	39	43	196	216	27	551
21	Rajkot	419	203	914	938	258	2732
22	Rajkot Corp.	27	31	189	254	30	531
23	Sabarkantha	536	442	1139	1078	186	3381
24	Surat	489	298	941	789	272	2789
25	Surat Corp.	571	201	815	306	461	2354
26	Surendanagar	925	394	1255	1649	201	4424
27	Vadodara	729	361	906	1159	136	3291
28	Vadodara Corp.	82	23	135	144	28	412
29	Valsad	269	121	431	384	91	1296
Total		14362	7641	24348	24512	4739	75608

(Table Adapted from www.gujarat.gov.in/SSAAnnual Report 2007-08)

From the table 4.2, it was observed that out of the total 75,608 enrolled CwD in Gujarat during the year 2007-08. Majority of them i.e. 24,512 were CwMR whereas 24,348 were CwOI. The remaining 14,362; 7,641; and 4,739 were CwVI, CwHI and children with other disability respectively. The more number (6,584) of CwD were found in the

Banaskantha district while the less number (412) of CwD were found in Vadodara corporation.

Also Gujarat has the special schools facility for CwVI situated in Jamnagar, Bhavnagar, Amreli, Junagadh, Kutch, Sabarkantha, Mehsana, Ahmedabad, Kheda and Surat districts. The districts having schooling facility for CwHI are Jamnagar, Bhavnagar, Amreli, Junagadh, Kutch, Sabarkantha, Mehsana, Ahmedabad, Panchmahals, Bharuch, Surat, Vadodara and Valsad. CwMR have the facility for special school education in the districts Bhavnagar, Junagadh, Kutch, Mehsana, Gandhinagar, Ahmedabad and Kheda. CwOI have special schooling facility in Jamnagar, Rajkot, Bhavnagar, Amreli, Junagadh, Kutch, Sabarkantha, Mehsana, Gandhinagar, Ahmedabad, Kheda and Surat districts.

4.6 FACILITIES FOR CwD IN GUJARAT

According to the GCERT report (2001), Gujarat has been implemented centrally sponsored IEDC through NGOs and giving following facilities to the CwD for providing barrier free education to them.

- For **Visually Impaired:** Braille Slat and Stylus, Brailier, Abacus, Braille papers and Textbooks, Thermoform Machine, adjustable magnifiers.
- For **Hearing Impaired:** Individual hearing aids, Voice Trainer, Audiometer.
- For **Mentally Retarded:** Sense related equipments, Maria-Montessori Kit or NCERT prepared ECCE Kit.
- For **Orthopadically Handicapped:** Adjustable Furniture.

Also for educating CwD and other people as well as the special teachers, a variety of Teaching Learning Materials (TLM) in the form of booklets have been prepared and published by GCERT under the IEDC scheme in addition to the usual aids and equipment necessary for learning. They are:

- Integrated Education for the CwMR
- Integrated Education for the Deaf and Dumb children
- Integrated Education for the CwVI

- Low vision assessment: parts 1 and 2
- Guide book for the parents and the family of the disabled child
- Modules for the training of (a) Coordinators of Cluster Resource Centers and (b) Resource Persons
- Guidelines for the first and second year primary teacher trainees on IEDC.

By way of incentives to promote education of CwD, a central financial assistance to a school under IEDC scheme is granted for the purchase of educational aids and equipment within the limit of Rs. 30,000. Book and stationery allowance of Rs. 400 is granted to school per disabled child. Rs. 200 per year per child is given to the school in lieu of school uniform.

During the year 2009-10, disabilities assisting tools to SwD and textbooks of standard I to VII in Braille scripts for SwVI have been provided to 53,461 CwD under the IEDC scheme. Besides for CwMR, totally 21,175 educational kits are distributed.

4.7 STATUS OF HIGHER EDUCATION OF THE PwD IN GUJARAT

According to the survey of Panigrahi and Mistry (2009) in nine UGC recognized and funded universities of Gujarat, there were a total 188 SwD enrolled on the three percent reservation quota in nine universities of Gujarat during the year 2008-09. Out of these, majority of them i.e. 167 students were having orthopaedical impairment whereas sixteen and five students were having visual impairment and hearing impairment respectively. There was no SwMR being enrolled. The following table 4.3 depicts department wise enrollment of the SwD in the nine general universities of Gujarat.

Table 4.3: Department wise Enrollment of the PwD in the Universities of Gujarat during the year 2008-09

Sr. No	Name of Department	Category of Disability				Total
		OI	VI	HI	MR	
1	Applied Mathematics	01	--	--	--	01
2	Bio-chemistry	01	01	--	--	02
3	Bio-science	02	--	--	--	02
4	Business Administration	18	01	--	--	19
5	Chemistry	05	--	--	--	05
6	Civil Engineering	02	--	--	--	02
7	Commerce	12	--	--	--	12
8	Computer Science and Application	26	01	--	--	26
9	Economics	04	--	--	--	04
10	Education	06	02	--	--	08
11	Electrical Engineering	07	--	01	--	08
12	Electronics	02	--	--	--	02
13	English	08	02	--	--	10
14	Gujarati	12	01	--	--	13
15	Hindi	11	--	--	--	11
16	History	08	--	--	--	08
17	Home-science	02	--	--	--	02
18	Indian Classical Music	--	05	--	--	05
19	Law	03	--	--	--	03
20	Library and Information Science	08	--	--	--	08
21	Mechanical	03	--	02	--	05
22	Medicine	04	--	--	--	04
23	Micro-biology	01	--	--	--	01
24	Painting	01	01	02	--	04
25	Petrochemical Technology	02	--	--	--	02
26	Pharmaceutical Science	02	--	--	--	02
27	Pharmacy	02	01	--	--	03
28	Psychology	05	--	--	--	05
29	Sanskrit	05	01	--	--	06
30	Social Work	02	--	--	--	02
31	Sociology	02	--	--	--	02
Total		167	16	05	--	188

(Panigrahi and Mistry, 2009)

This chapter IV presented the setting of the area under investigation and described about the profile of Gujarat, school and higher education of Gujarat, universities of Gujarat, scenario of PwD in Gujarat and status of the school as well as higher education of CwD in Gujarat. The next chapter V presents the analysis and interpretation of the collected data, major findings, discussion and conclusion.

CHAPTER V

DATA ANALYSIS, MAJOR FINDINGS, DISCUSSION AND CONCLUSION

What is the exact status of the SwD in the higher education is a critical question for the analysis of general education system. This is due to their low enrollment, unavailability of proper facilities, and their varied problems and needs. The variety of the problems of SwD such as academic, financial, social and health act as stumbling blocks in their educational growth. Also, the availability of facilities, their needs and help seeking behavior greatly affects their education. With this in view, an attempt has been made to understand the status of SwD in higher education in terms of their enrollment, problems, needs, help seeking behavior and availability of facilities in the universities of Gujarat. The information collected through various sources have been analyzed objective wise and presented in this chapter.

5.1 ENROLMENT FIGURE OF THE SWD IN THE UNIVERSITIES OF GUJARAT

To achieve the Objective I, i.e. “To study the enrolment figure of the students with disability in the universities of Gujarat for the year 2008-09” of the present study, data were collected from the official records of universities and teaching departments of the universities of Gujarat. The enrolment is measured in terms of number of students enrolled, total number of SwD enrolled on 3 % reservation quota availed to them and comparison with expected figure of the SwD based on 3 % reservation quota availed to them. The analysis is presented in table 5.1.

Table 5.1: Enrolment figure of the SwD in the Universities of Gujarat for the Year 2008-09

Name of University	Total Enrolment Figure	Enrolment Figure of SwD									Expected Number of Students with Disability as per 3% reservation	Differences
		OI		VI		HI		Total		Grand Total		
		Male	Female	Male	Female	Male	Female	Male	Female			
BU	1053	11	04	--	--	--	--	11	04	15	32	17 (53.1 %)
GU	2506	20	07	--	02	--	--	20	09	29	75	46 (61.3 %)
GV	838	07	03	--	--	--	--	07	03	10	25	15 (60 %)
KU	188	02	--	01	--	--	--	03	--	03	05	02 (40 %)
MSU	33306	38	10	06	03	03	02	47	15	62	999	937 (93.8 %)
NGU	2217	05	03	--	--	--	--	05	03	08	67	59 (93.7 %)
SPU	3200	16	06	02	--	--	--	18	06	24	96	72 (75 %)
SU	2649	13	10	--	--	--	--	13	10	23	79	56 (70.9 %)
SGU	2564	09	04	01	--	--	--	10	04	14	77	63 (81.9 %)
Total	48521	120	47	11	05	03	02	134	54	188 (12.92%)	1455 (100%)	1267 (81.08%)

From the table 5.1 it can be observed that, against the total enrolment figure 48,521 students in the nine selected universities of Gujarat during the year 2008-09, only 188 (0.3 percent) of the total enrollment of the students were found to be those with disabilities. Out of the 188 SwD, 134 (71.27 percent) SwD were male, while fifty four (28.73 percent) SwD were female. Analyzing category wise, only 167 (88.83 percent) SwOI, sixteen (8.51 percent) SwVI and five (2.66 percent) SwHI were enrolled in all the nine universities of Gujarat. There was no enrollment in the category of SwMD in the nine universities of Gujarat during the year 2008-09. Based on the three percent reservation quota, the expected figure was measured as 1,455 SwD whereas the actual enrollment was 188. Thus the difference was found to be 81 percent. A big difference between observed and expected enrollment was found 93.8 percent in MSU and 93.7 percent in NGU followed by 81.9 percent in SGU, 75 percent in SPU and 70.9 percent in SU.

5.2 EDUCATIONAL PROFILE OF THE SWD IN THE UNIVERSITIES OF GUJARAT

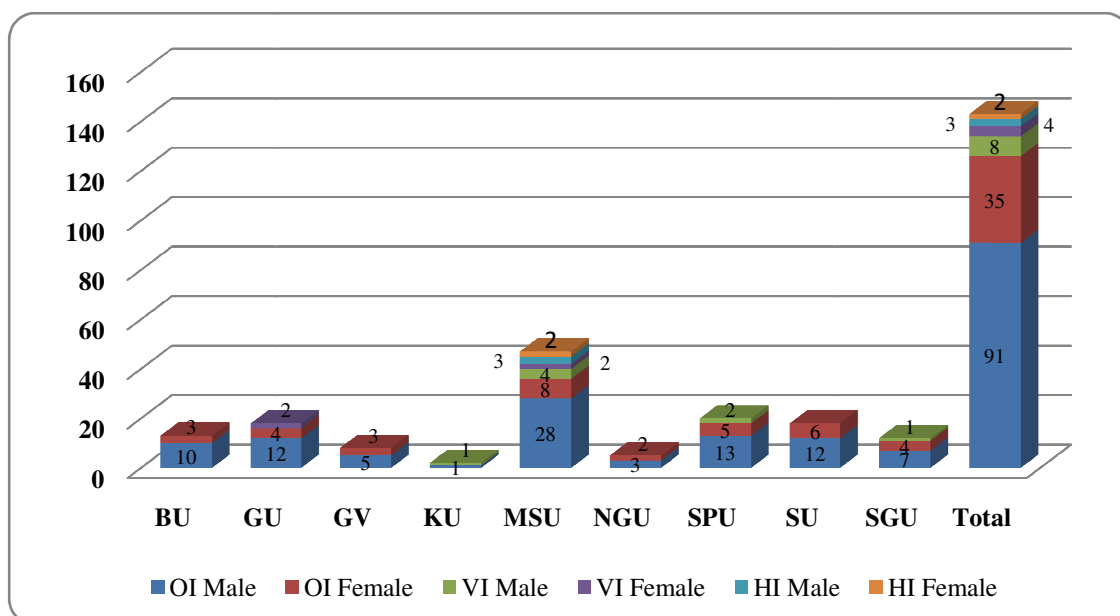
To achieve the Objective II, i.e. “To study the educational profile of the students with disability in the universities of Gujarat” of the present study, data were collected from the SwD of the universities of Gujarat. All the 188 SwD were contacted for collecting data. Investigator had sent questionnaire to all the 188 SwD by various means like personal contact, office representative of particular departments and postal service. Out of total 188 SwD, 143 (76.06 percent) SwD responded while forty five SwD did not respond despite contacting them through phone or by other means. The educational profile is studied in terms of their name, age, residential address with contact number, married status, mother tongue, educational qualification, present study, present residence place, type, percentage and onset of disability, family background, information regarding the scholarship received, year, course and reasons of failure in past year if any, leisure activities, future study, engagement with the disability organization. The analysis is presented in the form of following figures 5.1 to 5.12 and tables 5.2 to 5.12.

Table 5.2: Age wise Distribution of the SwD

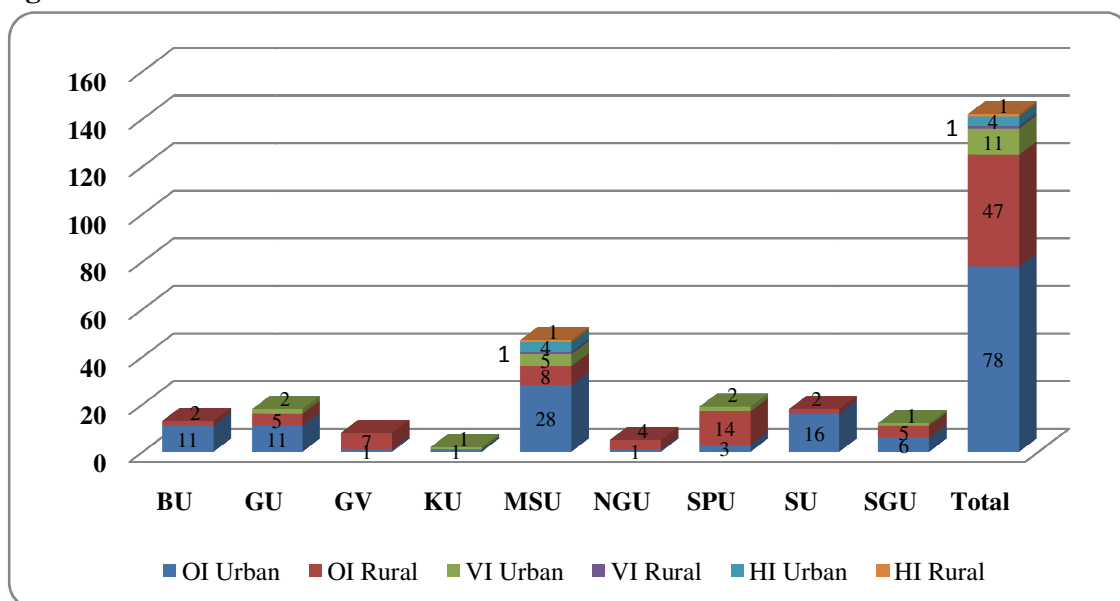
Category →	OI				VI				HI				Total
Universities ↓	Age Group (in years)												
	<20	20-24	25-29	30=<	<20	20-24	25-29	30=<	<20	20-24	25-29	30=<	
BU		12	1										13
GU	1	13	1	1		2							18
GV		6	1	1									8
KU		1				1							2
MSU	16	13	6	1	1	5			4	1			47
NGU	1	3	1										5
SPU		14	2	2		1	1						20
SU		15	2	1									18
SGU		11					1						12
Total	18	88	14	6	1	9	2		4	1			143 (100)
Grand Total	126 (88.11)				12 (8.39)				5 (3.50)				

(Figure in the parenthesis indicate percentage)

- From the table 5.2, it can be observed that out of the total 143 (100 percent) respondent SwD, majority of them i.e. ninety eight (68.53 percent) SwD were in the age group 20-24 years. Among them, eighty eight SwOI (69.84 percent of 126 SwOI), nine SwVI and one SwHI were in the age group 20-24 years. Only six (4.19 percent) SwD were found more than thirty years age and all of them were having orthopaedical impairment. Out of five SwHI, four SwHI were found less than twenty years aged but all of them were studying in diploma courses joined after SSC or HSC.

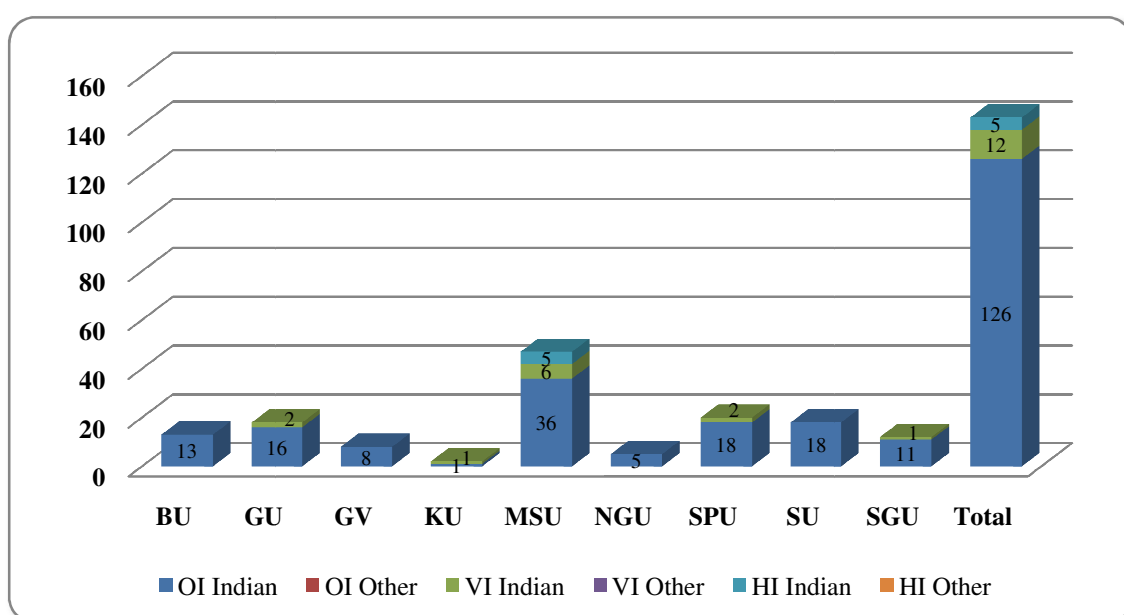
Figure 5.1: Gender wise Distribution of the SwD

□ From the figure 5.1, it can be observed that, government efforts for girls education did not have any impact on the education for girls with disability as out of the total 143 (100 percent) respondents SwD, only forty one (28.67 percent) of them were female. Disability category wise figure also shows the same result as 38.5 percent of the SwOI, 33.3 percent of the SwVI and 40 percent of the SwHI were female.

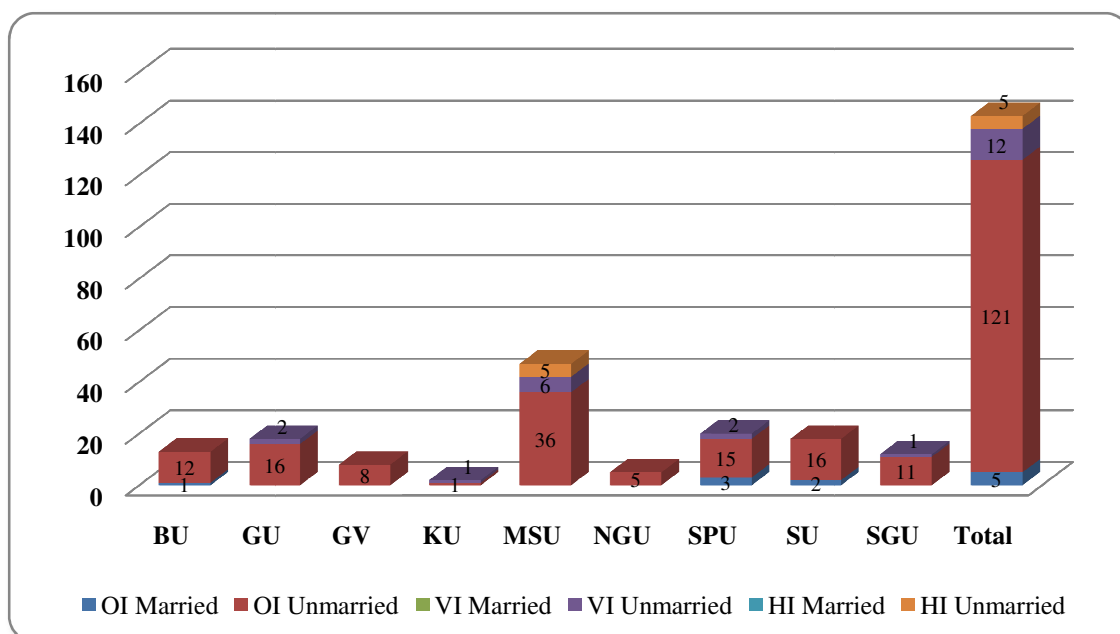
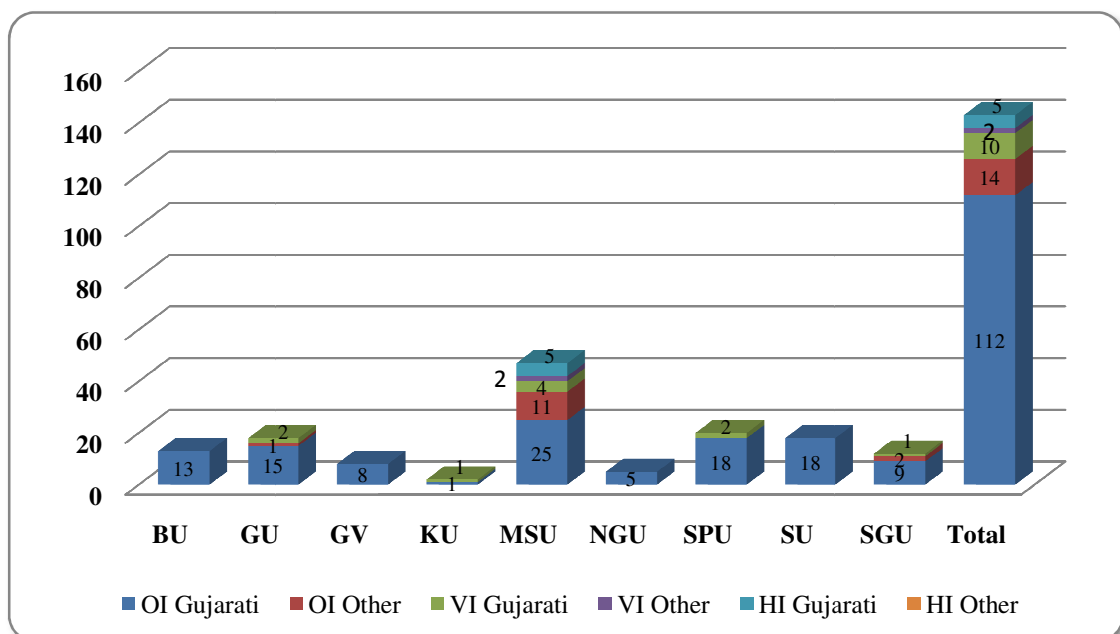
Figure 5.2: Distribution of the SwD in terms of Habitation

- From the figure 5.2, it can be observed that, majority i.e. ninety four (65.73 percent) SwD were coming from the urban area of Gujarat while remaining forty nine (34.26 percent) SwD were coming from rural areas. However, majority of the SwD of GV (88.8 percent of the eight SwD) and SPU (73.68 percent of the nineteen SwD) were from rural area. This may be due to the location of SPU in rural area and rural specific courses of GV.

Figure 5.3: Distribution of the SwD in terms of the Nationality



- From the figure 5.3, it can be observed that all the 143 (100 percent) respondents SwD of the nine universities of Gujarat were of Indian nationality.
- From the figure 5.4 it can be observed that, out of the total 143 (100 percent) respondent SwD, only six (4.19 percent) SwD were married. All the married SwD were orthopaedically impaired.

Figure 5.4: Marital Status wise Distribution of the SwD**Figure 5.5: Distribution of the SwD in terms of Mother Tongue**

- From the figure 5.5, it can be observed that, most of them i.e. 127 (88.82 percent) total 143 SwD were having Gujarati as mother tongue while only sixteen (11.18 percent) SwD were having Hindi (ten SwD), Sindhi (three SwD) and Urdu (three SwD) as mother tongue.

Table 5.3: Distribution of the SwD in terms of the Discipline of Study

Category →	OI				VI				HI				Total	
Universities ↓	Discipline of Study													
	A	C	S	O	A	C	S	O	A	C	S	O		
BU	8	1		4									13	
GU	10	1	2	3	1		1						18	
GV	6			2									8	
KU	1							1					2	
MSU	3	8	2	23				6				5	47	
NGU	2			3									5	
SPU	9	2	1	6				2					20	
SU	6	1	5	6									18	
SGU	6		1	4				1					12	
Total	51	13	11	51	1		1	10				5	143 (100)	
Grand Total	126 (88.11)				12 (8.39)				5 (3.50)					

*A = Arts, C = Commerce, S = Science, O = Other
(Figure in the parenthesis indicate percentage)*

- From the table 5.3, it can be observed that SwD were favouring more to Arts and other subjects than Science and Commerce subjects as only thirteen (9.09 percent) and twelve (8.39 percent) of the total 143 respondent SwD were studying in Commerce and Science subjects respectively. Fifty two (36.36 percent) SwD were studying in Arts related subjects and sixty six (46.15 percent) SwD were studying in other disciplines like computer science (twenty three SwD), Education (eight SwD), Engineering (fifteen SwD), Law (two SwD), Medicine (four SwD), Pharmacy (three SwD) and Social Work (two SwD). All the 126 SwOI were found to be enrolled in majority of all the disciplines whereas majority of the SwVI (seventy five percent out of twelve SwVI) were found in the other discipline like Music (five SwVI) and Languages (four SwVI), management (one SwVI) and humanities (two SwVI). The SwHI were studying in the subject related to Engineering (three SwHI) and Painting (two SwHI).

Table 5.4: Distribution of the SwD in terms of the Percentage of Marks in Last Annual Examination

Category →	OI			VI			HI			Total
Universities ↓	Percentage of Marks									
	<45	45-60	60+	<45	45-60	60+	<45	45-60	60+	
BU	2	77	4							13
GU	3	10	3			2				18
GV	2	4	2							8
KU		1			2					2
MSU	3	11	22		3	3	1	2	2	47
NGU		3	2							5
SPU	4	5	9	1		1				20
SU		10	8							18
SGU	2	5	4			1				12
Total	16	56	54	1	4	7	1	2	2	143 (100)
Grand Total	126 (88.11)			12 (8.39)			5 (3.50)			

(Figure in the parenthesis indicate percentage)

- From the table 5.4, it can be observed that sixty three (44.05 percent) of the total 143 respondent SwD had scored first class and first class with distinction with securing more than sixty percent marks in their last examination whereas only eighteen (12.58 percent) SwD had achieved pass class i.e. less than forty five percent of marks in their last annual examination. Category wise, the majority (fifty four out of 126) SwOI had scored first class and distinction, similarly, seven (out of the twelve) SwVI had scored first class and distinction in their last annual examination. As far as the SwHI are concerned, it can be observed that out of the five SwHI almost four students had scored second class and first class.

Table 5.5: Distribution of the SwD in terms of Course of Study

Category →	OI				VI				HI				Total
Universities ↓	Course of Study												
	D	G	PG	PG<	D	G	PG	PG<	D	G	PG	PG<	
BU	2		11										13
GU			16				2						18
GV	1		5	2									8
KU			1				1						2
MSU	13	18	3	2		3	3		4	1			47
NGU	1		3	1									5
SPU			15	3			2						20
SU			17	1									18
SGU			11				1						12
Total	17	18	82	9		3	9		4	1			143 (100)
Grand Total	126 (88.11)				12 (8.39)				5 (3.50)				

*D = Diploma, G = Graduation, PG = Post-graduation, PG< = M. Phil. & Ph. D.
(Figure in the parenthesis indicate percentage)*

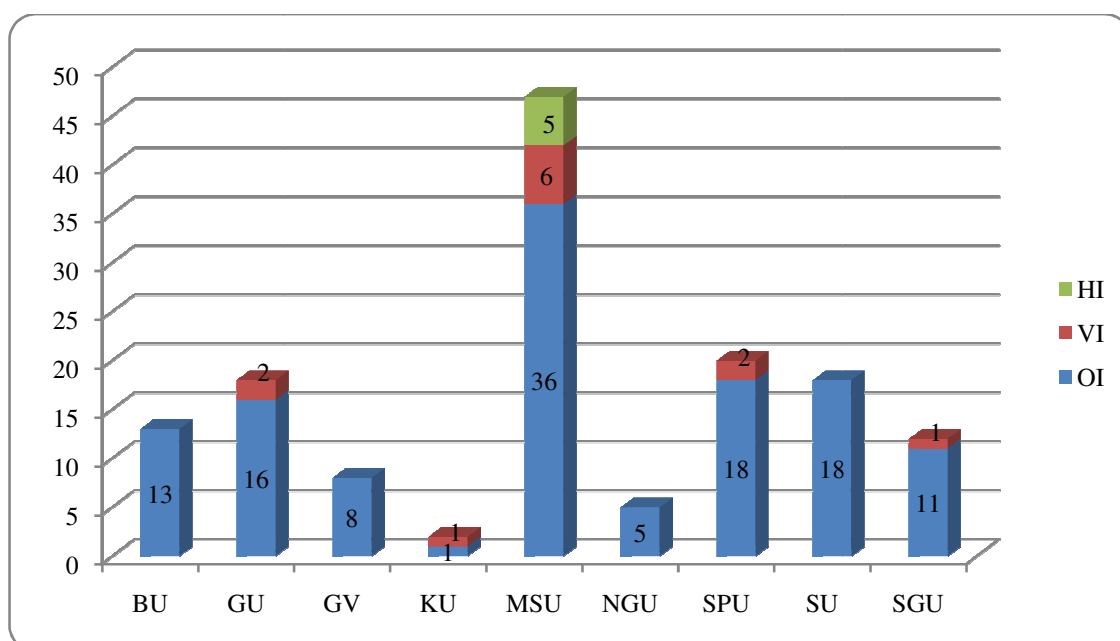
- From the table 5.5, it can be observed that majority of the SwD were enjoying higher education despite their disability as 100 (69.92 percent) of the total 143 respondent SwD were studying at Post-graduate and Master of Philosophy (M. Phil.)/Doctor of Philosophy (Ph.D.) level. All the SwD studying at M.Phil./Ph.D. level were having orthopaedic impairment. It should be noted here that except MSU, all the other universities are having only Post-graduate teaching departments in their campus while graduate and diploma courses are running in their affiliated colleges. So all the SwD studying at undergraduate (15.39 percent) and diploma (14.68 percent) level were found in MSU only. Analyzing category wise, majority 65.1 percent of the SwOI and 75 percent of the SwVI were studying at post-graduate level whereas majority of the SwHI (80 percent of the total five SwHI) were studying in diploma courses.

Table 5.6: Distribution of the SwD in terms of the Staying Place During Study

Category →	OI					VI				HI				Total
Universit ies ↓	Staying Place													
	UH	PH	OH	PG	NR	UH	PH	OH	PG	UH	PH	OH	PG	
BU	1	2	8	2										13
GU	5	1	8	1	1			2						18
GV	8													8
KU		1						1						2
MSU	10	2	24			3		3		1		4		47
NGU	2		2	1										5
SPU	5	3	9		1			1	1					20
SU	4	6	6	2										18
SGU	3		6	1	1				1					12
Total	38	15	63	7	3	3		7	2	1		4		143 (100)
Grand Total	126 (88.11)					12 (8.39)				5 (3.50)				

*UH = University Hostel, PH = Private Hostel, OH = Own Home, PG = Paying Guest
(Figure in the parenthesis indicate percentage)*

- From the table 5.6, it can be observed that seventy four (51.74 percent) of the total 143 respondent SwD residing at own home during their study. Fourty two (29.37 percent) and fifteen (10.48 percent) SwD were staying at university hostel and private hostel respectively. Among the 29.37 percent of the SwD residing in university hostel, sixty three, three and one were SwOI, SwVI and SwHI respectively. During the field visit, it was observed that most of the SwD were wanted free of cost hostel facility during their study due to the reasons of their disability, difficulties in daily commuting and weak economic condition.

Figure 5.6: Distribution of the SwD in terms of the Category of Disability

- From the figure 5.6, it can be observed that majority 126 (88.11 percent) of the enrolled SwD were found having orthopaedic impairment whereas only twelve (8.39 percent) and five (3.49 percent) SwD were found having visual impairment and hearing impairment respectively. This may be due to lack of awareness regarding the admission or lack of proper efforts from the government for the education of other categories of disability than orthopaedic impairment.
- From the table 5.7, it can be observed that out of the total 143 (100 percent) respondent SwD, majority i.e. ninety four (65.73 percent) of the total 143 SwD were having moderate type disability ranging from forty to sixty percent of disability whereas, thirty four (23.77 percent) and only fourteen (9.79 percent) SwD were having profound and severe disability respectively. Among the disability, sixty five percent of the total 126 SwOI were having moderate disability i.e. one leg, one hand or bone related other impairment whereas 4.8 percent of the SwOI were found having severe disability which includes polio affected cases. Half of the twelve SwVI were having severe disability i.e. totally blindness. Out of the five SwHI, forty percent of the SwHI were having severe disability i.e. totally deaf whereas, sixty percent of the SwHI were having moderate and profound disability i.e. partly deaf.

Table 5.7: Distribution of the SwD in terms of the Percentage of Disability

Category →	OI				VI			HI			Total
Universities ↓	Percentage of Disability										
	40-60	60-80	80+	NR	40-60	60-80	80+	40-60	60-80	80+	
BU	7	6									13
GU	9	4	2	1	1		1				18
GV	7	1									8
KU	1				1						2
MSU	27	7	2		1	1	4	2	1	2	47
NGU	4	1									5
SPU	12	5	1		2						20
SU	13	4	1								18
SGU	7	4					1				12
Total	87	32	6	1	5	1	6	2	1	2	143 (100)
Grand Total	126 (88.11)				12 (8.39)			5 (3.50)			

*(Figure in the parenthesis indicate percentage)***Table 5.8: Distribution of the SwD in terms of Onset of Disability**

Category →	OI				VI				HI				Total
Universities ↓	Onset of Disability												
	1	2	3	4	1	2	3	4	1	2	3	4	
BU	1	6	6										13
GU	3	10	3		2								18
GV	3	4	1										8
KU		1				1							2
MSU	20	13	3		5	1			4		1		47
NGU		4	1										5
SPU	5	6	7		2								20
SU	5	11	2										18
SGU	4	4	3			1							12
Total	41	59	26		9	3			4		1		143
Grand Total	126 (88.11)				12 (8.39)				5 (3.50)				

1 = By Birth, 2 = By Infancy, 3 = By Childhood, 4 = By Adulthood; (Figure in the parenthesis indicate percentage)

- From the table 5.8, it can be observed that pregnancy and infancy stage prevalent in most of the disability cases as majority of the SwD were having disability either from birth (37.76 percent) or infancy (43.35 percent) whereas, only twenty seven (18.88 percent) SwD were having disability by childhood due to accident or medical reasons. By category, nearly eighty percent of the 126 SwOI were having disability either from birth or infancy. In the case of visual impairment and hearing impairment, it was observed that seventy five percent of the twelve SwVI and eighty percent of the five SwHI were having disability from birth. So it could be said that visual impairment and hearing impairment disabilities are the result of genetic disorder or lack of proper care during the pregnancy.

Table 5.9: Distribution of the SwD in terms of Economical Status of Family

Category →	OI			VI			HI			Total
Universities ↓	Economical Status of Family									
	Rich	Avg	Poor	Rich	Avg	Poor	Rich	Avg	Poor	
BU		8	5							13
GU		12	4		2					18
GV		6	2							8
KU			1			1				2
MSU	4	25	7		3	3		3	2	47
NGU		3	2							5
SPU		15	3		2					20
SU		14	4							18
SGU		8	3		1					12
Total	4	91	31		8	4		3	2	143 (100)
Grand Total	126 (88.11)			12 (8.39)			5 (3.50)			

(Figure in the parenthesis indicate percentage)

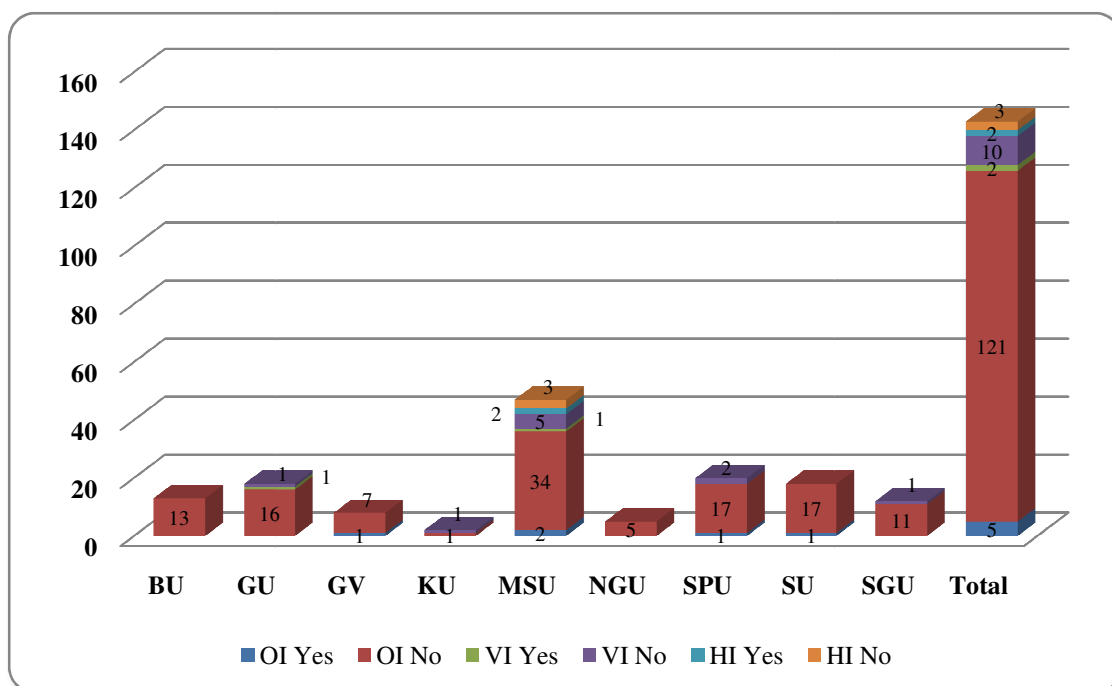
- From the table 5.9, it can be observed that majority 139 (97.20 percent) of them were coming from economically average family and economically poor family whereas, only four (2.79 percent) of the SwD were coming from economically rich family which includes four SwOI of the MSU.

Table 5.10: Distribution of the SwD in terms of Number of Siblings

Category →	OI			VI			HI			Total
Universities ↓	Number of Siblings									
	0	1	2=<	0	1	2=<	0	1	2=<	
BU			13							13
GU	1	4	11		1	1				18
GV		2	6							8
KU			1			1				2
MSU	4	11	21	1	3	2	1	1	3	47
NGU			5							5
SPU		7	11		1	1				20
SU		4	14							18
SGU		3	8		1					12
Total	5	31	90	1	6	5	1	1	3	143 (100)
Grand Total	126 (88.11)			12 (8.39)			5 (3.50)			

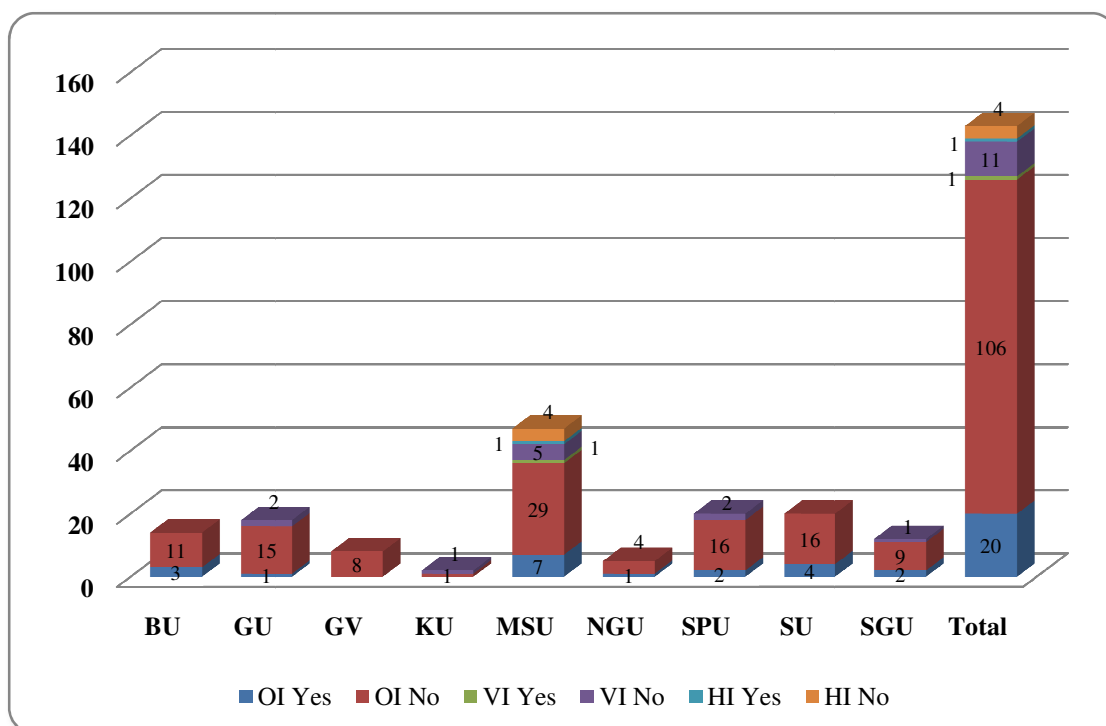
(Figure in the parenthesis indicate percentage)

- ❑ From the table 5.10, it can be observed that 136 (95.10 percent) of the total 143 SwD were having more than two siblings in their family whereas only seven (4.89 percent) SwD were not having sibling in their family.
- ❑ From the figure 5.7, it can be observed that only nine (6.29 percent) of the 143 SwD were having other PwD in their family. Among them, five of the total 126 SwOI, two of the total twelve SwVI and two of the five SwHI were having PwD in their family.

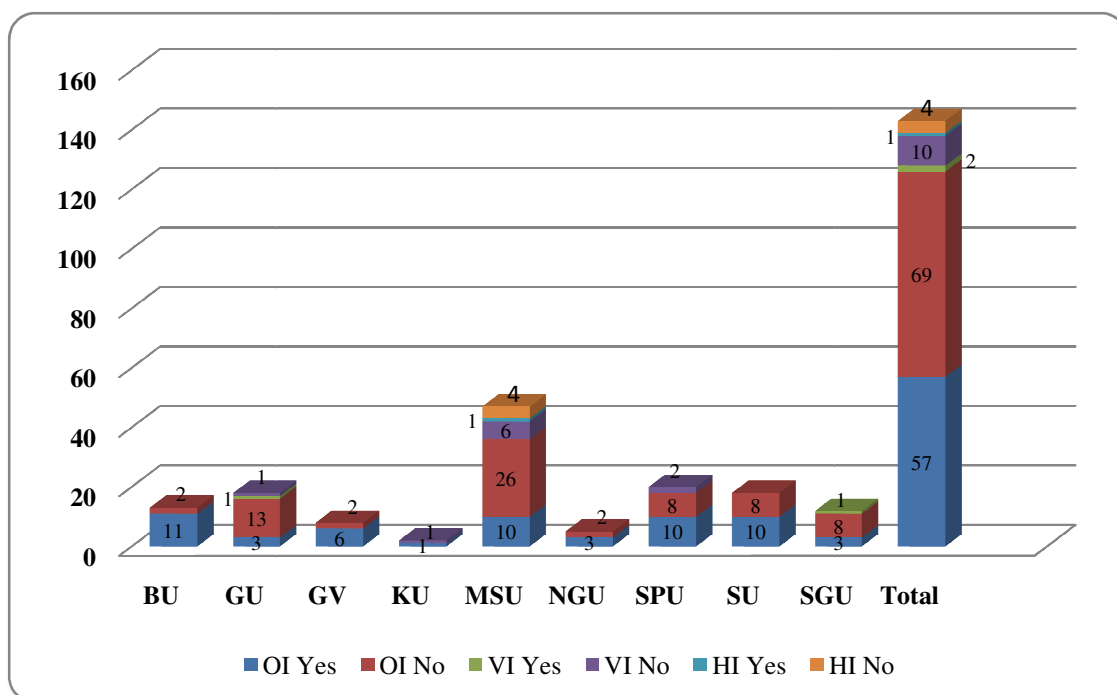
Figure 5.7: Distribution of the SwD in terms of Other PwD in Family

- From the table 5.11, it can be observed that 33.56 percent of the fathers and 20.97 percent of the mothers of the total 143 respondent SwD had studied upto higher secondary and above whereas, 9.79 percent of the fathers and 32.16 percent of the mothers of SwD were illiterate. The remaining 56.65 percent of the fathers and 44.87 percent of the mothers of SwD had studied upto secondary level. The illiteracy was found more among the parents of SwOI as 11.11 percent of their fathers and 35.71 percent of their mothers were found to be illiterate.

Figure 5.8: Distribution of the SwD in terms of Vocational Training Received



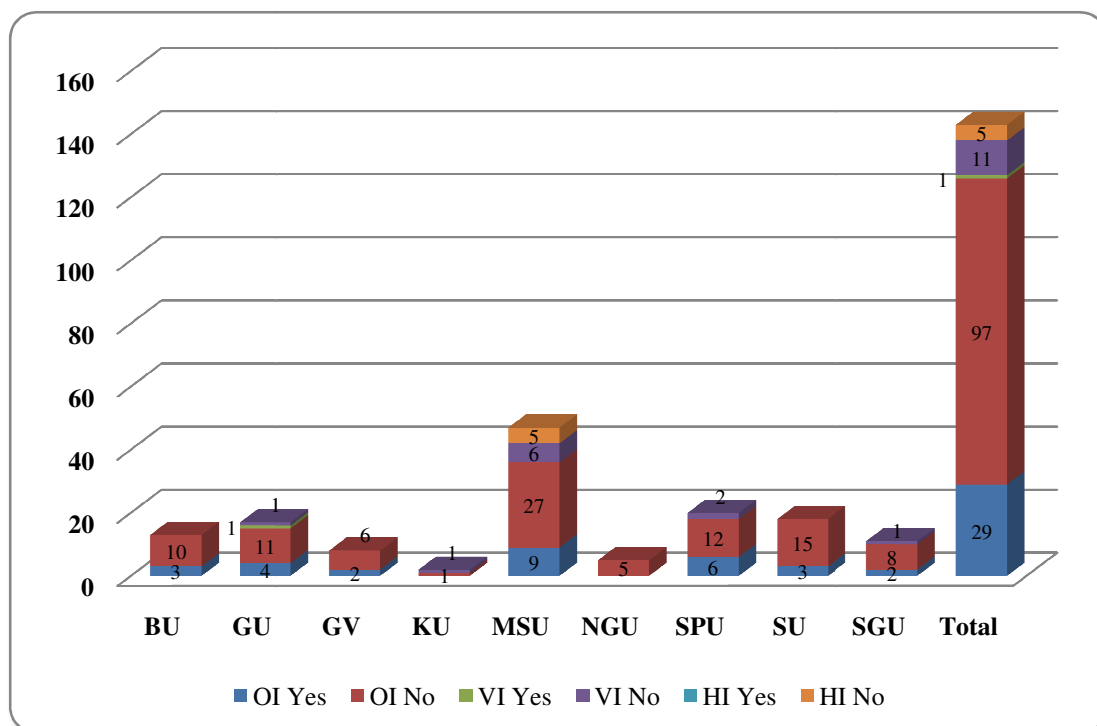
- From the figure 5.8, it can be observed that only twenty two (15.38 percent) of the total 143 SwD had received some kind of vocational training related to computer course (eleven SwD), beauty parlour course (two SwD), agricultural (two SwD), sweing (three SwD), Industrial Training Institute (ITI, one SwD), English course (one SwD), painting (one SwD) and music (one SwD). Analyzing category wise, only sixteen percent of the total 126 SwOI, 8.33 percent of the total twelve SwVI and twenty percent of the total five SwHI had received vocational training.

Figure 5.9: Distribution of the SwD in terms of Scholarship Received

- From the data presented in the figure 5.9, it can be observed that sixty (41.95 percent) of the total 143 SwD had received some kind of scholarship for their higher education. Out of them, eighty five percent of the sixty SwD had received government scholarship whereas, remaining fifteen percent of the SwD had received non-government scholarship. The scholarship amount ranged from Rs. 1000/- to Rs 1,00,000/- per annum. Majority (83.33 percent) of them had received scholarship upto Rs. 3000/- per annum whereas, only two SwD had received scholarship of more than Rs. 5000/- per annum and only three SwD had received scholarship of more than Rs. 10,000/- per annum. It was also found that only 1 SwOI who had cleared UGC-NET was receiving Rs. 1,00,000/- per annum as a fellowship amount. By category wise, only 45.2 percent of the 126 SwOI, 16.66 percent of twelve SwVI and twenty percent of five SwHI had received government or non-government scholarship. Furthermore, majority of the SwD from BU (84.61 percent of thirteen SwD), GV (seventy five percent of the eight SwD), SPU (fifty percent of twenty SwD) and SU (55.55 percent of eighteen SwD) had received scholarship. From the responses of the SwD, it was observed that most of the SwD were not satisfied with the amount of scholarship they

received i.e. Rs. 3000 and less than this as they could not manage all the study cost in such a small amount.

Figure 5.10: Distribution of the SwD in terms of Failing in Past

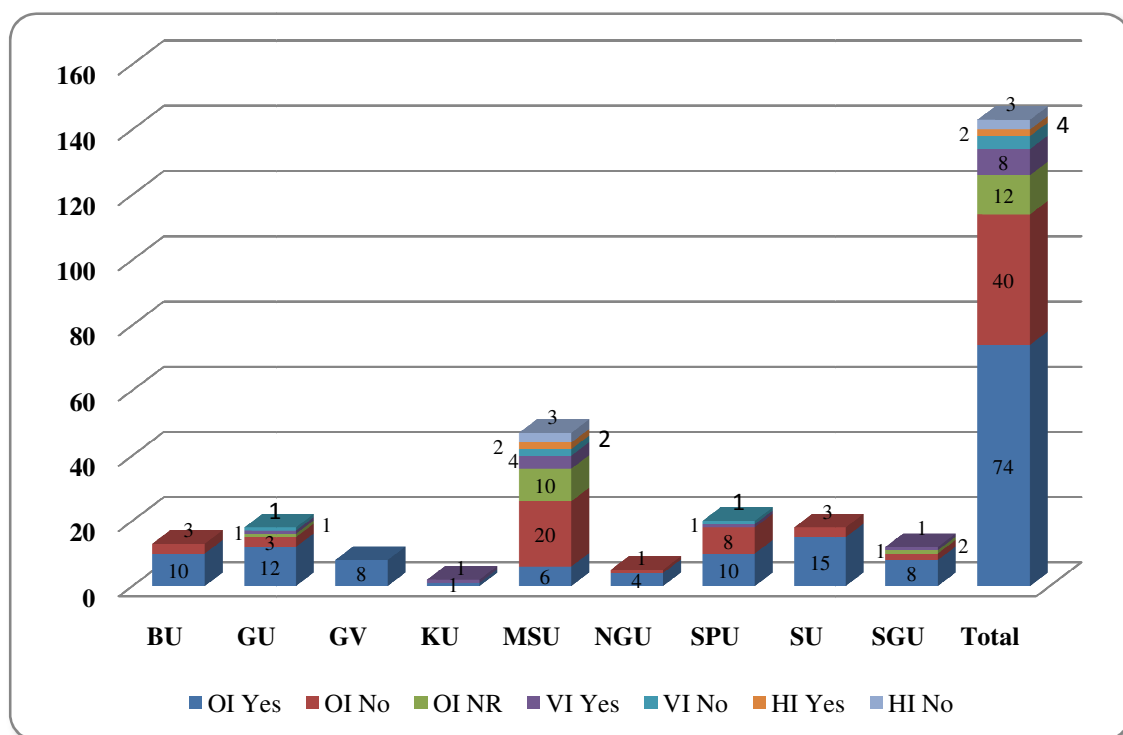


- ❑ The figure 5.10 presents the data related to the failure of the SwD in past years. From the figure 5.10, it can be seen that only thirty (20.97 percent) of the 143 SwD were failed in past years during the schooling level (twenty six SwD) and college level (four SwD) due to the reasons of medical treatment or illness.
- ❑ About the leisure time activities, from the data presented in the table 5.12, it can be observed that seventy two (50.34 percent) SwD were reading extra study materials in their leisure time whereas, forty six (32.16 percent) SwD were doing some other works during the leisure time. The remaining twenty eight (19.58 percent) and twenty seven (18.88 percent) SwD were playing games and surfing net in their leisure time.

Table 5.12: Distribution of the SwD in terms of Leisure Activities

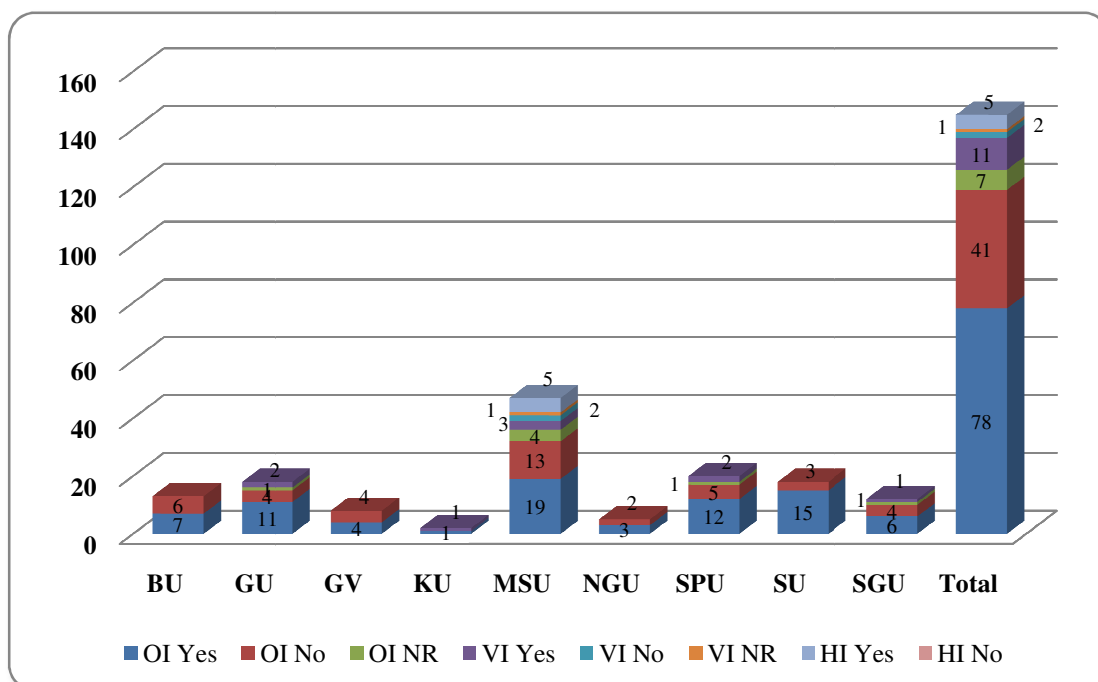
Category →	OI				VI				HI				Total
Universities ↓	Leisure Activities												
	1	2	3	4	1	2	3	4	1	2	3	4	
BU	2	1	14	7									13
GU	4		11	5		1	1	1					18
GV	3	1	5	3									8
KU		1	2										2
MSU	6	8	7	12		1	1	3	3	3	1	2	47
NGU	1	1	4	2									5
SPU	2	3	9	2	1	1		1					20
SU	5	5	10	3									18
SGU	1	1	6	4			1	1					12
Total	24	21	68	38	1	3	3	6	3	3	1	2	143 (100)
Grand Total	126 (88.11)				12 (8.39)				5 (3.50)				

1 = Playing, 2 = Net Surfing, 3 = Extra Reading, 4 = Other (Figure in the parenthesis indicate percentage)

Figure 5.11: Distribution of SwD in terms of their Wish for Continue to Study

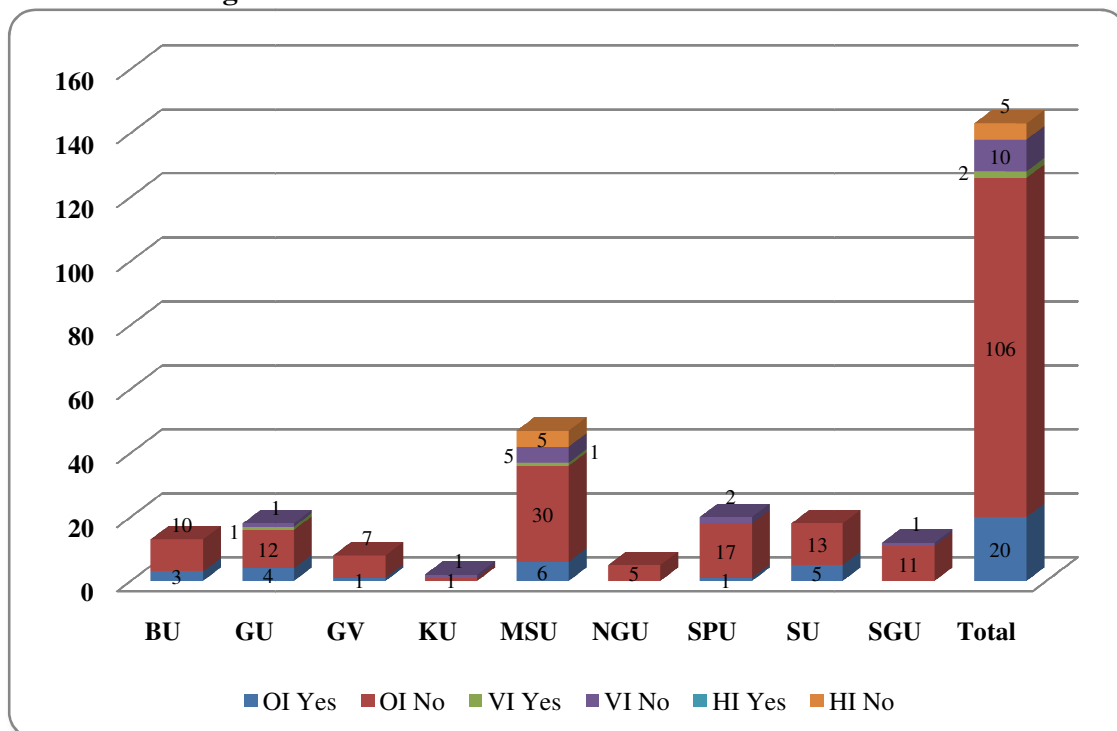
- The figure 5.11 presents the data related to the wish of SwD for continuing their study. From the data presented above, it can be seen that eighty four (58.74 percent) of the total 143 respondents SwD wanted to continue their study. Out of eighty four SwD, 45.2 percent of the SwD wanted to continue study upto Post-graduation level whereas, remaining 54.8 percent of the SwD wanted to continue their study upto doctoral level. The remaining forty seven (32.86 percent) SwD did not wish to continue study due to poor economic condition of the family (twenty SwD), family responsibility (twenty SwD) and difficulty in getting admission (seven SwD).
- Analyzing category wise, 58.7 percent of the total 126 SwOI, 66.66 percent of the twelve SwVI and forty percent of the five SwHI wanted to continue their study. Among them, thirty one (41.9 percent) SwOI, five (41.66 percent) SwVI and two (forty percent) SwHI wanted to continue study upto Post-graduation level whereas 58.1 percent of the seventy four SwOI and sixty percent of the five SwVI wanted to continue their study upto doctoral level. The remaining forty SwOI, four SwVI and three SwHI did not wish to continue their study due to poor economic condition of the family (twenty SwOI), family responsibility (thirteen SwOI, four SwVI & three SwHI) and difficulty in getting admission (seven SwOI).

Figure 5.12: Distribution of the SwD in terms of Awareness of 3% Reservation Rule



- From the figure 5.12, it can be observed that forty four (30.76 percent) of the total 143 respondent SwD were not aware about the three percent reservation rule availed to them. Among them, forty one (32.53 percent of 126 SwOI), two SwVI and onse SwHI were not aware about the three percent reservation rule.

Figure 5.13: Distribution of the SwD in terms of Engagement with Disability Organization



- Regarding the engagement with disability organization, data presented in the figure 5.13, it can be observed that only twenty two (15.38 percent) of 143 SwD were engaged either with GOs (six SwD) or NGOs (ten SwD). There was only one SwD engaged with private organization working in the disability sector whereas, five SwD did not respond about the type of disability organization they engaged with. The reasons behind the non-engagement with disability organizations were lack of time (twelve SwD), busy schedule of study (seven SwD) and not trust on such organization (two SwD) and other reason (two SwD). However, it was also found that majority ninety three (65.2 percent) of them wished to engage with disability organization. Further it was also noted that no SwHI was engaged with disability organization. It could be because of their inability in communication.

Major Observation

This section throws light on the educational profile of SwD of the nine universities of Gujarat. From the data regarding their educational profile, it was observed that the SwD were not claiming age relaxation benefit as more than sixty five percent of them were found in the age group 20-24 years. The difference between the enrollment of male and female SwD was found 3:1 so the Government efforts for providing education to girls did not seem much effective in this group of girl students. The enrollment of SwD from rural areas seen more in the universities located in rural areas. As the official language of Gujarat state is Gujarati, majority of the SwD were having Gujarati mother tongue, however, some SwD also found with Hindi, Urdu and Sindhi as their mother tongue. The enrollment of SwD was found more in the Arts and other field then in Science and Commerce. This may be due to much practical or field activities involved in the Science and Commerce subjects. The achievement of the SwD have been found good as most of them achieved second class and more in their previous course. As only post-graduate departments are running in the campus of all the universities except MSU, majority of the SwD were found studying at post-graduate and M.Phil./Ph.D. level.

Nearly half of the SwD were residing either in university hostel, private hostel or as a paying guest. It is pertinent to note here that the hostel facility was not free of cost for the SwD and they have to pay required amount of fees to stay in hostel. In this regard, investigator's informal discussion with the SwD, it was found that majority of them wanted free of cost staying in the university hostel throughout their study due to financial constraints. Majority of the students were found with orthopaedic impairment. There was no enrollment in the category of SwMD and the SwVI and SwHI were found in less numbers. Moderate type disability were found more in number than the severe type disability among the SwOI whereas half of the SwVI and nearly half of the SwHI were found with severe type disability i.e. blindness and deafness respectively. The disability cases were found more from the birth or infancy. It may be due to lack of proper care from less educated parents as majority of the parents of SwD were either illiterate or studied upto secondary schooling level only. The less education of the parents of SwD also could be affected to their family economic condition and number of siblings as their family economic condition was found to be an average and more than two siblings in

family. The other PwD in their family were found very less in number. Very less numbers of the SwD had received vocational training related to computer, agriculture, ITI, sewing, beauty parlour, English, painting or music. The amount of the scholarship received by the SwD were very less compared to the study cost of higher education as majority of them had received scholarship upto Rs. 3000/- per annum. It was also observed that SwD were using their leisure time in extra reading, net surfing or by keeping themselves busy in their interested work. More than half of the SwD were wishing to continue their study upto post-graduation and M.Phil./Ph.D. level. The reasons for not to continue study were poor economic condition of family, family responsibility and difficulty in getting admission. Lack of awareness regarding the three percent reservation rule availed to them was also observed. Very less number of the SwD were engaged with either government or non-government organization working in the disability sector, however, majority of them wished to join with disability organizations working in the sector of their disability.

The education profiles of the SwD of the nine universities of Gujarat has been examined above, their academic, social, economic and health related problems have been examined and presented in the following section.

5.3 ACADEMIC, FINANCIAL, SOCIAL AND OTHER HEALTH RELATED PROBLEMS OF THE SWD IN THE UNIVERSITIES OF GUJARAT

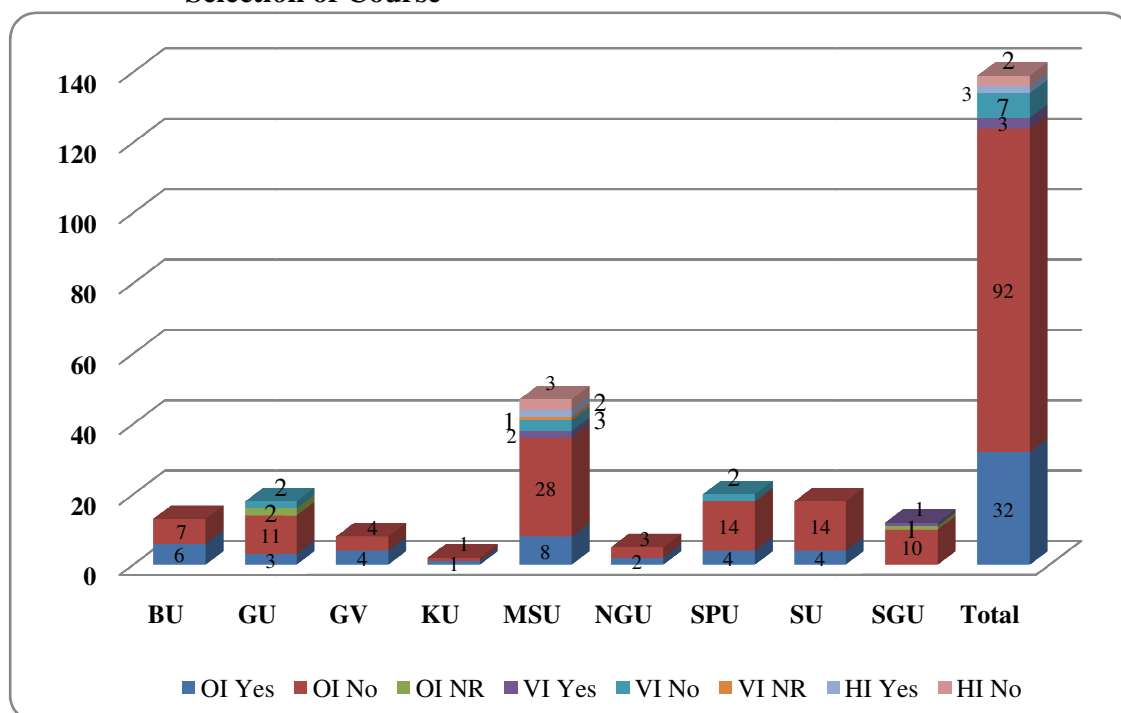
To achieve the Objective III, i.e. “To study the academic, financial, social and other health related problems of the students with disability in the universities of Gujarat”, data was collected through the questionnaire including close as well as open-ended items regarding the various problems related to the academic, financial, social and health related matters.

5.3.1 Academic Problems of the SwD in the Universities of Gujarat

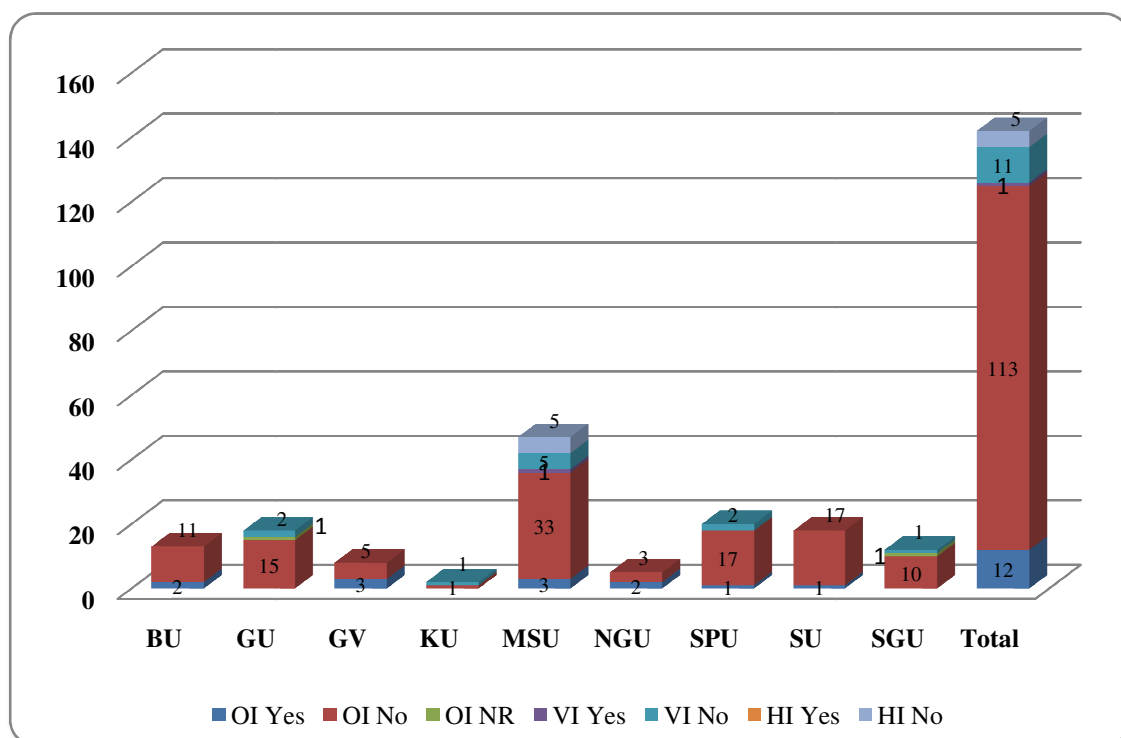
The academic problems of the students were collected through the close as well as open ended items related to the Selection of course, Suitability of the department time-table, Course syllabus, Contents of text-books, Extra reading, Adjustment with peers, Library facilities and problem facing, Participation in Co-Curricular Activities (CCA),

Examination, Teachers and their teaching methods, Completion of course, Family responsibility and other difficulties affecting study, Any other academic difficulties. The analysis of the data collected related to the academic problems of the SwD have been presented in the following figure 5.14 to 5.16 and tables 5.13 to 5.19.

Figure 5.14: Distribution of the SwD in terms of the Affection of Disability in Selection of Course



- Regarding the selection of the course, it can be observed from the data presented in the figure 5.14 that thirty eight (26.57 percent) of the total 143 SwD were not able to select course as per their choice due to inability to do physical works (seventeen SwD), limitation in some act due to disability (five SwD), lack of proper guidance for selection of course (seven SwD) and restriction from the concerned authority due to disability (nine SwD). It was also found that the nearly half of the SwD of BU were not able to select the course as per their choice. The lack of awareness regarding the three percent reservation rule and not following the three percent reservation rule strictly by the universities could also be affecting in selection of the course.

Figure 5.15: Distribution of the SwD in terms of the Suitability of Time-table

- From the figure 5.15, it can be observed that, out of the total 143 (100 percent) respondent SwD, only thirteen (9.09 percent) SwD were felt that college time-table was not suitable to them. Out of the thirteen SwD, majority of the SwOI had faced problems regarding college time table due to mobility problem (five SwOI) and physical tiredness due to disability (seven SwOI and one SwVI).
- It can be seen from the table 5.13 that, forty nine (34.26 percent) SwD were facing problem related to the curriculum and felt the curriculum was too lengthy for study.
- Since English is used as the medium of instruction at university level, forty nine (34.26 percent) SwD were not able to follow lectures in English due to difficulty in understanding the English language. This was because of they did their schooling throughout Gujarati medium. This problem was more among the SwOI than the SwVI and SwHI as out of forty nine SwD, forty five were SwOI. University wise, majority of the SwD facing problems related to English language were from BU, GV, NGU and SGU.

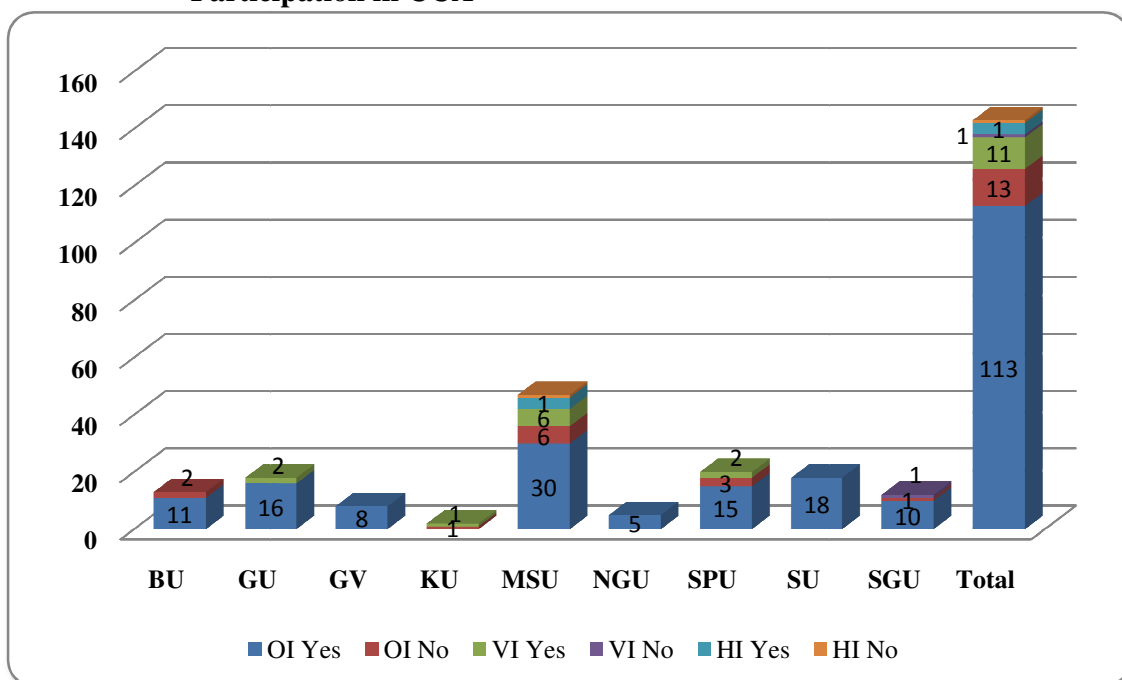
- ❑ In the area of problem related to the contents of textbook, majority of them i.e. 132 (92.30 percent) SwD were able to understand the contents of their textbooks whereas, only eight (5.59 percent) SwD (seven SwOI and one SwVI) were not able to understand the contents of their textbooks due to problem of understanding English language. This clearly shows that the SwD were able to read and understand the contents in English language but facing difficulties when it comes to communication.
- ❑ With regard to difficulties in learning subjects, fifty four (37.76 percent) SwD were having difficulties in all subjects (five SwD), subjects related to Science (eighteen SwD), Arts (sixteen SwD), Commerce (nine SwD), Computer (four SwD) and Drawing (two SwD). Nearly half of the SwOI of BU, MSU and SGU were having difficulties in subjects. They were solving their subject difficulties through continuous practice (twenty five SwD), help of teachers and peers (twenty four SwD), using reference materials (four SwD) and translating subject materials in Gujarati (one SwD).
- ❑ It can be seen from table 5.14 that majority i.e. 121 (84.61 percent) SwD were able to read extra study materials whereas, only nineteen (13.28 percent) SwD were not able to read extra materials due to visual problem (two SwD) and physical weakness (seventeen SwD). This problem was faced by the SwOI and SwVI because of the limitation due to their disability. All the seventeen SwOI were having problem in reading extra study materials due to their physical weaknesses whereas two SwVI were having the same problem due to visual problem. Due to these reasons, SwOI and SwVI were unable to read at night as physical weakness and visual problem were affecting to ten SwOI and five SwVI in reading during the night time.
- ❑ Regarding their ability to recall about their study, most of them i.e. 132 (92.30 percent) SwD were able to recall about their study whereas, only eleven (7.69 percent) SwD were not able to recall. This problem was faced by only SwOI due to tension (six SwOI) and lack of understanding (five SwOI).

- ❑ Table 5.15 presents the academic problems related to study. It can be observed from the above table that out of the total 143 (100 percent) SwD, twenty two (15.38 percent) SwD were not getting enough time for their study due to family responsibility (twelve SwD) and daily commuting from home to university (ten SwD). Family responsibility was affecting more to SwOI whereas daily commuting was affecting in getting time for study to (seven SwOI and three SwVI).
- ❑ Regarding the problem of adjustment with peer, it was found that majority of them i.e. 126 (88.11 percent) SwD were not facing adjustment problems with their peers. The SwD who were facing adjustment problem with their peers was due to their inferior feeling of being disabled. Among them, majority were SwOI. Furthermore, it was observed that SwVI and SwHI were not feeling inferior due to their disability and were easily adjustable with their peer.
- ❑ Most i.e. 137 (95.80 percent) SwD were regular in their study whereas, only four (2.79 percent) SwD were irregular in study due to inability to move at different classes for lectures. All irregular students were found with orthopaedic impairment (one each from BU, MSU, SPU and SU). They had indicated that they have to attend lectures of different subjects at different places so their orthopaedic impairment was affecting them to attend the lecturers. This was the major reason for their irregularity in study.
- ❑ Out of the total 143 SwD, only two SwD did not like to study but they did not mention the reason for disliking to study. Both of them were having orthopaedic impairment.
- ❑ Regarding the completion of study, more than half i.e. seventy six (53.14 percent) SwD were tensed to complete their study due to poor economic condition of family (thirty eight SwD), lack of facilities (eight SwD), irregularity because of disability (six SwD) and insecure future (twenty four SwD). Tension due to poor

family economic condition was affecting to the students of all the three categories of disability. Also this problem was seen more in SwOI and SwHI than SwVI.

- ❑ Disability was affecting to fifty five (38.46 percent) SwD in their study. The reasons mentioned were inability to select course as per interest (nine SwD), unavailability timely help from others as dependent on other due to disability (five SwD), inability to do physical work and move from one place to another place (thirteen SwD), visual/hearing/ortho problem (eighteen SwD), mobility problem (five SwD) and physical tiredness/stress because of disability (five SwD). Affection of disability in study was seen more in SwVI and SwHI than SwOI as generally they have only mobility problems.

Figure 5.16: Distribution of the SwD in terms of the Problems Related to Participation in CCA



- ❑ From the figure 5.16, it can be observed that, only fifteen (10.48 percent) SwD were not able to participate in CCA due to inability to do physical works (nine SwD), mobility problems (two SwD) and lack of encouragement (four SwD). Most of them were SwOI.

Table 5.16: Distribution of the SwD in terms of the Problems Related to Library

Category →	OI						VI				HI				Total
Universities ↓	AP17		AP18		NR		AP17		AP18		AP17		AP18		
	Yes	No	Yes	No	AP17	AP18	Yes	No	Yes	No	Yes	No	Yes	No	
BU	5	8	3	10											13
GU	3	12	2	13	1	1	1	1		2					18
GV	2	6	3	5											8
KU		1		1				1		1					2
MSU	12	24	5	31			3	3	1	5		5		5	47
NGU	2	3		5											5
SPU	2	16	4	14				2		2					20
SU	2	16	2	16											18
SGU	3	8	1	9		1	1		1						12
Total	31	94	20	104	1	2	5	7	2	10		5		5	143 (100)
Grand Total	125 (87.41)		124 (86.71)		1	2	12 (8.39)		12 (8.39)		5 (3.49)		5 (3.49)		

AP17 = Difficulty in Getting books, AP18 = Library facility not suitable to SwD

(Figure in the parenthesis indicate percentage)

- From the data related to the problem of library presented in table 5.16, it can be observed that out of 143 SwD, thirty six (25.17 percent) SwD were facing difficulty in getting books from library. This problem was faced by SwOI and SwVI due to their orthopaedic and visual disability. They were facing difficulties in getting books whereas SwHI had no such problem. So it is clear that twenty SwOI and two SwVI felt library service was inadequate to them.
- Regarding the problems of examination, from the table 5.17 it can be seen that, majority of them were not facing problem related to the examination whereas only twenty (13.98 percent) SwD were fearing from examination (eighteen SwOI, one each SwVI and SwHI). Further, forty two (29.37 percent) of them were mentioned that they are getting low marks in examinations due to their disability.

Table 5.17: Distribution of the SwD in terms of the Problems Related to Examination

Category→	OI				VI				HI				Total
Universities ↓	AP19		AP20		AP19		AP20		AP19		AP20		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
BU	1	12	6	7									13
GU	2	14	4	12		2		2					18
GV	1	7	2	6									8
KU		1		1		1		1					2
MSU	6	30	14	22		6	1	5	1	4	1	4	47
NGU		5	4	1									5
SPU	3	15	3	15	1	1		2					20
SU	4	14	5	13									18
SGU	1	10	1	10		1	1						12
Total	18	108	39	87	1	11	2	10	1	4	1	4	143 (100)
Grand Total	126 (88.11)		126 (88.11)		12 (8.39)		12 (8.39)		5 (3.49)		5 (3.49)		

*AP19 = Fearing from examination, AP20 = Getting low marks in examination due to disability
(Figure in the parenthesis indicate percentage)*

- ❑ Table 5.18 presents the problems faced by the SwD regarding their teachers and teaching. It can be observed that 101 (70.62 percent) SwD mentioned that their teachers had knowledge regarding their disability and helping them to improve their study by explaining the difficult contents (sixteen SwD), motivating for study and by giving study materials (fourty two SwD) and encouraging for study (fourty three SwD) whereas, thirty nine (27.27 percent) SwD mentioned that their teachers do not have knowledge of their disability. Among them thirty three were SwOI, four were SwVI and two were SwHI. The lack of visual disability knowledge was seen more in the teachers of SPU as both of the SwVI of SPU mentioned that their teachers did not have knowledge regarding their disability.

Table 5.13: Distribution of the Students with Disabilities in terms of Problems Related to the Syllabus

Category >	OI												VI												HI												Total
Universities	AP3		AP4		AP5		AP6		NR				AP3		AP4		AP5		AP6		NR			AP3		AP4		AP5		AP6		NR					
↓	Yes	No	Yes	No	Yes	No	Yes	No	AP3	AP4	AP5	AP6	Yes	No	Yes	No	Yes	No	Yes	No	AP4	AP5	AP6	Yes	No	Yes	No	Yes	No	Yes	No	AP3	AP6				
BU	6	7	6	7	13		6	7																									13				
GU	4	10	11	3	15		3	12	2	1	1	1	1	1	2		2			2													18				
GV	4	4	2	6	8		2	6																									8				
KU		1	1		1			1						1		1	1			1													2				
MSU	9	27	27	9	32	4	17	19					4	2	4	1	5		3	2	1	1	1	2	2	4	1	4	1	2	2	1	1	47			
NGU	2	3	1	4	5		4	1																									5				
SPU	8	10	11	6	15	2	4	13		1	1	1		2	1	1	2		1	1													20				
SU	6	12	12	6	17	1	7	11																									18				
SGU	2	7	7	4	11		5	6	2	1			1		1		1			1													12				
Total	41	81	78	45	117	7	48	76	4	3	2	2	6	6	8	3	11		4	7	1	1	1	2	2	4	1	4	1	2	2	1	1	143 (100)			
Grand Total	122 (85.31)		123 (86.01)		124 (86.71)		124 (86.71)		4	3	2	2	12 (8.39)		11 (7.69)		11 (7.69)		11 (7.69)		1	1	1	4 (2.80)		5 (3.50)		5 (3.50)		4 (2.80)		1	1				

AP3 = Problem related to curriculum, AP4 = Problem related to follow lecture in English

AP5 = Problem related to contents of Textbooks, AP6 = Difficulties of Subjects

(Figures in the parenthesis indicate percentage)

- Regarding the suitability of teacher's teaching method, majority i.e. 123 (86.01 percent) SwD were not facing problems by the general teaching methods used by the teachers whereas, only fourteen SwD were feeling that their teachers' teaching method not suitable to them due to their inability to keep pace with normal teaching methods (eight SwOI and four SwVI) and lack of sign language interpretation (two SwHI).
- 117 (81.81 percent) SwD had mentioned that their teachers were providing remedial measures whenever required whereas, remaining twenty one (14.68 percent) SwD (eighteen SwOI and three SwVI) mentioned that their teachers were not providing any remedial measures.
- Twenty one (14.68 percent) SwD had mentioned that their teachers were disliking them due to their disability. Among them, fourteen were SwOI, two were SwVI and five were SwHI. So it can be said that the hearing disability is more disliked in teaching staff than orthopaedic impairment or visual impairment. Thirteen (9.09 percent) SwD (nine SwOI, two SwVI and two SwHI) had mentioned that their teachers were keeping distance from them due to their disability.

Table 5.19: Distribution of the Students with Disabilities in terms of the Other Academic Problems

Category →	OI						VI						HI						Total ↓
Universit ies ↓	AP26		AP27		NR		AP26		AP27		NR	AP26		AP27					
	Yes	No	Yes	No	AP26	AP27	Yes	No	Yes	No	AP27	Yes	No	Yes	No				
BU	4	9	4	9												13			
GU	1	14	1	14	1	1		2		2						18			
GV	2	6	2	6												8			
KU	1			1				1		1						2			
MSU	8	28	4	32				6	1	4	1		5	1	4	47			
NGU	1	4	1	4												5			
SPU	4	13	2	16	1			2	1	1						20			
SU	1	17	2	16												18			
SGU	1	9		9	1	2	1		1							12			
Total	23	100	16	107	3	3	1	11	3	8	1		5	1	4	143			
Grand Total	123 (86.01)		123 (86.01)		3	3	12 (8.39)		11		1	5 (3.49)		5(3.49)		(100)			

AP26 = Having family responsibility that affecting study, AP27 = Having other problems that affecting academically
(Figure in the parenthesis indicate percentage)

- When they were asked about the effect of family responsibility in their study and other academic problems, from the table 5.19 it can be observed that twenty four (16.78 percent) SwD (thirty three SwOI and one SwVI) were having family responsibility that was affecting in their study. Regarding the other academic problems, twenty SwD (sixteen SwOI, three SwVI and one SwHI) were having other academic problems due to their disability affecting to their study.

Apart from the problems presented above, when they were asked to mention any other problems, fifty one SwD revealed that they were having other problems regarding the difficulty in understanding due to lack of sign language interpreter (one SwHI), difficulty in understanding some contents due to higher level English language (five SwOI & one SwHI), financial difficulties in purchasing all study materials (eight SwOI & one SwVI), difficulty in travel (nine SwOI & one SwVI), lack of proper guidance regarding the selection of course (three SwOI and one SwHI), difficulty in getting writer facility (one SwOI), difficulty in reading blackboard (two SwVI), improper seating arrangement in classroom (three SwOI), far away library/Difficulty in climbing stair case as classroom/Library are on upper floor/Non availability of books (four SwOI and one SwVI), lack of support from others (four SwOI & two SwVI), lack of motivation in participating CCA (one SwOI) and physical weakness due to disability (two SwOI and one SwVI).

5.3.2: Financial Problems of the SwD in the Universities of Gujarat

The financial problems of the students were collected through the close as well as open ended items related to the financial facilities available, Ability to purchase educational necessities, Financial problems of family, Affection of economic problems to education and Any other economic difficulties. The analysis of the data collected related to the academic problems of the students with disability have been presented in the table 5.20.

- Financial problems as revealed by the SwD have been presented in table 5.20. It can be seen from table 5.20 that, sixty four (44.75 percent) SwD were facing problem of

unavailability of adequate finance for their study and they were managing their study cost through the different sources like through the relatives and friends (thirty SwD), through scholarship amount (three SwD), through the bank loan (eight SwD), through works (seven SwD) and by minimizing the study cost (seven SwD). Financial problems were affecting more to SwOI as sixty one out of 126 SwOI were facing financial difficulties in their study. Due to financial problem, forty two (29.37 percent) SwD were not able to purchase educational materials related to their study and they had to manage their educational necessities through the friends and peers (twenty nine SwD), their teachers (six SwD) and by purchasing things which is required most (seven SwD). Out of 143 SwD, seventy eight (54.54 percent) SwD were having financial difficulties in family and financial difficulty was affecting to fifty eight (40.55 percent) SwD in their study.

Apart from these problems, thirty two (22.38 percent) SwD had mentioned the other financial problems affecting their study were high study cost and low family income (nine SwOI and two SwVI), lack of financial support from the university (three SwOI), problems in getting admission due to lack of finance (thirteen SwOI and one SwVI), difficulties in getting finance for study work and materials (one SwOI) and difficulties in managing travel and hostel cost (two SwOI one SwVI).

Table 5.14: Distribution of the Students with Disabilities in terms of their Problems Related to the Reading

Category →	OI							VI						HI						Total
Universities ↓	AP7		AP8		AP9		NR	AP7		AP8		AP9		AP7		AP8		AP9		
	Yes	No	Yes	No	Yes	No	AP7	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
BU	13		12	1	12	1														13
GU	15		16		16		1	2		2		1	1							18
GV	7	1	6	2	8															8
KU	1		1		1			1		1		1								2
MSU	22	14	30	6	31	5		4	2	6		4	2	5		5		5		47
NGU	5		5		4	1														5
SPU	16	1	16	2	18		1	2		2		1	1							20
SU	17	1	18		15	3														18
SGU	10		11		11		1	1		1			1							12
Total	106	17	115	11	116	10	3	10	2	12		7	5	5		5		5		143 (100)
Grand Total	123 (86.01)		126 (88.11)		126 (88.11)		3	12 (8.39)		12 (8.39)		12 (8.39)		5 (3.50)		5 (3.50)		5 (3.50)		

AP7 = Problem of reading extra materials, AP8 = Able to recall what studied

AP9 = Able to read at night, (Figure in the parenthesis indicate percentage)

Table 5.15: Distribution of the Students with Disabilities in terms of the Problems Related to Study

Category Universities ↓	OI																	VI												HI												Total				
	AP10		AP11		AP12		AP13		AP14		AP15		NR					AP10		AP11		AP12		AP13		AP14		AP15		NR	AP10		AP11		AP12		AP13		AP14		AP15					
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	AP10	AP11	AP12	AP13	AP14	AP15	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	AP12	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No					
BU	8	5	11	2	12	1	13		9	4	6	7																																	13	
GU	13	2	7	8	15		15		5	9	4	11	1	1	1	1	2	1	2		2		2		2			2		2																18
GV	6	2	7	1	8		8		7	1	3	5																																	8	
KU	1		1		1		1		1		1								1		1		1		1			1		1															2	
MSU	33	3	35	1	35	1	36		18	18	13	23							5	1	5	1	6		6		1	5	5	1		5		5		5		5		4	1	4	1		47	
NGU	4	1	4	1	5		5		3	2	4	1																																	5	
SPU	15	3	18		17	1	17	1	13	5	5	13							1	1	2		1		2		2		1	1	1														20	
SU	16	2	17	1	17	1	18		8	10	6	12																																	18	
SGU	10	1	10	1	11		8	1	3	7	1	8				2	1	2		1	1		1		1		1																		12	
Total	106	19	110	15	121	4	121	2	67	56	43	80	1	1	1	3	3	3	9	3	11	1	11		12		5	7	8	4	1	5		5		5		5		4	1	4	1		143 (100)	
Grand Total	125 (87.41)		125 (87.41)		125 (87.41)		123 (86.01)		123 (86.01)		123 (86.01)		1	1	1	3	3	3	12 (8.39)		12 (8.39)		11 (7.69)		12 (8.39)		12 (8.39)		12 (8.39)		1	5		5 (3.50)		5 (3.50)		5 (3.50)		5 (3.50)		5 (3.50)				

AP10 = Problem of gtting enough time for study, AP11 = Problem of adjustment with peers, AP12 = Regularity in study, AP13 = Like to study, AP14 = Tensed to complete study, AP15 = Disability affecting academic progress
(Figure in the parenthesis indicate percentage)

Table 5.18: Distribution of the Students with Disabilities in terms of Problems Related to Teachers

Category Universities ↓	OI															VI										HI										Total
	AP21		AP22		AP23		AP24		AP25		NR					AP21		AP22		AP23		AP24		AP25		AP21		AP22		AP23		AP24		AP25		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	AP21	AP22	AP23	AP24	AP25	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No			
BU	10	3	2	11	11	2	2	11	2	11																								13		
GU	12	3		15	15			15		15	1	1	1	1	1	2			2	2			2		2									18		
GV	5	3	1	7	6	2	2	6	1	7																								8		
KU		1		1		1	1		1							1			1	1			1		1									2		
MSU	23	13	1	35	31	5	3	33		36						4	2	2	4	4	2	2	4	2	4	3	2	3	2	5		5		2	3	47
NGU	3	2	1	4	4	1		5		5																								5		
SPU	13	4	1	13	13	3	2	16	2	16	1	4	2				2	1	1	1	1		2		2									20		
SU	16	2	1	17	15	3	4	14	3	15																								18		
SGU	8	2	1	9	8	1		10		10	1	1	2	1	1	1		1		1			1		1									12		
Total	90	33	8	112	103	18	14	110	9	115	3	6	5	2	2	8	4	4	8	9	3	2	10	2	10	3	2	2	3	5		5		2	3	143 (100)
Grand Total	123 (86.01)		120 (83.91)		121 (84.62)		124 (86.71)		124 (86.71)							12 (8.39)		12 (8.39)		12 (8.39)		12 (8.39)		12 (8.39)		5 (3.50)		5 (3.50)		5 (3.50)		5 (3.50)		5 (3.50)		

AP21 = Teachers having knowledge of disability, AP22 = Feeling teachers teaching methods not suitable to SwD, AP23 = Teachers providing remedial measures whenever required
AP24 = Teachers dislikes SwD due to disability, AP25 = Teachers keeping distance from SwD
(Figures in the parenthesis indicate percentage)

Table 5.20: Distribution of the SwD in terms of their Financial Problems

Category ➤	OI												VI												HI										Total
Universities	FP1		FP2		FP3		FP4		NR				FP1		FP2		FP3		FP4		NR				FP1		FP2		FP3		FP4		NR		
	Yes	No	Yes	No	Yes	No	Yes	No	EP1	EP2	EP3	EP4	Yes	No	Yes	No	Yes	No	Yes	No	EP2	EP3	EP4	Yes	No	Yes	No	Yes	No	Yes	No	EP4			
BU	6	7	10	3	10	3	7	6																								13			
GU	9	5	10	4	5	9	5	9	2	2	2	2	2		1		1	1		2	1											18			
GV	5	3	6	2	4	4	3	3																								8			
KU		1	1			1	1						1		1		1			1												2			
MSU	19	17	22	14	22	14	17	19					5	1	6		1	3	2	3		2	1	3	2	4	1	2	3	1	3	1	47		
NGU	2	3	2	3	2	3	2	3																								5			
SPU	10	8	14	3	11	7	8	10		1			2		1	1	1	1	1													20			
SU	7	11	12	6	9	9	5	13																								18			
SGU	4	6	6	4	8	2	5	5	1	1	1	1	1			1	1		1													12			
Total	62	61	83	39	71	52	53	68	3	4	3	3	11	1	9	2	5	5	4	7	1	2	1	3	2	4	1	2	3	1	3	1	143 (100)		
Grand Total	123 (86.01)		122 (85.31)		123 (86.01)		121 (84.62)		3	4	3	3	12 (8.39)		11 (7.69)		10 (6.99)		11 (7.69)		1	2	1	5 (3.50)		5 (3.50)		5 (3.50)		4 (2.80)		1			

FP1 = Availability of enough finance for the study, FP2 = Able to purchase educational necessities, FP3 = Having financial difficulties in family

FP4 = Financial difficulties affecting to study

(Figure in parenthesis indicate percentage)

5.3.3: Social Problems of the SwD in the Universities of Gujarat

The social problems of the students were collected through the close as well as open ended items related to the Ability to make friends, Adjustment with friends, interaction with friends and other people, Affection of disability in social life, Teachers help in solving social problems, Any other social difficulties. The analysis of the data collected related to the social problems of the students with disability have been presented in the following tables 5.21 (I) and 5.21 (II).

- ❑ From the social problems faced by the SwD have been presented in following table 5.21 (I) it can be seen that only five (3.49 percent) SwD (all are SwOI) were having problems of making friends whereas, none of SwVI and SwHI were having problem in making friends. Only eight (5.59 percent) SwD were having problem of adjustment with peers due to difficulty in interaction (four SwD), not getting support from friends (two SwD) and inability to perform normal activities (two SwD). With regard to the problem of harassment from other students, seven (4.89 percent) SwD were facing harassment from other students. Analyzing category wise, out of the total 126 (100 percent) SwOI, Only seven (5.55 percent) SwOI were having problem regarding the harassment from other students. Due to the easy adjustable nature of the SwVI and SwHI, they were not facing any type harassment from others.
- ❑ From the table 5.21 (II) it can be observed that, thirty three (23.08 percent) SwD mentioned that they were feeling inferiority in talking with others. The reasons could be SwVI can easily adjust with their peers but when it comes to other persons like teachers or strangers then they could have faced difficulty in interaction. The finding of the table 5.21 (II) reveals that all the twelve SwVI and one among five SwHI were feeling inferiority in talking with others. alongwith twenty SwOI. Regarding the effect of disability in social life, fifty seven (39.86 percent) SwD had mentioned that disability affects to their social life. Effect of disability in social life was seen more in SwVI and SwHI than SwOI as more than half of the SwVI and SwHI mentioned that disability was affecting in their social life.

Seventy nine (55.24 percent) SwD were receiving help from their teachers for solving their social problems whereas, remaining fifty three (37.06 percent) SwD were not receiving help from their teachers in their social problems.

- ❑ Seventeen (11.88 percent) SwD (sixteen SwOI and one SwVI) were facing other social problems like negative attitude of society members whereas five SwOI were facing problem in making social relations due to their disability.

Apart from these social problems, when they were asked to mention any other social problems they face, nineteen (13.28 percent) SwD mentioned following problems. People laughing/passing comments on disabled person on social gathering (four SwOI), difficulty in building social relation (six SwOI), society's negative attitude towards disabled person (eight SwOI), social rejection (one SwVI).

5.3.4: Health Related Problems of the SwD in the Universities of Gujarat

The health related problems of the students were collected through the close as well as open ended items related to the Health related problems than disability, Effect of the health related problems in participation in CCA, Effect of health related problems in life, Guidance receiving to maintain good health, Any other health related difficulties. The analysis of the data collected related to the other health related problems of the students with disability have been presented in the following table 5.22.

Table 5.21 (I): Distribution of the SwD in terms of their Social Problems

Category →	OI									VI						HI						Total
Universities ↓	SP1		SP2		SP3		NR			SP1		SP2		SP3		SP1		SP2		SP3		
	Yes	No	Yes	No	Yes	No	SP1	SP2	SP3	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
BU	13		13		1	12																13
GU	15		15			14	1	1	2	2		2			2							18
GV	8		8		1	7																8
KU	1		1			1				1		1			1							2
MSU	34	2	34	2	3	33				6		6		1	5	1	4	3	2	3	2	47
NGU	5		5			5																5
SPU	16	2	17	1		17			1	2		2			2							20
SU	17	1	17	1	1	17																18
SGU	10		9	1	1	10	1	1		1		1			1							12
Total	119	5	119	5	7	116	2	2	3	12		12		1	11							143
Grand Total	124 (86.71)		124 (86.71)		123 (86.01)		2	2	3	12 (8.39)		12 (8.39)		12 (8.39)		5 (3.50)		5 (3.50)		5 (3.50)		(100)

*SP1 = Able to make friends, SP2 = Can adjust with peers, SP3 = Harrassment from other students
(Figure in parenthesis indicate percentage)*

Table 5.21 (II): Distribution of the SwD in terms of their Social Problems

Category →	OI									VI								HI						Total
Universities ↓	SP4		SP5		SP6		NR			SP4		SP5		SP6		NR		SP4		SP5		SP6		
	Yes	No	Yes	No	Yes	No	SP4	SP5	SP6	Yes	No	Yes	No	Yes	No	SP5	SP6	Yes	No	Yes	No	Yes	No	
BU	3	10	7	6	9	3			1															13
GU	1	14	6	9	9	5	1	1	2	2			2	1	1									18
GV		8	4	4	5	3																		8
KU		1	1			1				1		1			1									2
MSU	7	29	11	25	17	17			2	6		3	2	2	3	1	1	1	4	3	2	3	2	47
NGU	1	4	3	2	1	4																		5
SPU	3	15	9	8	11	6		1	1	2		1	1	2										20
SU	3	15	5	10	13	3		3	2															18
SGU	2	8	3	7	5	4	1	1	2	1			1	1										12
Total	20	104	49	71	70	46				12		5	6	6	5			1	4	3	2	3	2	143 (100)
Grand Total	124 (86.71)		120 (83.91)		116 (81.12)		2	6	11	12 (8.39)		11 (7.69)		11 (7.69)		1	1	5 (3.50)		5 (3.50)		5 (3.50)		

SP4 = Feeling inferiority when talking with others, SP5 = Disability affecting social life, SP6 = Teachers trying to solve social problems
(Figure in parenthesis indicate percentage)

- ❑ It can be observed from the table 5.22 that majority of the SwD 133 (ninety three percent) were living healthy life as only ten (6.99 percent) SwD were having health related problem. Out of them, three SwD were having health related problems like speech related problem (four SwD), physical weaknesses (four SwD) and lack of hemoglobin (two SwD). It was found that three SwOI were facing speech related problems the reason may be due to their inferiority complex.
- ❑ Twenty seven (18.88 percent) SwD were not able to participate in CCA due to their disability (eighteen SwD), physical weakness (two SwD), shyness nature (three SwOI) and lack of finance and time (three SwD).
- ❑ Majority i.e. 118 (82.51 percent) SwD were having positive attitude towards life and enjoying their life despite of having disability whereas only twenty (13.98 percent) SwD were feeling life was dull due to their disability. All the twenty SwD were having orthopaedic impairment. So it could be said that SwVI and SwHI were having more positive attitude towards life than SwOI none of the SwVI and SwHI were feeling life dull due to their disability.
- ❑ 109 (76.22 percent) SwD were receiving guidance for maintaining good health. The SwD were receiving guidance from family & friends (fourty three SwD) whereas, others were receiving guidance from electronics and print literature (thirty two SwD) and physician (thirty four SwD).

When they were asked to quote other health related problems other than the mentioned above, they reported sleepless at night (one SwOI and two SwVI) and weaknesses in body due to disability (ten SwOI) as their other health related problems.

Table 5.22: Distribution of the SwD in terms of their Health Related Problems

Category >	OI												VI								HI								Total
Universities	HRP1		HRP2		HRP3		HRP4		NR				HRP1		HRP2		HRP3		HRP4		HRP1		HRP2		HRP3		HRP4		
	Yes	No	Yes	No	Yes	No	Yes	No	HRP1	HRP2	HRP3	HRP4	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
BU	1	12	3	10	1	12	12	1																				13	
GU	1	14	2	12	3	12	10	3	1	2	1	3		2	1	1		2	2									18	
GV		8		8		8	7					1																8	
KU		1		1	1			1						1		1		1	1									2	
MSU	1	35	6	30	5	31	33	3					1	5	1	5		6	6		1	4	1	4		5	4	1	47
NGU		5	2	3	2	3	1	1				3																5	
SPU	3	15	5	13	5	12	9	7			1	2		2		2		2	2									20	
SU	1	17	4	14	1	15	14	1			2	3																18	
SGU		10	1	9	2	8	7	1	1	1	1	3	1		1			1	1									12	
Total	7	117	23	100	20	101	93	18	2	3	5	15	2	10	3	9		12	12		1	4	1	4		5	4	1	143 (100)
Grand Total	124 (86.71)		123 (86.01)		121 (84.62)		111 (77.62)		2	3	5	15	12 (8.39)		12 (8.39)		12 (8.39)		12 (8.39)		5 (3.50)		5 (3.50)		5 (3.50)		5 (3.50)		

HRP1 = Having other health related problems, HRP2 = Difficulties in participating in CCA, HRP3 = Feeling life dull due to HRPs

HRP4 = Receiving guidance for maintaining good health

(Figure in parenthesis indicate percentage)

Table 5.24: Distribution of the Students with Disabilities in terms of their Help Receiving from Others

Category →	OI									VI									HI						Total
Universities ↓	HSB3		HSB4		HSB5		NR			HSB3		HSB4		HSB5		NR			HSB3		HSB4		HSB5		
	Yes	No	Yes	No	Yes	No	HSB3	HSB4	HSB5	Yes	No	Yes	No	Yes	No	HSB3	HSB4	HSB5	Yes	No	Yes	No	Yes	No	
BU	12	1	11	2	11	2																			13
GU	12	2	14	1	13	2	2	1	1	1	1	1	1	2											18
GV	5	1	5	1	6	1	2	2	1																8
KU	1		1		1					1		1		1											2
MSU	36		35	1	27	9				3		5		4		3	1	2	5		5		5		47
NGU	4	1	3	2	4	1																			5
SPU	18		13	4	11	4		1	3	2		2		2											20
SU	16		16		11	3	2	2	4																18
SGU	9	1	10		8	1	1	1	1	1		1		1											12
Total	113	6	108	11	92	23	7	7	10	8	1	10	1	10		3	1	2	5		5		5		143 (100)
Grand Total	119 (83.22)		119 (83.22)		116 (81.12)		7	7	10	9 (6.30)		11 (7.69)		10 (6.99)		3	1	2	5 (3.49)		5 (3.49)		5 (3.49)		

*HSB3 = Other students helping whenever required, HSB4 = Helping to other SwD, HSB5 = Receiving help/support from other sources
(Figures in parenthesis indicate percentage)*

Major Observations

This section throws light on the academic, financial, social and other health related problems of SwD in universities of Gujarat. In this connection it was observed that the lack of awareness, guidance and restriction from concerned authority greatly affected them in selection of course. Also due to mobility problems and physical weakness, some of the SwD felt afternoon time was not suitable to them for study. Regarding the problems of syllabus, the SwOI were facing more problems than SwVI and SwHI in English language due their schooling throughout Gujarati medium. This also resulted in their difficulty in understanding contents of textbooks and learning in some of the subjects. Self learning and help from teachers and peers helped them in minimizing their learning difficulties. Physical weaknesses and visual problem affected greatly to SwOI and SwVI for reading extra study materials and reading during the night time. Due to tension and lack of understanding SwOI were found to be unable to recall about the studied things. With regard to the problems of study, it was observed that family responsibility and daily commuting was affecting to SwD in getting time for study. It was also found that SwVI and SwHI were not feeling inferior due to their disability and were easily adjustable with their peer. The SwOI who were unable to adjust with their peers was only due to their inferior feeling because of their disability. Also, inability to move at different classes for lectures was the major reason for their irregularity in study. The reasons of their tension in completion of the study were poor economic condition of their family, irregularity in study due to disability and insecure future. Poor family economic condition was affecting to the students of all the three categories of disability. In terms of effect of disability in their study, problems like inability to select course as per interest, unavailability of timely help from others, inability to do physical work and movement from one place to another place visual/hearing/ortho problem, and physical tiredness/stress due to disability were affecting them. Effect of disability in study was seen more in SwVI and SwHI than SwOI as generally they have only mobility problems. Majority of them were not having problem in participating CCA but inability to do physical works, mobility problems and lack of encouragement was affecting SwOI to participate in CCA. The findings regarding the library access problem made it clear that SwOI and SwVI felt library services were inadequate to them as they were facing

problems in getting books from library due to their orthopaedic and visual disability. SwD did not face problems related to examination however, they felt that they were getting low marks due to their disability. The positive side emerged from the findings regarding their teachers as their teachers were having knowledge regarding their disability and helping them by explaining the content keeping in mind their disability, motivating for study and by giving study materials and encouraging for study. Also, their teachers were providing necessary remedial measures whenever required. The lack of disability knowledge was seen more in the teachers of SPU as both of the SwVI of SPU mentioned that their teachers did not have knowledge regarding their disability. With regard to the teaching method, some of the SwOI and SwVI were dissatisfied with the teaching method used by their teachers due to their inability to keep pace with normal teaching methods whereas, SwHI were dissatisfied due to lack of sign language interpretation. Some of the SwD reported that their teachers were disliking them due to their disability and keeping distance from them. This may be due to lack of awareness and negative attitude towards the PwD.

Findings related to the financial problems of SwD revealed that nearly half of the SwD were facing problem of unavailability of adequate finance for their study and they have to manage their study cost through different sources like relatives and friends, scholarship, bank loan, doing extra works and minimizing the study cost. Among the students of three categories of disability, SwOI were facing financial problems more than their counterparts. It was also observed that due to financial problem SwD were not able to purchase educational materials related to their study. The other financial problems they were facing were high study cost and low family income, lack of financial support from the university, problems in getting admission due to lack of finance, difficulties in getting finance for study work and materials and difficulties in managing travel and hostel cost.

From the findings related to the social problems, it was found that SwD were not having much social problems. The SwVI and SwHI were easily adjustable with others than SwOI. Inferiority complex could also affect to the SwOI in interaction with others and in adjustment with their peer. The adjustment problems were emerged due to difficulty in

interaction, lack of support from friends and inability to perform normal activities. Lack of adjustment with peers resulted in harassment from other students and inferior feeling among SwOI whereas, easily adjustable nature of the SwVI and SwHI, they were not facing any type harassment from others. However, the effect of disability in social life was seen more in SwVI and SwHI than SwOI. The SwD who were facing other social problems was due to negative attitude of society members and inability in making social relations due to their disability. Apart from these social problems, people laughing/passing comments on disabled person on social gathering, difficulty in making social relation, society's negative attitude towards disabled person and social rejection were the other social problems they were facing.

With regard to the other health related problems, it was found that majority of the SwD were living healthy life and were receiving guidance for maintain good health whereas some of them were facing speech related problem, physical weaknesses and lack of hemoglobin. Family and friends, media and physicians were the major source for receiving guidance for maintaining good health. The problem in participating in CCA was due to the effect of their disability, physical weakness, shy nature and lack of finance and time. It was also found that majority of the SwD were having positive attitude towards life and enjoying their life despite having disability whereas, only some of the SwOI were feeling life was dull due to their disability. Sleepless at night and weaknesses in body due to disability were the other health related problems.

In the context of their problems, so far only academic, financial, social and other health related problems of SwD have been examined. In the following section, their help seeking behavior has been examined.

5.4 HELP SEEKING BEHAVIOUR OF THE SWD IN THE UNIVERSITIES OF GUJARAT

To achieve the Objective IV, i.e. "To study the help-seeking behavior of the students with disability in the universities of Gujarat" of the present study, data were collected from the students with disabilities of the universities of Gujarat. The data was collected through

the questionnaire including close as well as open-ended items regarding the various supporting services and sources like Use of disability aid/equipment, Adjustment with the particular aid/equipment, Help receiving and giving to other students with disability, Use of supporting services, Availability and use of guidance and counseling service, General and special facilities availed to them by the university, Any other facilities getting from the university. The analysis is presented in the form of following tables 5.24 to 5.26.

Table 5.23: Distribution of the SwD in terms of the Support of Disability Aid/ Equipment

Category →	OI					VI				HI				Total
Universities ↓	HSB1		HSB2		NR	HSB1		HSB2		HSB1		HSB2		
	Yes	No	Yes	No	HSB1	Yes	No	Yes	No	Yes	No	Yes	No	
BU	6	7	4	2										13
GU	7	8	6	1	1	1	1	1						18
GV	2	3		2	3									8
KU		1					1							2
MSU	7	29	4	3		2	4	2		3	2	3		47
NGU	2	3	1	1										5
SU	6	12	4	2			2							20
SPU														
SGU	3	7	3		1	1		1						12
Total	37	83	25	12	6	4	8	4		3	2	3		143 (100)
Grand Total	120 (83.91)		37 (25.87)		6 (4.19)	12 (8.39)		4 (2.79)		5 (3.49)		3 (2.09)		

HSB1 = Using disability aid/equipment, HSB2 = Adjustment with disability aid/equipment

(Figure in parenthesis indicate percentage)

- The responses of SwD regarding their help seeking behavior have been presented in the table 5.23. It can be seen that, only fourty four (30.76 percent) SwD were using some kind of disability aid/equipments. Out of them, thirty two SwD were adjusted with particular aid/equipments whereas, twelve SwD were not adjusted with the particular aid/equipments. It was found that all the SwVI and SwHI who were using disability aids were adjusted with the particular aids whereas, twelve SwOI were not adjusted with the disability aids.

- ❑ From the table 5.24 it can be observed that, majority of them i.e. 126 (88.11 percent) SwD were receiving help from other students whenever required whereas 123 (86.01 percent) SwD were helping to other SwD studying in their department or university. The major sources for their help were friends and family (105 SwD), personnel tutor (thirty one SwD), students health centre (eight SwD), academic group (thirty eight SwD) and guidance and counselling centre (ten SwD). Thirty six (25.17 percent) SwD who were not receiving help/support from any sources was due to lack of awareness regarding the supporting services (twenty SwD), distrust in supporting services (six SwD), inability to seek for support (five SwD), prefer to receive support from elsewhere (two SwD) and no need of supporting service (three SwD). From these findings, it is clear that family and friends and academic group were the major source in helping to SwD and they preferred to seek help from these sources.
- ❑ It can be seen from the table 5.25 that, seventy (48.95 percent) SwD had mentioned that their university was having guidance and counselling centre and twenty eight (19.58 percent) among them were visiting guidance and counselling centre of their university for academic improvement (twenty one SwD), personnel guidance (five SwD) and for other reasons (two SwD) whereas, remaining ninety six (67.1 percent) SwD were receiving guidance and counselling from their teachers and friends (twenty six SwD), family and relatives (ten SwD), doctors (three SwD), government disability organizations (eight SwD) and through different medias (seven SwD). When they were asked regarding the disability friendly special aids/equipments provided by their university, five (3.49 percent) SwOI had mentioned that they were receiving disability friendly chair and desks from their university whereas SwVI and SwHI were not receiving any kind of special aids/equipments related to their disability. Seventy six (53.14 percent) SwD were receiving other supporting services from their university like scholarship (fifty SwD), bus/train concession pass (fourteen SwD), leniency in admission (twenty SwD), writer facility (one SwD) and extra time for writing in examination (seven SwD). The SwVI who was receiving the writer facility during her examination mentioned that the university was just giving permission for writer facility but not providing the writer during the examination and because of this she was facing difficulties in finding writer during the examination.

Table 5.25: Distribution of the Students with Disabilities in terms of Supporting Services Provided by the Universities

Category ➤	OI												VI												HI												Total
Universities	HSB6		HSB7		HSB8		HSB9		NR				HSB6		HSB7		HSB8		HSB9		NR				HSB6		HSB7		HSB8		HSB9		NR				
↓	Yes	No	Yes	No	Yes	No	Yes	No	HSB6	HSB7	HSB8	HSB9	Yes	No	Yes	No	Yes	No	Yes	No	HSB6	HSB7	HSB8	HSB9	Yes	No	Yes	No	Yes	No	Yes	No	HSB6	HSB7	HSB9		
BU	7	6	2	11		13	13																												13		
GU	11	2	5	8		15	6	7	3	3	1	3		1		1		2	1	1	1	1													18		
GV	3	4	2	5		7	7		1	1	1	1																							8		
KU	1		1			1	1							1		1		1					1												2		
MSU	16	18	5	29	2	34	14	17	2	2		5	2	2	1	4		5	3	2	2	1	1	1	1	3	1	3		5	2	1	1	1	2	47	
NGU	2	3	2	3		5	3	1				1																							5		
SPU	12	3	4	12	1	16	11	5	3	2	1	2	1	1		2		2	2																20		
SU	8	7	2	10	1	15	10	6	3	6	2	2																							18		
SGU	6	2	3	6	1	7	4	6	3	2	3	1		1		1		1	1																12		
Total	66	45	26	84	5	113	69	42	15	16	8	15	3	6	1	9		11	7	3	3	2	1	2	1	3	1	3		5	2	1	1	1	2	143 (100)	
Grand Total	111 (77.62)		110 (76.92)		118 (82.51)		111 (77.62)		15	16	8	15	9 (6.29)		10 (6.99)		11 (7.69)		10 (6.99)		3	2	1	2	4 (2.79)		4 (2.79)		5 (3.50)		3 (2.10)		1	1	2		

HSB6 = Having guidance & counselling centre in university, HSB7 = Visiting university guidance & counselling centre
HSB8 = Receiving special aid/equipment support from university, HSB9 = Receiving any other supporting services from the university
(Figure in parenthesis indicate percentage)

Major Observations

The main focus of this section was to highlight the help seeking behavior of SwD. On the basis of the responses of SwD, it was observed that all the SwVI and SwHI who were using disability aids were adjusted with the particular aids whereas, twelve SwOI were not adjusted with the disability aids. Majority of the SwD were receiving help from other students whenever required and they were helping to other SwD studying in the same department or university. It was also found that friends, family and academic group were the major sources and preferred to receive help mostly from these sources. The SwD who were not receiving help/support from any sources was mainly due to lack of awareness regarding the supporting services, distrust in supporting services and no need of supporting service. They were visiting guidance and counselling centre located in their university for the reasons of academic improvement, personnel guidance, and other purpose. The SwD who were not visiting the guidance and counselling centre was due to the guidance they were receiving from different sources like teachers, friends, family, relatives, media and doctors. It was also found that only five SwOI were receiving disability friendly chair & desks from their university whereas, SwVI and SwHI were not receiving any kind of special aids/equipments related to their disability. The support services they were receiving from their university were scholarship, bus/train concession pass, leniency in admission, writer facility and extra time for writing in examination. However, the university was just giving permission for writer in examination but not providing writer and the SwVI have to arrange the writer themselves and the SwVI was facing in arranging the writer during the examination time.

The help seeking behaviour of the SwD has been examined above, the facilities provided by the universities of Gujarat to the SwD has been examined in next section.

5.5 FACILITIES PROVIDED TO THE SwD BY THE UNIVERSITIES OF GUJARAT

To achieve the Objective V, i.e. “To study the facilities provided to the students with disability in the universities of Gujarat” of the present study, data were collected from the university and teaching department authorities of the universities of Gujarat. The

facilities are analyzed terms of admission to the SwD, follows of 3 % reservation rule, general and special facilities provided to the SwD and special education training to the teachers. The analysis is presented in the form of following table 5.26 to 5.29.

Table 5.26: Distribution of the Universities of Gujarat in terms of the Admission to SwD and Follows of Three Percent Reservation Rule

Items	BU	GU	GV	KU	MSU	NGU	SPU	SU	SGU
Admits Students with disability	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Following 3% reservation rule for Students with disability?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

- From the table 5.27 it can be observed that, all the nine universities were giving admission to SwD and following three percent reservation rule availed for them. Moreover, all the nine universities were following the three percent reservation rule since the inception of the rule.

Table 5.27: Distribution of the Universities in terms of the Facilities provided to the SwD

Sr. No.	Items	Universities of Gujarat								
		BU	GU	GV	KU	MSU	NGU	SPU	SU	SGU
i)	Scholarship	--	--	--	--	--	--	--	--	--
ii)	Financial Assistance	--	--	--	--	--	--	--	--	--
iii)	Bus/Train Concession Pass	√	--	--	√	√	√	√	--	√
iv)	Free Hostel Facility	--	--	--	--	--	--	--	--	--
v)	Writer for students with blindness	--	√	--	√	√	NA	NA	--	NA
vi)	Sign language Interpreter	--	--	--	--	--	--	--	--	--
vii)	Extra time to write in examination	--	√	--	√	--	--	--	--	--
viii)	Any Other	--	--	--	--	--	--	--	--	--

(NA = Not Applicable as no enrolment of students with blindness)

- It can be seen from the table 5.27 that, no universities was providing scholarships to SwD. But when the SwD fall under the other reserved quota like SC/ST/OBC then they receiving scholarship under that quota. Furthermore, none of the nine

universities was providing any kind of financial assistance to SwD. Six universities mentioned that they are providing bus/train concession pass to all students including SwD whereas, three universities viz. SU, GU, and GV were not providing bus or train concession pass. All the nine universities were providing hostel facility to SwD but not free of cost. SwD have to get admission in university hostel with required deposit and fees. Three universities MSU, GU and KU were providing writer facility to the SwVI whereas, two universities GU and KU were providing extra time facility to SwD for writing in examination. No university had sign language interpreter facility.

Table 5.28: Distribution of the Universities of Gujarat in terms of the Special Facilities provided to the SwD

[illegible]

❑ As far as providing the facilities are concerned, from the table 5.28, it can be seen that almost all the universities were not providing any special facilities to the SwD except GV and SGU who were providing books in braille to the SwVI. This situation was there despite the fact that since ninth five year plan, UGC is providing grants through the HEPSN scheme.

Table 5.29: Distribution of the Universities of Gujarat in terms of Councillor and Special Trained Staff for the SwD

[illegible]

- Table 5.29 presents the data related to the availability of counsellor and specially trained staff in the universities of Gujarat. It was found that, all the nine universities were not having counsellor for the SwD. Further, all the nine universities were neither providing any kind of training to the teachers to deal with SwD nor employing the trained teachers in special education.

Major Observation

This section focused on the facilities provided by the universities of Gujarat to the SwD. From the findings it was found that all the nine universities were giving admission to SwD and following three percent reservation rule since the inception of the rule. The scholarship scheme available to the SwD was common to all students. No separate scholarship for SwD and no financial assistance was available in any of the nine universities. Bus/train concession pass and hostel facilities were provided by some of the universities but these facilities were also available to all students. Hostel facility was not free of cost. MSU, GU and KU were providing writer facility to the SwVI whereas two universities GU and KU were providing extra time during examination to SwD for writing but, sign language interpreter facility was not available in any university. No special equipments like disability friendly computer softwares, books in Braille, appropriate desks & chairs and disability aid/equipment like wheelchair, tricycle, hearing aid were available in the universities. So it is clear that the universities either don't know about the UGC's HEPSN scheme or they were not interested for the education of SwD. It was also found that, none of the nine universities were having counsellor for the SwD. Furthermore, all the nine universities were neither providing any kind of training to the teachers to deal with SwD nor employing the trained teachers in special education.

5.6 NEEDS TO OVERCOME THE PROBLEMS OF SwD

To achieve the Objective VI, i.e. "To study the needs to overcome the problems of students with disability in the universities of Gujarat" of the present study, data were collected from the SwD of the nine universities of Gujarat. Component wise analysis is presented below.

5.6.1 Academic Needs of SwD

Table 5.30: Distribution of SwD in terms of their Academic Needs

Sr. No.	Academic Needs	Number of SwD	
		F	Percentage (%)
1	Educational Necessities including Educational Materials & Facilities	6	9.67
2	Mobility/Transport facility	10	16.12
3	Extra Remedial Coaching	4	6.45
4	Job Security after completion of Study	15	24.19
5	Proper Seating Arrangement in Examination	2	3.22
6	Assistance Service in Library	5	8.06
7	Computer/Vocational Education	9	14.51
8	Strict Implementation of Reservation Policy	5	8.06
9	Support from Teachers & Peers	1	1.61
10	Awareness of Government Schemes	2	3.22
11	Reduction in Current Syllabus	1	1.61
12	Free Accommodation Facility during the Study	2	3.22
Total		62	100

From the table 5.30, it can be observed that out of the 143 (100 percent) SwD, sixty two (43.36 percent) SwD were having academic needs to overcome their academic problems. Out of sixty two (100 percent) SwD, six (9.67 percent) SwD were needing free of cost educational necessities including educational materials and other facilities required for the study whereas, 3.22 percent and 16.12 percent of the SwD were needing free of cost accommodation facility and mobility/transport facilities respectively. 6.45 percent of the SwD were having need of extra remedial coaching whereas only one SwD was needing academic support from their teachers and peers. Fifteen (24.19 percent) SwD were needing job security after completion of the study whereas, 3.22 percent and 8.06 percent of the SwD were needing adequate seating arrangement and assistance services in library respectively. Only one SwD was needing reduction in syllabus whereas 14.51 percent of the SwD were needing computer/vocational education within their study. 8.06 percent of the SwD were needing strict implementation of reservation rule whereas, only 3.22 percent of the SwD were needing awareness regarding the government schemes for PwD.

5.6.2 Financial Needs of SwD

Table 5.31: Distribution of SwD in terms of their Financial Needs

Sr. No.	Financial Needs	Number of SwD	
		F	Percentage (%)
1	Financial Support from Government	29	43.28
2	Free of Cost Education	22	32.83
3	Earn while Learn Facility	16	23.98
Total		67	100

From the analysis of their financial needs of SwD, it was found that out of the total 143 (100 percent) SwD, sixty seven (46.85 percent) were requiring financial need to overcome their problems. From the sixty seven (100 percent) SwD, twenty nine (43.28 percent) were needing financial support from government where as twenty two (32.83 percent) and sixteen (23.98 percent) SwD were needing free of cost education and earn while learn facility to overcome their financial problems.

5.6.3 Social Needs of SwD

Table 5.32: Distribution of SwD in terms of their Social Needs

Sr. No.	Social Needs	Number of SwD	
		F	Percentage (%)
2	Love & Warm Care from Other People	6	27.27
3	Acceptance from Others	3	13.63
4	Social Awareness	13	59.09
Total		22	100

Regarding their needs to overcome their social problems, from the above table 5.32 it can be observed that out of the 143 (100 percent) SwD, only twenty two (14.68 percent) SwD were requiring social needs. Out of twenty two (100 percent) SwD, majority of them i.e. thirteen (59.09 percent) SwD were needing social awareness regarding the disabilities among the people whereas, 27.27 percent and 13.63 percent of the SwD were needing love and warm care and acceptance from other people respectively.

5.6.4 Health Related Needs of SwD

Table 5.33: Distribution of SwD in terms of their Health Related Needs

Sr. No.	Health Related Needs	Number of SwD	
		F	Percentage (%)
1	Free of Cost Disability Aid/Equipments	2	12.5
2	Healthy & Hygiene Food	4	25
3	Health related Guidance	5	31.25
4	Free of Cost Medical Facilities	5	31.25
Total		16	100

From the table 5.33 it can be observed that out of the 143 (100 percent) SwD, only Sixteen (11.49 percent) SwD were requiring health related needs to overcome their health related problems. From the sixteen (100 percent) SwD, five (31.25 percent) SwD and same number of SwD were needing health related guidance and free of cost medical facilities respectively whereas, only 12.5 and twenty five percent of the SwD were needing free of cost disability aid/equipments and healthy/hygiene food respectively.

Major Observations

This section throws light on the needs of SwD to overcome their problems. It was observed that the SwD were having need of educational necessities including educational materials and other facilities, mobility/transport facility, extra remedial coaching for difficult subjects, secure employment after completion of study, proper seating arrangement in examination, assistant service in library, computer/vocational training within study, strict implementation of three percent reservation rule, academic support from teachers and peers, awareness regarding the government schemes for PwD, reduction in syllabus and free accommodation facility during the study for minimizing their academic problems. In terms to overcome their financial problems, they were having needs of financial support from Government, free of cost education and earn while learn facility. Regarding their social problems, they needed love, warm care and acceptance from other people and social awareness. For minimizing their health related problems, they were having needs of free of cost disability aids/equipments, healthy and hygienic food, health related guidance and free of cost medical facilities.

The various needs of the SwD for minimizing their academic, financial, social and health related problems has been examined above, in following section, the reasons of the success and failure of academically excellent and poor SwD has been examined.

5.7 CASE STUDIES OF ACADEMICALLY HIGH ACHIEVER AND ACADEMICALLY LOW ACHIEVER SWD IN ORDER TO FIND OUT REASONS FOR THEIR SUCCESS AND FAILURE

To achieve the Objective VII, i.e. “To conduct case studies on the selected academically high achiever and low achiever SwD in order to find out the reasons of their success and failure” of the present study, data were collected from the three selected academically high achiever and three academically low achiever SwD through the telephonic interview. The reasons of their success and failure have been measured in terms of their profile, academic achievement, family background, academic activities, preparation for the examination, supporting services and university environment.

Case I: Academically Excellent SwOI

Profile

Ms. A, twenty six year old girl student was having severe orthopaedic handicap with eighty percent of disability in both legs. Her mother tongue is Gujarati. She was living at her own home located in semi-urban area. She was having disability from infancy due to severe illness. She was using calipers and was unable to walk without it as she was facing problems in walking due to her thin leg and pain in legs. She was using her leisure time in extra reading. She did not receive any professional training. She was receiving Rs. 3000/- per annum scholarship from Social Welfare Department for pursuing higher education. She was aware about the three percent reservation rule availed to the PwD but according to her she had not received admission based on the rule. She did not engage with any disability organization trust working for the welfare of disabled. She wanted to continue study upto doctoral level.

Family Background

Table 5.34: Family Background Information of High Achiever SwOI

Relationship with SwD	Age	Education	Occupation	Income (per month)
Father	67	8 th pass	Agriculture	--
Mother	63	7 th pass	Housewife	--
Brother	32	10 th fail	Labourer	Rs. 3,000/-

Table 5.34 depicts the family background information of the Ms. A. She was from a nuclear family with three members viz. father, mother and a brother. There was no other disabled member in her family. Her father had studied upto secondary school level and doing agricultural work. Her mother had studied upto primary school level and working as a housewife. Her brother had studied upto secondary school and was working as a labourer in an auto garage. The total earning of her entire family was Rs. 3,000/- per month.

Educational Background

Table 5.35: Educational Background of High Achiever SwOI

Sr. No.	Degree/Certificate Achieved	Type of School/College	Medium of Instruction	Stream of Study	Percentage
1	SSC	General	Gujarati	General	70 %
2	HSC	General	Gujarati	Commerce	70 %
3	Graduation	General	Gujarati	Commerce	54 %
4		General	Gujarati	Lib. & Inf. Science	66 %
5	Post-graduation	General	Gujarati	Commerce	82 %
6		General	Gujarati	Lib. & Inf. Science	67 %
7	M. Phil.	General	Gujarati	Lib. & Inf. Science	Cont.

It can be observed from the table 5.35 that she has a first class career all throughout her study in two disciplines viz., commerce and library & information science. At the time of data collection, she was pursuing her M. Phil. study in Library and Information Science. She was regularly attending her classes. She was doing her study from 07:00 a.m. to 11:00 a.m. and working as an assistant librarian from afternoon to evening time. She

could not take course as per her choice due to her disability as she wanted to pursue Nursing study.

University

As per Ms. A, only leniency in admission facility was available in the university. She was expecting scholarship/financial assistance for her study and employment as well; so that she can pursue higher education. She reported that motivation from teaching and administrative staffs was the only encouraging point of the university whereas preference to normal students than disabled was the only discouraging point. She was discouraged in job because of her disability by her university. She was aware about the provisions available for the PwD but she could not mention about the provisions. She suggested that facilities such as scholarship, vehicle and proper guidance to the parents of CwD could improve the enrolment of SwD in higher education. Also, encouragement in self-confidence and job security after completion of study could be of great help to the SwD. Such provisions will attract more SwD to join higher education.

Support from Others

Ms. A was receiving all the types of support including adequate finance from the family for her study. She was receiving academic help from her teachers like explaining again when she could not understand the contents and giving study books whenever required. Also peers were helping her by providing zeroxed study materials.

Library

Ms. A was visiting department library for two hours in a week. She was visiting library only for novel and newspapers reading. She was facing problems due to limited copy of some books related to her subject. She suggested that suitable furniture related to the disability and separate reading room should be there in library for making it disabled friendly.

Examination

Ms. A was preparing for her examination by daily reading from the beginning of the academic year. Also, she was making notes during the lectures and preparing the examination. She was reading eight hour per day during her examination. She suggested that seating arrangement of SwD at ground floor and extra time for writing in examination facilities should be provided to SwD in the examination for minimizing their problems.

Other Information

Ms. A mentioned that encouragement from the parents and teachers was a great source of inspiration for her success in higher education.

Concluding Remark

This case was the twenty six year old girl student having severe orthopaedic handicap with eighty percent of disability in both legs who was pursuing her M. Phil. study in Library & Information Science. Motivation and encouragement of the parents and teachers, preparation from the beginning of the academic year, daily reading habit were the major reasons for her academic achievement. She suggested scholarship/financial assistant, secure job after completion of the study, suitable furniture related to the disability, separate reading room, seating arrangement on ground floor, extra time for writing in examination and encouragement from the parents and teachers help could be of great force to the SwD for success in higher education.

Case II: Academically Poor SwOI

Profile

Mr. X, twenty one year old boy student was having severe orthopaedic handicap with sixty percent of disability in both legs. His mother tongue is Gujarati. He was living at his own home located in urban area. He was having disability from infancy due to neumonia. He was not using any supporting devise but using other support to move because with supporting device he was experiencing pain in his legs. He was using his leisure time in

extra reading. He did not receive any professional training. He had not received any scholarship for pursuing higher education. He was aware about the three percent reservation rule availed to the PwD and had received admission based on the rule. He was engaged with disability trust named Cerebral Palsy Development Trust, Gandhinagar and receiving magazine published by the trust. He wanted to continue study upto post-graduate level.

Table 5.36: Family Background Information of Low Achiever SwOI

Relationship with SwD	Age	Education	Occupation	Income (per month)
Father	48	B. Sc.	Bank Clerk	Rs. 7,500/-
Mother	47	B. A.	Teacher	Rs. 7,500/-

Table 5.36 depicts the family background information of the Mr. X. He was from a nuclear family with two members viz. father and a mother. There was no other disabled member in his family. His father had studied upto graduation level and doing service as a bank clerk. His mother too had studied upto graduation level and working as a school teacher. The total earning of her entire family was Rs. 15,000/- per month.

Educational Background

Table 5.37: Educational Background of Low Achiever SwOI

Sr. No.	Degree/Certificate Achieved	Type of School/College	Medium of Instruction	Stream of Study	Percentage
1	SSC	General	Gujarati	General	47 %
2	HSC	General	Gujarati	Arts	57 %
3	Graduation	General	Gujarati	Arts (English)	52 %
4	Post Graduation	General	Gujarati	Arts (English)	Cont.

Table 5.37 depicts the educational background of Mr. X. He was having general education from school to university level. He had taken his school education in Gujarati medium and was studying in English medium at university level. He was from Arts field since schooling level. He did his graduation in Arts with English as a major subject. He was pursuing his post-graduation in English. He was regularly attending his classes. He

was attending college from 11:00 a.m. to 01:00 p.m. and academic reading from 05:00 p.m. to 08:00 p.m.

University

As per Mr. X, leniency in admission, scholarship (common to all students) and extra time in writing examination facilities were available in the university. He reported that academic motivations from teaching staff, indifference attitude of the teachers, encouragement in boosting confidence were the encouraged point of the university. He did not mention any discouraging points of the university but according to him, lack of preparation, low writing speed and bad handwriting were the major reasons for his poor academic performance. He was not aware about the provisions available for the PwD. However, he was of the opinion that reservations seats for PwD and job security after completion of study could be of great help for SwD to be successful in higher education.

Support from Others

Mr. X was receiving all type of financial and social support from his family for his educational necessities. He was receiving academic help from his teachers like explaining again when he could not understand the contents and guidance for preparation in examination. Also peers were helping him by giving books and study materials and discussing the contents whenever he could not understand about the subject.

Library

Mr. X was visiting department library for two hours in a week. He was visiting library for reference books and novels reading. He was facing problems due to the location of library far from the residence. Also he expected assistance services in library access and in taking books from the stack for making it disabled friendly.

Examination

Mr. X was preparing for his examination spending 2-3 hours reading during the examination. He was expected more time for writing in examination as due to his orthopaedic impairment, his writing speed was too slow.

Concluding Remark

This case was the twenty one year old student having moderate orthopaedic impairment with sixty percent of disability in both legs who was pursuing his post graduation in English. In his opinion lack of preparation for examination, slow writing speed and bad handwriting were the major reasons for his low academic achievement. He expected enrollment in nearby college and modification in syllabus as per the disability, library in nearby place, assistant service in library, more reservations seats for PwD and job security after completion of study. However, what is emerging from the case is the lack of self motivation due to the physical problem (as he was not using any supporting device) was perhaps affecting more for his low academic achievement.

Case III: High Achiever SwVI

Profile

Ms. B, twenty two year old girl student was having totally blind with more than eighty percent of disability in both eyes. Her mother tongue is Gujarati. She was living at her own home located in urban area. She was having disability since birth. She was having difficulty in seeing and reading and was taking help from her mother as a reader and writer during the examination. She was using the leisure time in extra reading and music. She did not receive any professional training. She had not received any scholarship for pursuing higher education. She was aware about the three percent reservation rule availed to the PwD and had received admission based on the rule. She was engaged with the disability trust named Blind People's Association, Ahmedabad. She wanted to continue study upto doctoral level.

Family Background

Table 5.38: Family Background Information of High Achiever SwVI

Relationship with SwD	Age	Education	Occupation	Income (per month)
Father	57	B.E.	Service	Rs. 10,000
Mother	56	B. Ed.	Housewife	--

Table 5.38 depicts the family background information of the Ms. B. She was from a nuclear family with two members viz. father and mother. There was no other member with disability in her family. Her father had studied upto Post-graduation level in Engineering and doing service in government organization. Her mother had studied upto B. Ed. and working as a housewife. The total earning of her family was Rs. 10,000/- per month.

Educational Background

Table 5.39: Educational Background of High Achiever SwVI

Sr. No.	Degree/Certificate Achieved	Type of School	Medium of Instruction	Stream of Study	Percentage
1	SSC	General	Gujarati	Arts	88 %
2	HSC	General	Gujarati	Arts	87 %
3	Graduation	General	Gujarati	Arts (Sanskrit)	76 %
4	Post Graduation	General	Gujarati	Arts (Sanskrit)	Cont.

Table 5.39 depicts the educational background of Ms. B. She was having general education from school to university level. She had taken her education from school to university in Gujarati medium. She was from Art field from schooling. She was regularly attending her classes. She was reading through the help of reader during morning 08:00 a.m. to 10:00 a.m., attending college from 11:00 a.m. to 03:30 p.m. and daily routine work during the evening time.

University

As per Ms. B, leniency in admission, writer and extra time for writing in examination facilities were provided to her by the university. She was facing the problem of finding writer as university does not provide such facility and she had to arrange the writer herself. She did not expect any other facility from the university as she was receiving personnel attention from the teachers and separate seating arrangement in examination from the university. She reported that encouragement from the teachers for study and participating in CCA and specific guidance for the study were the encouraging point of the university while she did not mention any discouraging point of the university. She

was not aware about the provisions available for the PwD. She suggested guidance facility in selection of course and for pursuing higher education, financial assistance and disability friendly academic environment could be of great help to SwD for being successful in higher education.

Support from Others

Ms. B was receiving all the types of support from the family including financial and social support for her study. She was receiving academic help from her teachers like explaining several times about the contents she could not understand and giving notes related to the subject. Also peers were helping her by giving study notes, materials, required for study (books) and zeroxed study materials. She suggested disability supporting services should be made available to the SwD which will be of great help to them for higher education and in turn this will attract more SwD in higher education.

Library

Ms. B was visiting department library rarely as she was having severe visual impairment i.e. blindness and was reading study materials and books through the help of reader. She suggested assistant facility for the SwD to access library and other library works.

Examination

Ms. B was preparing for examination daily eight to nine hours reading during the examination. She was writing in examination through the writer arranged by her as university was not providing write facility. Her university was providing thirty minutes extra time to her for writing in examination. She was not facing problems regarding the examination. She suggested more extra time for writing in examination, seating arrangement at ground floor and in nearby centre during the examination facilities should be provided to the SwD.

Concluding Remark

This case was a twenty years old girl student having a near total blindness with more than eighty percent of disability in both eyes. Encouragement and guidance from the teachers

for study & participating in CCA, explaining several times about the contents she could not understand, giving notes related to the subject and encouragement and support from the family were the major reasons for her academic excellency. She suggested guidance facility for selection of course and pursuing higher education, financial assistance, assistant facility in library for finding books as well as other library related works, more extra time for writing in examination, seating arrangement at ground floor & in nearby centre for the SwD and disability friendly academic environment could be of great help to SwD for successful in higher education.

Case IV: Low Achiever SwVI

Profile

Mr. Y, twenty three year old boy student was having partially sighted vision with fourty five of disability in both eyes. His mother tongue is Gujarati. He was living at his own home located in urban area. He was having disability from infancy. He was having difficulty in seeing and reading from distance. He was using the leisure time in net surfing as his study dealt with the computer applications. He did not receive any professional training. He had not received any scholarship for pursuing higher education. He was aware about the three percent reservation rule availed to the PwD and had received admission based on the rule. He was not engaged with any disability organizations working for the welfare of PwD. He wanted to continue study upto master level.

Family Background

Table 5.40: Family Background Information of Low Achiever SwVI

Relationship with SwD	Age	Education	Occupation	Income (per month)
Father	49	B. Com.	Service	Rs. 7,000/-
Mother	47	S. S. C.	Housewife	--
Sister	27	M. Phil.	Service	Rs. 8,000/-

Table 5.40 depicts the family background information of the Mr. Y. He was from a nuclear family with three members viz. father, mother and a sister. There was no other with disability member in his family. His father had studied upto graduation level in commerce field and doing service. His mother had studied secondary school and working as a housewife. His sister had studied upto M. Phil. level and working as a lecturer in a college. The total earning of his family was Rs. 15,000/- per month.

Educational Background

Table 5.41: Educational Background of Low Achiever SwVI

Sr. No.	Degree/Certificate Achieved	Type of School	Medium of Instruction	Stream of Study	Percentage
1	SSC	General	Gujarati	Common	66 %
2	HSC	General	Gujarati	Commerce	60 %
3	Graduation	General	Gujarati	Commerce	50 %
4	Post Graduation	General	Gujarati	Commerce	Cont.

Table 5.41 depicts the educational background of Mr. Y. He was having general education from school to university level. He had taken his education from school to university in Gujarati medium. He was from commerce field from schooling to graduation and diverted to computer science field at post-graduation level. He was regularly attending his classes. He was attending college from 10:00 am to 05:00 pm and reading one to two hours during the evening time.

University

As per Mr. Y, leniency in admission, bus/train concession pass and appropriate desks & chairs facilities were provided by the university and did not expect any other facilities. He was receiving academic help from teachers and peers whenever required. He reported that indifference attitude, personnel attention and private coaching of teachers for his study were the encouraged point of the university. He did not mention any discouraging point of the university. He was not aware about the provisions for the PwD except the three percent reservation rule. He expected admission in nearby college/institute for pursuing higher education.

Support from Others

Mr. Y was receiving all the types of academic, financial and moral support from the family for his study. He was receiving academic help from teachers like explaining again about the contents when he could not understand and giving practical of difficult theory contents. His peers were helping him by giving study notes and materials and financial support whenever required. Despite of receiving enough support, the major reasons for his low academic achievement were his careless attitude and lack of preparation. He expected moral support and encouragement from others for his study.

Library

Mr. Y was visiting department library one to two hours per week. He was reading magazines related to the technology during his library visit. He was facing problem in standing up long time in queue for receiving books from library. He expected assistant services in library and ground floor reading room for making the library service disability friendly.

Examination

Mr. Y was preparing for examination by starting reading fifteen days before the examination. As per him, less preparation for examination was the major reason for his low achievement. He was not facing problems regarding the examination. He expected extra time for writing in examination.

Concluding Remark

This case was twenty three year old boy students having partially sighted vision with fourty five of impairment. As per him, the major reasons for his low academic achievement were his careless attitude towards study and less preparation. But, from his responses, it was also observed that unavailability of extra time in examination, lack of library assistance facility, lack of moral support & encouragement for his study and admission in far of place from his residence could also be affecting him which resulted in his low academic achievement. He expected admission in nearby college, moral support,

encouragement in study, assistant service in library and extra time for writing in examination facilities.

Case V: High Achiever SwHI

Profile

Ms. C, twenty one year old girl student was having severe hearing disability with more than sixty percent of disability. Her mother tongue is Gujarati. She was living at her own home located in urban area of central Gujarat. She was having hearing disability with speech problem from birth. She was unable to hear and can speak few words. She was facing problems in communicating with other people and was using sign language for communication with others. She was using her leisure time in learning about the new things. She did not receive any professional training. She had not received any scholarship for pursuing higher education. She was aware about the three percent reservation rule availed to the PwD and had received admission based on the rule. She wanted to continue study upto master level.

Family Background

Table 5.42: Family Background Information of High Achiever SwHI

Relationship with SwD	Age	Education	Occupation	Income (per month)
Father	45	10 th pass	Service	Rs. 15,000
Mother	42	10 th pass	Housewife	--
Brother	14	VIII std	Student	--

Table 5.42 depicts the family background information of Ms. C. She was from a nuclear family with three members viz. father, mother and a brother. Her entire family had hearing disability along with speech problem. Her father had studied upto secondary school level and doing service as a helper in government organization. Her mother had studied upto secondary school level and working as a housewife. Her brother was studying in VIII standard in a special school for the hearing impaired. The total earning of her entire family was Rs. 15,000/- per month.

Educational Background

Table 5.43: Educational Background of High Achiever SwHI

Sr. No.	Degree/Certificate Achieved	Type of School	Medium of Instruction	Stream of Study	Percentage
1	SSC	General	Gujarati	Arts	54 %
2	HSC	General	Gujarati	Arts	65 %
3	Graduation	General	English	Fine Arts	66 %
4	Post Graduation	General	English	Fine Arts	Cont.

Table 5.43 depicts the educational background of Ms. C. She was having general education from school to university level. She had taken her school education in Gujarati medium and was taking university education in English medium. She was from Art field during schooling and diverted to Fine Arts at university level. She was regularly attending her classes. She was attending college from 08:30 a.m. to 12:30 p.m., from 04:00 p.m. to 06:00 p.m. English class, from 07:00 p.m. to 09:00 p.m. study work and daily routine work during the other time. She could not take course as per her choice due to her disability and unavailability of sign language interpreter in university.

University

As per Ms. C, suitable chair and desk, free bus/train travel facility, leniency in admission and extra time for writing in examination facilities were provided by her university. She expected guidance facility to the SwD for the admission in the university. She reported that academic help from teachers and peers in difficulties was the encouraging point of the university and teachers fast lecture delivery suitable to normal students which leads to difficulties in understanding the contents was the only discouraging point of the university. She was aware about the provisions available for the PwD but she could not mention about the provisions.

Support from Others

Ms. C was receiving all the types of academic, financial and moral support from the family for her study. She was receiving academic help from her teachers like explaining the contents which she could not understand. Also peers were helping her whenever required but she could not mention the type of help she received from her peers. It is

pertinent to note here that during the field visit, investigator had observed that some of her peers were understanding sign language expressed by her and they were talking with her though the sign language. Also they were serving as interpreters during investigator's interaction with Ms. C. So this was the positive side for her to communicate with others and to get help from her peers. She suggested sign language interpreter facility should be made available to the students with hearing impairment at higher education.

Library

Ms. C was visiting department library for an hour per week. She was using references during the library visits. She was not facing any kind of problems regarding the library.

Examination

As Ms. C was studying Painting in Fine Arts, she had only drawing examination. She was preparing for her examination after understanding about the topic. She was not facing problems during the examination as her examination was based only on painting but sometimes she was facing problem when she could not understand about the questions in examination and could not ask for clarification to the teachers due to speech related problem.

Other Information

Ms. C had mentioned that as per the interpreter facility available in developed countries like US, UK etc., should be available in Indian universities too which can improve the figure of SwHI in higher education as most of the SwHI could not take higher education due to lack of sign language interpreter and other facilities related to the hearing impairment. She also mentioned that Government is providing free of cost tricycle facility to SwOI which is used by most of the SwOI but free hearing aid facility is not available to SwHI so such facility should be available to the SwHI pursuing higher education.

Concluding Remark

This case was a twenty one year old girl student having severe hearing disability from birth with more than sixty percent of disability. She was unable to speak some words. Suitable chair and desk, free train travel facility, leniency in admission and extra time for writing in examination facilities were the encouraging points of the university. She reported academic help from teachers and peers in difficulties as a major reason for her success. She suggested sign language interpreter facility should be made available to the SwHI which in turn can improve the enrollment figure of SwHI at higher education level.

Case VI: Low Achiever SwHI

Profile

Mr. Z, nineteen year old boy student was having moderate hearing disability with fifty six of disability. His mother tongue is Gujarati. He was living at his own home located in urban area of central Gujarat. He was having hearing disability from childhood. He was unable to hear some words and because of this, he was facing problems in communicating with other people. When he was studying at primary level, his father was passed away and his mother was taking the family responsibilities since then. He was using the leisure time in reading extra materials. He did not receive any professional training. He had not received any scholarship for pursuing higher education. He was aware about the three percent reservation rule availed to the PwD and had received admission based on the rule. He wanted to continue study upto master level.

Family Background

Table 5.44: Family Background Information of Low Achiever SwHI

Relationship with SwD	Age	Education	Occupation	Income (per month)
Father	--	--	--	--
Mother	39	9 th pass	Housewife	--
Brother	20	B. E. (IT)	Student	Rs. 5000/-

Table 5.44 depicts the family background information of the Mr. Z. He was from a nuclear family with two members viz. mother and a brother. There was no other member with disability in his family. His mother had studied upto secondary school level and working as a housewife. His brother was studying in Bachelor of Engineering in Information Technology and was working part time data entry work. This was the only source of his family income. The total earning of his family was Rs. 5,000/- per month.

Educational Background

Table 5.45: Educational Background of Low Achiever SwHI

Sr. No.	Degree/Certificate Achieved	Type of School	Medium of Instruction	Stream of Study	Percentage
1	SSC	General	Gujarati	General	54 %
2	Polytechnic	General	English	Engineering	Cont.

Table 5.45 depicts the educational background of Mr. Z. He was having general education from school to university level. He had taken his school education in Gujarati medium and was taking higher education in English medium. He was regularly attending his classes. He was attending college from 07:40 a.m. to 01:20 p.m. and daily routine work during the other time. He reported that he could not take course as per his choice due to his disability.

University

As per Mr. Z, he was not receiving any facilities from his university and department except the leniency in admission. He expected all type of academic as well as financial help from the university for pursuing higher education. He could not report any positive or negative points of his university and department. He was not aware about the provisions available for the PwD.

Support from Others

Mr. Z was receiving all the types of academic, financial and moral support from the family for his study. He was not receiving any help from his teachers and peers for his study. He mentioned that he was not receiving any academic help from the teachers even

if he could not understand the contents and his teachers were not bothered about him or his academic difficulties.

Library

Mr. Z was visiting department library for three hours per a day. He was reading study materials during the library visit. He was not facing any kind of problems related to the library.

Examination

He was preparing for his examination through continuous reading about the subjects. He was not facing problems during the examination.

Other Information

Mr. Z had mentioned that government should take certain steps to boost SwD for pursuing higher education so that the enrollment of SwD at higher education level can be improved.

Concluding Remark

This case was a nineteen year old student having moderate hearing disability from childhood with fifty six percent of disability. Despite attending the classes regularly, his academic performance remained poor. Also, the course in which he enrolled was not as per his interest. This affects his academic performance. He mentioned lack of help or support from university, department and teaching staff as reasons for his poor academic achievement. He expected all type of academic as well as financial support from the university for pursuing higher education.

5.8 MAJOR FINDINGS

On the basis of the analysis and interpretation of data in the chapter V, the main findings of the present study have been drawn objective wise as follow:

5.8.1 Findings of Objective I (Enrollment figure of SwD)

- ❑ The overall enrollment of the SwD in the universities of Gujarat was very less compared to the three percent reservation rule. The difference between observed and expected enrollment was found to be 81.09 percent. The enrollment of SwD was found more in the Arts and other disciplines than Science and Commerce.
- ❑ Among three categories of disability, majority of the SwD (88.83 percent) were having orthopaedic impairment. The enrollment of SwVI and SwHI were found very less whereas there was no enrollment of the SwMD.

5.8.2 Findings of Objective II (Educational Profile of SwD)

- ❑ Regarding the educational profile of SwD, it was found that the SwD were not claiming age relaxation benefit as more than sixty five percent of them were found in the age group 20-24 years.
- ❑ The difference between the enrollment of male and female SwD was found 3:1 so the Government's efforts for providing education to girls did not seem much effective in this group of girl students. The enrollment of SwD from rural areas was seen more in SPU and GV.
- ❑ As the official language of Gujarat state is Gujarati, majority of the SwD were having Gujarati mother tongue, however, 11.18 percent of the SwD found with Hindi, Urdu and Sindhi as mother tongue.
- ❑ 44.05 percent of them achieved second class and more than that in their previous course. As only post-graduate departments are running in the campus of all the universities except the MSU which is the only residential university of the

Gujarat, majority of the SwD were found studying at post-graduate and M.Phil./Ph.D. level.

- ❑ More than half i.e. 51.74 percent of the SwD were residing either in university hostel, private hostel and as a paying guest.
- ❑ Moderate type of disability were found more in number (65 percent) than the severe type disability among the SwOI whereas, half (six SwVI) and nearly half (two SwHI) were found with severe type disability i.e. blindness and deafness respectively. The disability cases were found more from the birth (37.76 percent) or infancy (43.35 percent).
- ❑ Only 9.79 percent of the fathers and 32.16 percent of the mothers of SwD were illiterate whereas, among the literate parents less number of parents (33.56 percent of the fathers and 20.97 percent of the mothers) had taken education upto higher secondary or above. It was also found that most of the SwD belong to average (71.32 percent) or low income family (25.87 percent). The other PwD in their family were found very less in number (6.29 percent). Very less numbers (15.38 percent) of the SwD had received vocational training related to computer, agriculture, ITI, sewing, beauty parlour, English, painting or music.
- ❑ 41.95 percent of them had received scholarship but the amount of the scholarship received by the SwD was very less compared to the study cost of higher education as majority (83.33 percent) of them had received scholarship upto Rs. 3000/- per annum.
- ❑ SwD were using their leisure time in extra reading (50.34 percent), net surfing (18.88 percent) or by keeping themselves busy in their interested work (32.16 percent). More than half (59.74 percent) of the SwD were having a wish to continue their study upto post-graduation and M.Phil./Ph.D. level. The reasons for not to continue to study were poor economic condition of family, family responsibility and difficulty in getting admission.

- ❑ 34.26 percent of them were not aware about the three percent reservation rule availed to them. Very less number (15.38 percent) of the SwD were engaged with either GOs or NGOs working in the disability sector, however, majority (65.2 percent) of them wished to join with disability organizations working for the welfare of the disabled.

5.8.3 Findings of Objective III (Academic, Financial, Social and Other Health Related Problems of SwD)

➤ Findings related to Academic Problems

- ❑ Regarding the academic problems of SwD, it was found that the lack of awareness, guidance and restriction from concerned authority greatly affected to thirty seven (25.87 percent) SwD in selection of course.
- ❑ Due to mobility problems and physical weakness, thirteen (9.09 percent) SwD felt afternoon time was not suitable to them for study.
- ❑ Regarding the problems of syllabus, forty nine (34.26 percent) SwD were feeling the syllabus too lengthy. SwOI were facing more problems than SwVI and SwHI in English language due their schooling throughout Gujarati medium (34.26 percent). This also resulted in their difficulty in understanding contents of textbooks and learning in some of the subjects. Self learning (16.78 SwD) and help from teachers and peers (16.08 SwD) helped them in minimizing their learning difficulties.
- ❑ Physical weaknesses and visual problem affected greatly to 21.42 percent of the SwOI and 58.33 percent of the SwVI for reading extra study materials and reading during the night time.
- ❑ Due to tension (4.76 percent) and lack of understanding (3.96 percent) SwOI were found unable to recall about the studied things.

- ❑ With regard to the problems of study, it was found that family responsibility and daily commuting was affecting to 14.68 percent of the SwD in getting time for study.
- ❑ It was found that SwVI and SwHI were not feeling inferior due to their disability and were easily adjustable with their peer. 12.69 percent of the SwOI were unable to adjust with their peers was only due to their inferior feeling because of their disability.
- ❑ Inability to move at different classes for lectures was the major reason for their irregularity in study (3.17 percent of the SwOI).
- ❑ The reasons of their tension in completion of the study were poor economic condition of their family (25.87 percent of the SwD), irregularity in study due to disability (9.79 percent of the SwD) and insecure future (16.08 percent of the SwD). Poor family economic condition was affecting to the students of all the three categories of disability.
- ❑ In terms of effect of disability in their study, problems like inability to select course as per interest (6.30 percent of the SwD), unavailability of timely help from others (3.50 percent of the SwD), inability to do physical work (9.09 percent of the SwD) and movement from one place to another place (9.09 percent of the SwD), visual/hearing/ortho problem (11.89 percent of the SwD), and physical tiredness/stress due to disability (3.50 percent of the SwD) were affecting them. Effect of disability in study was seen more in SwVI and SwHI than SwOI as generally they have only mobility problems.
- ❑ Majority of them were not having problem in participating CCA but inability to do physical works, mobility problems and lack of encouragement affecting SwOI to participate in CCA.

- ❑ The findings regarding the library access problem made it clear that SwOI and SwVI felt library services were inadequate to them as they were facing problems in getting books from library (25.17 percent of the SwD) due to their orthopaedic and visual disability.
- ❑ SwD did not face problems related to examination however 29.37 percent of the SwD were feeling that they were getting low marks due to their disability.
- ❑ The positive side emerged from the findings regarding their teachers as 70.62 percent SwD mentioned that their teachers were having knowledge regarding their disability and helping them by explaining the content keeping in mind their disability, motivating for study and by giving study materials and encouraging for study. Also, 122 (85.31 percent) SwD mentioned that their teachers were providing necessary remedial measures whenever required. The lack of disability knowledge was seen more in the teachers of SPU as both of the SwVI of SPU mentioned that their teachers did not have knowledge regarding their disability.
- ❑ With regard to the teaching method, 10.48 percent of the SwD were dissatisfied with the teaching method used by their teachers due to their inability to keep pace with normal teaching methods. Majority of them were SwOI and SwVI whereas two SwHI were dissatisfied due to lack of sign language interpretation.
- ❑ 14.68 percent of the SwD reported that their teachers were disliking them due to their disability and keeping distance from them (9.09 percent of the SwD). This may be due to lack of awareness and negative attitude towards the PwD.

➤ **Findings related to Financial Problems**

- ❑ Findings related to the financial problems of SwD revealed that sixty four (44.75 percent) SwD were facing problem of unavailability of adequate finance for their study and they had to manage their study cost through different sources like relatives and friends (20.28 percent), scholarship (2.10 percent), bank loan (5.60 percent), doing extra works (4.90 percent) and minimizing the study cost (4.90 percent).

- ❑ Among the students of three categories of disability, SwOI were facing financial problems more than their counterparts.
- ❑ Due to financial problem 29.37 percent of the SwD were not able to purchase educational materials related to their study.
- ❑ 22.37 percent of the SwD were facing other financial problems like high study cost and low family income, lack of financial support from the university, problems in getting admission due to lack of finance, difficulties in getting finance for study work and materials and difficulties in managing travel and hostel cost.

➤ **Findings related to Social Problems**

- ❑ From the findings related to the social problems, it was found that majority of the SwD were not having social problems. The SwVI and SwHI were easily adjustable with others than SwOI. Inferiority complex was affecting to the SwOI (25.39 percent) in interaction with others and in adjustment with their peer.
- ❑ The adjustment problems were due to difficulty in interaction (3.17 percent), lack of support from friends (1.58 percent) and inability to perform normal activities (1.58 percent).
- ❑ Lack of adjustment with peers resulted in harassment from other students and inferior feeling among SwOI (5.55 percent) whereas, easily adjustable nature of the SwVI and SwHI, they were not facing any type harassment from others.
- ❑ The effect of disability in social life was seen more in SwVI and SwHI than SwOI. 11.88 percent of the SwD were facing other social problems was due to negative attitude of society members and inability in making social relations due to their disability.
- ❑ Apart from these social problems, people laughing/passing comments on disabled person on social gathering, difficulty in making social relation, society's negative

attitude towards disabled person and social rejection were the other social problems that affecting to 13.28 percent of the SwD.

➤ **Findings related to Health Related Problems**

- ❑ With regard to the health related problems, it was found that majority (90.91 percent) of the SwD were living healthy life and were receiving guidance for maintain good health (86.01 percent) whereas some of them (6.99 percent of the SwD) were facing speech related problem, physical weaknesses and lack of hemoglobin.
- ❑ Family and friends, media and physicians were the major source for receiving guidance for maintaining good health to 75.52 percent of the SwD.
- ❑ 18.88 percent of the SwD were faced problems in participating in CCA due to the effect of their disability, physical weakness, shy nature and lack of finance and time.
- ❑ It was also found that majority (86.01 percent) of the SwD were having positive attitude towards life and enjoying their life despite having disability whereas, only 15.87 percent of the SwOI were feeling life was dull due to their disability.
- ❑ Sleepless at night and weaknesses in body due to disability were the other health related problems faced by 9.09 percent of the SwD.

5.8.4 Findings of Objective IV (Help Seeking Behaviour of SwD)

- ❑ On the basis of the responses of SwD regarding their help seeking behaviour, it was found that 44 (30.76 percent) SwD were using disability aid/equipment to cope up with their disability. All the four SwVI and three SwHI who were using disability aids were adjusted with the particular aids whereas twelve SwOI were not adjusted with the disability aids.

- ❑ Majority (88.11 percent) SwD were receiving help from other students whenever required and they were helping to other SwD studying in the same department or university (86.01 percent).
- ❑ It was also found that friends, family and academic group were the major sources and preferred to receive help mostly from these sources.
- ❑ 25.17 percent of the SwD were not receiving help/support from any sources because of lack of awareness regarding the supporting services, distrust in supporting services and no need of supporting service.
- ❑ Only 19.58 percent of the SwD were visiting guidance & counselling centre located in their university for the reasons of academic improvement, personnel guidance, and other purpose.
- ❑ The SwD who were not visiting the guidance and counselling centre was due to the guidance they were receiving from different sources like teachers, friends, family, relatives, media and doctors.
- ❑ It was also found that only five SwOI were receiving disability friendly chair & desks from their university whereas, SwVI and SwHI were not receiving any kind of special aids/equipments related to their disability.
- ❑ The supporting services they were receiving from their university were bus/train concession pass, leniency in admission, writer facility and extra time for writing in examination (53.14 percent of the SwD). However, the university was just giving permission for writer in examination but not providing writer and the SwVI were arranging the writer themselves and the SwVI were facing problem in arranging the writer during the examination time.

5.8.5 Findings of Objective V (Facilities provided by the Universities of Gujarat)

- ☐ All the nine universities were giving admission to SwD and following three percent reservation rule since the inception of the rule.
- ☐ The scholarship scheme was common to all students and SwD have to get it on merit basis.
- ☐ No financial assistance was provided by any of the nine universities.
- ☐ Bus/train concession pass and hostel facilities were provided by the some of the universities but these facilities were also available to all students.
- ☐ Hostel facility was not free of cost. MSU, GU and KU were providing writer facility to the SwVI whereas two universities GU and KU were providing extra time facility to SwD for writing in examination but sign language interpreter facility was not available in any of the university.
- ☐ No special equipments like disability friendly computer softwares, books in Braille, appropriate desks and chairs and disability aid/equipment like wheelchair, tricycle, hearing aid were available in the universities.
- ☐ It was also found that, none of the nine universities were having councillor for the SwD.
- ☐ All the nine universities were neither providing any kind of training to the teachers to deal with SwD nor employing the trained teachers in special education.

5.8.6 Findings of Objective VI (Needs of SwD)

- ☐ SwD were having academic needs of educational necessities including study materials and other facilities, mobility/transport facility, extra remedial coaching for difficult subjects, secure employment after completion of study, proper seating arrangement in examination, assistant service in library, computer/vocational

training within study, strict implementation of three percent reservation rule, full academic support from teachers and peers, awareness regarding the government schemes for PwD, reduction in syllabus and free accommodation facility during the study for minimizing their academic problems.

- ❑ In terms to overcome their financial problems, they were having needs of financial support from Government, free of cost education and earn while learn facility.
- ❑ Regarding their social problems, they were having need of sign language interpreter, love, warm care and acceptance from other people and social awareness.
- ❑ For minimizing their health related problems, they were having needs of free of cost disability aids/equipments, healthy and hygienic food, health related guidance and free of cost medical facilities.

5.8.7 Findings of Objective VII

- ❑ The case of high achiever SwOI was the twenty six year old girl student having severe orthopaedic handicap with eighty percent of disability in both legs who was pursuing her M. Phil. study in Library and Information Science. Motivation and encouragement of the parents and teachers, preparation from the beginning of the academic year, daily reading habit were the major reasons for her academic achievement. She suggested scholarship/financial assistant, secure job after completion of the study, suitable furniture related to the disability, separate reading room, seating arrangement on ground floor, extra time for writing in examination and encouragement from the parents and teachers help could be of great force to the SwD for success in higher education.
- ❑ The case of low achiever SwOI was the twenty one year old boy student having moderate orthopaedic impairment with sixty percent of disability in both legs who was pursuing his post graduation in English. Lack of preparation, low writing

speed and bad handwriting were the major reasons for his low academic achievement. He expected enrollment in nearby college and modification in syllabus as per the disability, library in nearby place, assistant service in library, more reservations seats for PwD and job security after completion of study.

- ❑ The case of high achiever SwVI was twenty years old girl student having totally blindness with more than eighty percent of disability in both eyes. Encouragement and guidance from the teachers for study and participating in CCA, explaining several times about the contents she could not understand, giving notes related to the subject and encouragement and support from the family were the major reasons for her academic excellency. She suggested guidance facility for selection of course and pursuing higher education, financial assistance, assistant facility in library for finding books as well as other library related works, more extra time for writing in examination, seating arrangement at ground floor and in nearby centre for the SwD and disability friendly academic environment could be of great help to SwD for successful in higher education.
- ❑ The case of low achiever SwVI was twenty three year old boy students having partially sighted vision with fourty five of impairment. As per him, the major reasons for his low academic achievement were his careless attitude towards study and less preparation. But, from his responses, it was also revealed that unavailability of extra time in examination, lack of library assistance facility, lack of moral support and encouragement for his study and admission in far place from his residence could have also affected to him which resulted in his low academic achievement. He expected admission in nearby college, moral support, encouragement in study, assistant service in library and extra time for writing in examination facilities.
- ❑ The case of high achiever SwHI was a twenty one year old girl student having severe hearing disability from birth with more than sixty percent of disability. She was unable to speak some words. Suitable chair and desk, free train travel facility,

leniency in admission and extra time for writing in examination facilities were the encouraged points of the university. She reported academic help from teachers and peers in difficulties as a major reason for her success. She suggested sign language interpreter facility should be made available to the SwHI which in turn can improve the enrollment figure of SwHI at higher education level.

- ❑ The case of low achiever SwHI was a nineteen year old boy student was having moderate hearing disability from childhood with fifty six percent of disability. Despite attending the classes regularly, his academic performance remained poor. Also, the course in which he enrolled was not as per his interest. He mentioned lack of help or support from university, department and teaching staff as reasons for his poor academic achievement. He expected all type of academic as well as financial support from the university for pursuing higher education.

5.9 DISCUSSION

From the findings of **objective I**, low enrollment figure of the SwD made it clear that the universities were not following the PwD Act (1995) strictly. This finding also supports the finding that only 1.2 percent of the 3.6 lakh YwD are in universities or colleges (NCPEDP, 2001). So it is clear that the situation has still not improved and the Government's effort for strict implementation of PwD Act (1995) and recommendation of NPPwD (2006) that PwD will be provided access to the Universities to pursue higher and professional courses have still remained only on paper. The reason could be lack of monitoring about the implementation of rule. There is need to take certain steps for improving the situation of SwD at higher education level. Strict implementation PwD Act (1995) in all the universities and monitoring of the reservation should be made compulsory. Also collaboration between universities and special as well as general schools can be of great benefit to bring PwD in higher education. One of the reasons for the low enrollment of SwD could be lack of awareness among them about the three percent reservation rule and other provisions available for their education. Every universities and departments need to advertise about the number of reserved seats available for the PwD alongwith the other reserved quota like OBC, SC and ST.

Developing transition goals from school to college/university and a course of study prior to entering into higher education will provide opportunities for YwD to take the necessary course work as per their interest, aspiration, capabilities and abilities. Out of the three category of disability, majority of the enrolled SwD were found with orthopaedic impairment whereas, there was no enrollment in the category of SwMD during the year 2008-09. Even the enrollment figure of SwVI and SwHI was also very low. So it could be said that the lack of awareness about these disabilities was a major hindrance for their higher education.

From the findings of **objective II**, it was observed that government's efforts for increasing girl child education did not seem any impact on girl SwD as only twenty eight percent Girls with Disability (GwD) were found in all the nine universities of Gujarat. Nearly half of the SwD were residing either in university hostel, private hostel or as paying guest but the hostel facility was not free of cost for the SwD. SwOI wanted cost free accommodation in university hostel throughout their study due to financial constraints and mobility problems. This finding also supports the finding revealed by the study of **Muthiah (1989)** that the facility of free boarding and lodging is enjoyed mostly by orthopaedically handicapped students and parents reported that learning can increase by placing the child in the hostel and child will get exposure **Sharma (2004)**. Also, the objective to provide some kind of vocational training to PwD could not be achieved as only fifteen percent of SwD had received some kind of vocational training themselves. To train them in some kind of vocations can benefit to them for earning their livelihood as most of the SwD were worried about their future and wanted job security after completion of the study. Vocational training can also help to minimize their financial problems by earning while learning as more than half of them had not received any kind of scholarship for pursuing higher education. The vocational training should be imparted in accordance with the interests and aspirations of the CwD. Majority of them had received less than Rs. 3000/- scholarship amount per year. Government is providing National Scholarship for SwD but the amount is very less i.e. Rs. 700/- per month for day scholar and Rs. 1000/- per month to hoteliers. Also for the research SwD, UGC is providing Rs. 1800/- per month. This is a good effort, but the big question emerges here

that how one can maintain the entire study cost at higher education level only from such a low amount of scholarship? Less amount of scholarship can lead either to drop-out or low achievement as one cannot maintain the entire study cost in such a low amount of scholarship. Government should provide scholarships with proper amount to all the needy SwD who are pursuing higher education so they can complete their education without any financial difficulties and their drop-outs can also be minimized as nearly sixty percent of SwD wanted to continue their higher education upto the post-graduate and doctoral level and major reason for discontinuation of higher education was poor economic condition of their family. Also, strict implementation of the three percent reservation in employment sector can be of great help for their secure employment. In turn, this will lead to growth in their higher education. Awareness regarding the disability policies and acts should be spread among them through print or electronic media as nearly forty percent among them were not aware about the three percent reservation rule availed to them. Formation of Disability Unit in every university can be of great help to the SwD. The reasons for their less enrolment in universities could also be low family income, illiteracy and less education of their parents as Miceli (2008) also found that disability category, family income and parental level of education significantly impacted on the enrollment of the SwD in colleges.

The findings of **objective III** reveals that the academic problems faced by SwD at higher education level were found somewhat similar to the study of Pathak (1984) on school age CwD. Nearly forty percent of the SwD were not able to select course as per their choice due to their disability, lack of proper guidance and restriction from the concerned authority to give admission due to disability. It seems clearly rejection of PwD Act-1995. Government should make efforts to monitor the PwD Act. From the findings of academic problems, it was found that SwD did not have much academic problems and they were enjoying their study as majority of them were regular in their study. Also they liked to study and were minimizing their academic difficulties through self learning. However, due to disability, some academic problems they faced were inability to participate in CCA, lengthy syllabus, inability to follow the lectures in English, difficulties in some subjects, inability to read extra, family responsibility, and inability to adjust with peers. It

was a positive point of them that they were managing their academic problems themselves through the help of different sources like teachers, peers and family. Despite enjoying their study, half of them were tensed to complete their study due to poor economic condition, lack of facilities and insecure future. It was also observed that they were facing difficulty in getting books from library and felt the library facility inadequate for them. University authority should provide assistance services and separate reading room to these students so they can access the library same as the other students. Generally, they did not have problems regarding the examination but they felt that disability was affecting to their academic progress. It was due to lack of writer facility in university, improper seating arrangement and less time provided in examination. It is responsibility of institutions to provide writer facility to students with blindness. Adequate extra time should be provided to them during examination. Also separate seating arrangement should be provided to them. Some SwD were unable to keep pace with the teaching method of the teachers. Use of ICT and providing supporting device like sign language interpreter facility for SwHI could solve this problem. MSU have taken right step in this direction by including white board in its classes. Also timely remedial measures can be of great help in minimizing their difficulties in subjects. Also, arranging English coaching classes from the concerned subject teachers of the university or SCOPE center in university will be helpful for all the students including SwD who are facing difficulties due to english language.

Regarding the financial problems, more than half of them were coming from economically poor family and financial difficulties was affecting to their study. They were facing problems of unavailability of enough finance for the study and lack of purchasing power for educational necessities which resulted in their inability to select course as per their interest and lack of facilities. Government should provide scholarships with adequate amount or financial assistance to these students so they can complete their study without any financial constraints.

From the findings of their social problems, it is observed that their disability does not affects in their socialization process as majority of them were not having problem of

making friends and adjusted with their peers. This may be due to effect of the general education as Jagtap (1996) reports that integration in general education helped to SwHI in their socialization. However, SwOI were feeling inferiority in talking with others and disability was affecting them in their social life. Awareness regarding the different disability among the society members, teachers and other students and encouragement to the SwD could be great help for them to come out through their inferiority feeling. Regarding their other health related problems, it was found that majority of them were living healthy life from the guidance of family, friends and other sources.

Findings of the **objective IV** revealed that less number of the SwD were using some kind of disability aid/equipments. It seems clear that they were not getting disability aid/equipments due to unavailability of suitable aid/equipment or lack of finance. However, the help they were receiving from other students and other sources was of great help in their study. It was found during the field visits that universities had health centre but guidance and counselling facility was not available to the SwD. In this regard, forming Disability Cell in university could be of great help for the guidance and counselling to this group of students as majority of the SwD had to receive guidance and counselling from other sources. Most of all SwD were not receiving any kind of special aid/equipments support from their university. Half of them were receiving other supporting services from their university like scholarship, bus/train concession pass, leniency in admission, writer facility and extra time for writing in examination. But the scholarships and bus/train concession pass facilities were available to all students and the SwD could get it by sheer chance. Even the writer facility for the blind students was not made available as the blind students have needed to arrange writer themselves. Extra time for writing in examination should be increased as most of them were not satisfied with the extra time provided during the examination.

Findings of **objective V** reveals that, majority of SwD were having educational and economical needs. Scholarships to every SwD with proper amount can be of great help to them for their educational necessities, transport and other problems. Also, disability friendly supporting devices/equipments and medical facilities should be made available

to them. For this, collaboration between universities and NGOs working for the welfare of the PwD will be benefited. The type of the supporting services was an important in sustaining the success of SwD in transition from school to college (Webster, 2001).

From the findings of **objective VI**, it was found that all the nine universities were following three percent reservation rule availed for SwD but the actual enrollment figure was far too less, thus more efforts are needed for strict implementation, advertisement of the number of seats available for the SwD. All the universities except GU were giving scholarships. But this scholarship was common to all students not only for SwD. Alur (2004) rightly mentioned that lack of political lobby greatly affect the PwD in India as SC/ST persons are receiving maximum benefits because of the strong political lobbies. Free of cost or separate hostel facility should be made available to the SwD who are facing mobility problems due to their disability so they can attend the classes regularly. This could be of immense help in the socialization and mainstreaming of SwD as the study of Sharma (2004) revealed that learning can increase by placing the CwMR in the hostel and they will get exposure. Writer facility for SwVI, interpreter facility for SwHI, extra time for writing in examination facilities and special equipments like disability friendly computer software, books in Braille, appropriate desks and chairs and disability aid/equipment like wheelchair, tricycle, hearing aid should be made available in all the universities. Collaboration between universities and NGOs working in the field of disability could be great help in this direction. It is difficult for the higher education institutes to appoint specially trained teachers only for the SwD but universities can arrange orientation or in-service training regarding the special education for the teachers so that they can deal with the students with various disabilities and can teach them by keeping in mind their disability. This will be benefited as the Landrum (2008) reports that if teachers had experience with the disability or were provided with support than they were more willing to include SwD. Also, nothing has been done on the recommendations of NPPwD (2006) that universities, colleges and professional institutions will be provided financial support to establish Disability Centre to take care of educational needs of SwD and they will be encouraged to make classrooms, hostels, cafeterias and other facilities in the campus accessible to SwD as no such facility has been observed by the investigator

during the visits to universities. This may be due to lack of awareness among the university administrative and this warrant immediate attention.

The findings of **objective VII** reveals many reasons for the success of academically excellent and academically failure SwD. Motivation and encouragement from parents, teachers and peers, preparation from the beginning of the academic year, daily reading habit were the major reasons for their high academic achievement. However, they suggested scholarship/financial assistance, secure job after completion of the study, suitable furniture related to the disability, separate reading room, seating arrangement on ground floor, extra time for writing in examination and encouragement from the parents and teachers' academic help could be of great force to the SwD for success in higher education. Also, disability friendly aid/equipments, guidance facility for higher education, selection of course, financial assistance, assistant facility to the SwD for finding books as well as other library related works, more extra time for writing in examination, seating arrangement at ground floor and in nearby centre for the SwD and disability friendly academic environment could be great help to these students in higher education. So these suggested aspects should be implemented and followed for minimizing academic failure of the other SwD. They were receiving some facilities like suitable chair and desk, free train travel facility, leniency in admission and extra time for writing in examination facilities were provided by the university. It seems that the reasons for the academic success of SwOI are the same as the normal students. There are not any other reasons that improved their academic excellency. The general community should accept them same as the other persons with extra care and support if needed. Government and university authority should be responsible for providing all the required facilities as per the requirement to the disability of the students. UGC is providing special grants to the universities for providing special assistant devices and supporting services to these students. Universities can take help from the UGC for necessary grant in terms of to implement the required facilities and supporting devices which can be helpful to these students.

From the case of low achiever SwOI, it was observed that lack of preparation, uninterested area of study, careless attitude towards study, less preparation, low writing

speed and bad handwriting were the major reasons for his low academic achievement. Some reasons for their low achievement were the same as affecting to the normal students like lack of self study habits and lack of writing skill which is needed in higher education. However, the disability could be affected greatly to them in their study. But, from their responses, it was also observed that unavailability of extra time, assistance facility in library, moral support and encouragement for the study and admission in far place from residence could also have affected to their academic achievement. Thus it can be said that lack of motivation or encouragement, lack of attention from parents and teachers affected in their academic achievement. They expected enrollment in nearby college and modification in syllabus as per the disability, library in nearby place, assistant service in library, more reservations seats for PwD and secure job after completion of study. Lack of help or support from university, department and teaching staff were the reasons for his poor academic performance. So the assistant facility in library can be of great help to this group of students. They can easily access the library services if the assistant facility be provided. Acceptance from teaching staff and peers could be of great help in motivating and encouragement to them. Also, it could be said that insecure future was affected to his interest in study. Government should provide secure employment to all the SwD who complete their higher education successfully. Collaboration between employment sector and different universities can be help in their employment. In turn it will help in improving their enrollment figure at higher education level. They expected admission in nearby college, moral support, encouragement in study, assistant service in library and extra time in writing in examination facilities. All type of academic as well as financial facilities needed as per their disability should be made available in the university which could be improved their academic performance at higher education level.

5.11 CONCLUSION

The study dealt with the SwD in the universities of Gujarat from a broader perspective of enrollment, problems, needs, help-seeking behavior, availability of facilities and reasons of their success/failure. In the enrollment of the SwD in the universities, it was observed that the enrollment figure of the SwD was very low compared to the three percent

reservation quota availed for them. Also the unavailability of the required facilities greatly affected to their enrollment. This seems that government and universities have failed to make the higher education accessible to the PwD and lot need to be done to increase their enrollment figure in higher education and to make the higher education accessible to the PwD.

In the area of problems and needs, it was observed that majority of the SwD were facing financial problems and some academic problems and accordingly they were having need of proper finance and some academic inputs to overcome their respective problems. The study revealed that most of the SwD had interest in the higher studies and wanted to continue their study upto post-graduate and doctoral level but the financial difficulties, lack of facilities and some of the problems were affecting greatly to their education so they were worried about completion of their study. This study also reveals that the insecure future was one of the reasons for their lack of interest in higher studies. Government think tank and policy makers should think for some alternatives in this regard. It was also observed that, generally, SwD did not differ much to the normal students at higher education level as the reasons of their poor academic performance were generally same as the reasons of normal poor academic performers. However, adequate facilities and supporting devices related to the disability could improve their performance to a large extent.

Thus on the basis of the present study it can be concluded that, most of the policies, recommendations regarding the education of PwD have not properly implemented. Facilities for the education of YwD should be made available on time. Awareness about the different disabilities, provisions and facilities among the disabled, teachers and other members of the higher education could be of great help for the education of the YwD. Attention to these aspects, if provided timely and immediately, will lead to ensuring the expected improvement in the higher education of the PwD. If they will be encouraged to take higher education and prepare them for a career then in turn they will become productive and successful citizens.

CHAPTER VI

SUMMARY

6.1 INTRODUCTION

RTE is a universal human right as mentioned by Article 26 (I) of universal declaration of human rights. From this point of view, on no grounds can any individual be denied the right to education. Moreover, the right of all children to develop to their maximum potential is inherent in the philosophy of democracy. The Indian Education Commission (1964-66) also recommended the education of CwD in regular schools. The NPE (1986) focused special attention on the education of CwD for achieving the goal of EFA. The urgency of the need to educate and rehabilitate to the PwD is not only based on altruistic and humanistic motive, but it also has an economic and political dimension. The uneducated and untrained CwD grow up into adults who are economically dependent and this influences the quality of life.

Some individuals can learn fast and some are learning slow but they can complete the task with reasonable and supporting devices. These individuals have special learning needs due to their learning problems arising out of physical or psychological deficit. Due to significant developments in medical science, technology and education, the individual with special learning needs can also be educated using special instructional methodology, instructional material, learning aids and equipment specific to their special learning needs. It also requires additional teaching competencies in the teachers. These special learning needs have given rise to the component of education known as Special Education. The WHO (1980) has defined the terms ‘Handicap’, ‘Impairment’ and ‘Disability’ through the publication of the ICIDH. Based on this model, categories of special education may be listed as mentally retard, hearing impairment, visual impairment, orthopaedic impairment, learning disability, speech impairment and Giftedness.

Globally, special education has evolved through five stages viz. stage of neglect, stage of pity and compassion, stage of special school, stage of mainstreaming and integration and

stage of the concept of special needs. In India, several committees and commission have made various recommendations for the education of CwD. During the pre-independence, Sargent Report (1944) looked first time for the education of CwD whereas after independence, Indian Education Commission (1944-66), NPC (1974), NPE (1986), Ramamurthy committee (1992), NPERC (1992), POA (1992) and NPPwD (2006) have made useful recommendations for the education of CwD in general schools. Apart from these, five major legislative acts (MHA, 1987; RCI, 1992; PwD, 1995; NTA, 1999 and RTE, 1999) have significant impact on the education and welfare of PwD in India. These legal mandates have helped to shape the comprehensive National Action Plan for Inclusion in Education of the Children and PwD (MHRD, 2005).

An estimated 10 percent of the world's population experiences some form of disability or impairment (WHO Action Plan, 2006-2011). The number of PwD is increasing due to population growth, ageing, emergence of chronic diseases and medical advances that preserve and prolong life, creating overwhelming demands for health and rehabilitation services (Srivastava and Khan, 2008). According to the census 2001, there were 21.9 million PwD in India which was 2.13% of the total population of India. Out of them, only forty nine percent were literate whereas only six percent of the literate population with disability were receiving higher education i.e. graduation and above. Also from the Tables of Statistics of School Education (2007-08) it was found that the enrollment figure of the CwD is decreasing as the schooling level increasing as only 2,990 SwD were studying at higher secondary level against the total enrollment of 9,97,687 SwD at lower primary level.

The PwD Act (1995) indicates that PwD should have access to education at all levels. In higher education, UGC is supporting universities and colleges in the country to involve in special education activities to empower PwD. The MHRD announced Comprehensive Action Plan for the IECYD in 2005. So, disability friendly unit, scholarships similar as given to the SC/ST students, special aids and assistive devices etc facilities should be available in all higher education institutes for making higher education accessible to the PwD. UGC is supporting universities and colleges in the country to involve in special

education activities to empower PwD. The UGC had started the scheme of assistance to universities/colleges for Higher Education for Persons with Special Needs (HEPSN) since the Ninth Five-Year Plan which is basically meant for creating an environment at the higher education institutions to enrich higher education learning experiences of PwD. Creating awareness about the capabilities of PwD, construction aimed at improving accessibility, purchase of equipment to enrich learning, etc., are the broad categories of assistance under this scheme. However, according to the UGC (2006), six percent of India's youth population is in Universities and Colleges. Proportionately, based on the most conservative estimate for the disabled youth population in the country (NSSO, 2003), at least 3160,000 disabled youth should be in the Universities and Colleges of India. However, just 1.2 percent of the 3.6 lakh disabled youth, who should have been studying according to India's norm for the general youth population, are in the Universities and Colleges. It brings the stark reality into an established truth that India's higher educational system is not accessible to 98.8 percent of its disabled youth.

In the light of the above mentioned facts, this study attempts to study the status of SwD in the universities of Gujarat.

Gujarat boasts of higher education system as it houses a number of prestigious institutions. The population of the Gujarat state stood at 6.03 crores (census, 2011). The literacy rate has increased to 79.31 percent in 2011 from 69.14 percent recorded during census 2001. The number of literates among the population of Gujarat according to the 2011 census stands at 41,948,677. The male literacy rate during the census 2011 was recorded 87.23 percent whereas the female literacy rate recorded was 70.73 percent. However, the literacy rate of the disability population in Gujarat was very low as it stood at 3.59 percent (Census, 2001) of total literacy population of Gujarat and nine percent of total literacy disability population of India (Census, 2001).

In the light of above, the present investigation focuses on SwD in the universities of Gujarat and the problem is stated as:

A STUDY OF STUDENTS WITH DISABILITY IN THE UNIVERSITIES OF GUJARAT

6.2 OBJECTIVES OF THE STUDY

The study has been carried out with the following objectives:

1. To study the enrolment figure of the students with disability in the universities of Gujarat.
2. To study the educational profile of students with disability in the universities of Gujarat.
3. To study the academic, social, financial and health related problems of students with disability in the universities of Gujarat.
4. To study the help-seeking behaviour of students with disability in the universities of Gujarat.
5. To study the facilities provided to the students with disability by the universities of Gujarat.
6. To study the needs of students with disability to overcome their problems.
7. To conduct case studies on selected academically high and low achiever students with disability in order to find out the reasons of their success and failure.

6.3 METHODOLOGY

In accordance with the objectives the methodology adopted for the present study is as follows:

6.3.1 Research Design

The present study adopts both cross sectional survey and case study approach. The design required for cross sectional survey research and case study were used in the present study. It is a cross sectional survey of the SwD in the universities of Gujarat and case study of academically high and low achiever SwD.

6.3.2 Population

- There are about thirty universities functioning in the Gujarat. As the present study was delimited to the UGC recognized and funded universities of Gujarat, total nine universities of Gujarat receiving the UGC fund were comprised as a population for the present study. The list of the nine universities is given below:
 - i) BU, Bhavnagar.
 - ii) GU, Ahmedabad.
 - iii) GV, Ahmedabad.
 - iv) KU, Bhuj.
 - v) MSU, Vadodara.
 - vi) NGU, Patan.
 - vii) SPU, Vallabh Vidyanagar.
 - viii) SU, Rajkot.
 - ix) SGU, Surat.
- All the SwD enrolled in the various teaching departments of the selected nine universities of Gujarat during the academic year 2008-09 were also comprised sample for the present study.

6.3.3 Sample

In order to collect data from the universities, teaching departments, SwD and teachers, sample at different stages has been drawn in the following manner.

- a) For the first part of the study, all the population of the nine universities has been selected as a sample for the present study.
- b) For the second part of the study, entire population of SwD i.e. all the SwD enrolled in the nine universities have been selected as a sample
- c) For the third part of the study, one academically high achiever and one academically low achiever student per category of disability were selected purposively. For selecting high and low achiever SwD, category wise merit list was prepared. The SwD who have highest percentage or marks in merit list have been considered as high achiever and the SwD who have low percentage of marks in merit list have been considered as low achiever.

6.3.4 Tools

Considering the objectives of the present study, four tools viz, Information Schedule for the universities, Information Schedule for the teaching departments of the universities, Questionnaire for the SwD, Interview Schedule for the academically high and low achiever SwD were developed and used to gather the required information. Researcher had prepared all the tools in English. The prepared tools were shown to some experts for validation and accordingly their suggestions were incorporated and the prepared tools were finalized. The researcher had translated English versions of tools into Gujarati and the translated tools were referred to Gujarati language experts for language corrections and accordingly necessary modifications and changes were made. Details of the developed tools are given as follow:

Information Schedule for the Universities

The information schedule for the universities was designed to achieve the objective 1 of the present study. The information schedule for the universities comprised items regarding the university, enrolment figure of SwD, general and special facilities provided to the SwD, availability of the guidance and counseling service, training to the teachers in special education and recruitment of the special education trained teachers etc.

Information Schedule for the Teaching Departments

The information schedule for the universities was modified and used as a information schedule for the teaching departments to collect information regarding the teaching department, admission process, total number of teaching staff, total number of enrolled student, enrolment of SwD and type of disability, caste category, resident address, contact number of SwD.

Questionnaire

For the present study, questionnaire was used for all the students of four category of disability. The investigator studied the different questionnaire prepared by the earlier and past researchers and reviewed problems of the SwD mentioned in the various books of special education. With the background of these review and keeping in mind all the four

categories of disability i.e. mental retardation, visual impairment, hearing impairment and orthopaedical impairment, be made an initial list of questions. The questions were revised and distributed in three parts i.e. Educational Profile, Academic Problems and Needs, Financial Problems and Needs, Social Problems and Needs, Other Health Related Problems and Needs; and Help-seeking Behaviour. This questionnaire had 121 items including seventy five close ended and forty six open ended questions. The close ended items were to be given in a simple form of yes or no by putting tick mark (✓) in terms to know whether they have particular problem or not. Also in some questions certain options were given for the selection as per their view. The open ended questions were given with the view to allow free response from the SwD. Since almost all the different category student with disability have their own problems and needs based on the particular disability, they have something more to say than what is normally expected from a pre-structured questionnaire. So, at the end they were asked to give their comments/free response on their disability, department, university and facilities which not covered in the questionnaire.

Telephonic Interview

Telephonic interview was conducted in order to find out the reasons of the high and low academic achievement of the identified academically high achiever and low achiever SwD. Semi-structured items were prepared for conducting telephonic interview to elicit the responses regarding the nature of their disability, problems faced by them due to their disability, facilities provided by their university and their satisfaction from the facilities available to them, their expectation regarding the facilities, encouraging and discouraging points in their department/university, awareness regarding the provisions available to them, academic support receiving from their family, teachers and classmates, teacher's help in content understanding, information regarding the use of library, information regarding the examination, use of leisure time, their suggestions for other fellow SwD for successfully completion of the course, for making library facilities disability friendly, for examination and other information they want to mention were also collected to find out the reasons of their success and failure. It may be mentioned here that the semi-structured

questions were used with a view to wide scope of discussion to get more penetrative responses by carefully putting the subsidiary questions.

6.3.5 Data Collection

The field work for the present study was carried out in three phases spread-over a long period of time from June' 2008 to October' 2010. The phase wise field work completed has been presented as under:

Phase-I

In the first phase of the data collection, the investigator personally visited each of the selected universities of Gujarat and collected the required information regarding the university, teaching departments, facilities provided by them to SwD and their enrolment figure. Investigator also approached them to give permission for the data collection from the teaching departments of their university. After getting the permission from the Vice Chancellor's office, investigator had visited Post Graduate Unit of the selected nine universities which having every academic communications with the teaching departments and collected information regarding the university, teaching departments, overall enrollment figure of the students, enrolment figure of the SwD for the academic year 2008-09, facilities provided by the university to the SwD, name of teaching departments etc. After getting the list of the affiliated teaching departments from the each of the university, the investigator visited each and every teaching department of all the nine universities and collected data regarding admission process, admission to SwD, total number of teaching staff, total number of enrolled student, number of registered SwD along with the category of disability, general and special facilities provided to the SwD by the department, name of the SwD registered in the department along with their residential address with contact number, year and course he/she is studying etc..

Phase II

In the second phase, investigator met each of the identified SwD and collected required data from them through the questionnaire. For the SwD who were not attending the

classes regularly due to their disability, investigator had mailed the questionnaire (along with postal duty paid self addressed envelope) and collected the required data from them.

Phase III

In the final phase, investigator had taken help of a representative for conducting telephonic interview of selected academically excellent and academically poor SwD. For this investigator provided interview schedule to the representative and trained him for conducting the entire interview session of every selected SwD. At the time of telephonic interviews of the selected SwD by the representative, investigator framed sub questions based on the responses of the SwD and provided it to the representative. The entire interview session has been recorded through the voice recorder of mobile device. For conducting the interviews of students with hearing disability, the investigator alongwith his representative had visited personnel to the selected students with hearing impairment and interviewed them with the help of sign language interpreter and entire session was audio taped.

6.3.6 Data Analysis

The collected data were analyzed both qualitatively and quantitatively so that meaningful trends could be visualised. Quantitative data pertaining to the enrollment of the SwD have been analyzed through frequency and percentage while the qualitative data pertaining to the universities and facilities provided were analyzed through the content analysis technique as the open-ended items were provided for collecting the required information. The data pertaining to the teaching departments, educational profile, academic problems, social problems, economic problems, health-related problems, help seeking behavior and needs of SwD were analyzed quantitatively as well as qualitatively. For the close ended items frequencies and percentage was counted while for the open-ended items content analysis will be done. The data collected through the telephonic interview was analyzed through content analysis.

6.4 MAJOR FINDINGS

On the basis of the analysis and interpretation of data in the chapter V, the main findings of the present study have been drawn objective wise as follow:

6.4.1 Findings of Objective I (Enrollment figure of SwD)

- ❑ The overall enrollment of the SwD in the universities of Gujarat was very less compared to the three percent reservation rule. The difference between observed and expected enrollment was found to be 81.09 percent. The enrollment of SwD was found more in the Arts and other disciplines than Science and Commerce.
- ❑ Among three categories of disability, majority of the SwD (88.83 percent) were having orthopaedic impairment. The enrollment of SwVI and SwHI were found very less whereas there was no enrollment of the SwMD.

6.4.2 Findings of Objective II (Educational Profile of SwD)

- ❑ Regarding the educational profile of SwD, it was found that the SwD were not claiming age relaxation benefit as more than sixty five percent of them were found in the age group 20-24 years.
- ❑ The difference between the enrollment of male and female SwD was found 3:1 so the Government's efforts for providing education to girls did not seem much effective in this group of girl students. The enrollment of SwD from rural areas was seen more in SPU and GV.
- ❑ As the official language of Gujarat state is Gujarati, majority of the SwD were having Gujarati mother tongue, however, 11.18 percent of the SwD found with Hindi, Urdu and Sindhi as mother tongue.
- ❑ 44.05 percent of them achieved second class and more than that in their previous course. As only post-graduate departments are running in the campus of all the universities except the MSU which is the only residential university of the

Gujarat, majority of the SwD were found studying at post-graduate and M.Phil./Ph.D. level.

- ❑ More than half i.e. 51.74 percent of the SwD were residing either in university hostel, private hostel and as a paying guest.
- ❑ Moderate type of disability were found more in number (65 percent) than the severe type disability among the SwOI whereas, half (six SwVI) and nearly half (two SwHI) were found with severe type disability i.e. blindness and deafness respectively. The disability cases were found more from the birth (37.76 percent) or infancy (43.35 percent).
- ❑ Only 9.79 percent of the fathers and 32.16 percent of the mothers of SwD were illiterate whereas, among the literate parents less number of parents (33.56 percent of the fathers and 20.97 percent of the mothers) had taken education upto higher secondary or above. It was also found that most of the SwD belong to average (71.32 percent) or low income family (25.87 percent). The other PwD in their family were found very less in number (6.29 percent). Very less numbers (15.38 percent) of the SwD had received vocational training related to computer, agriculture, ITI, sewing, beauty parlour, English, painting or music.
- ❑ 41.95 percent of them had received scholarship but the amount of the scholarship received by the SwD was very less compared to the study cost of higher education as majority (83.33 percent) of them had received scholarship upto Rs. 3000/- per annum.
- ❑ SwD were using their leisure time in extra reading (50.34 percent), net surfing (18.88 percent) or by keeping themselves busy in their interested work (32.16 percent). More than half (59.74 percent) of the SwD were having a wish to continue their study upto post-graduation and M.Phil./Ph.D. level. The reasons for not to continue to study were poor economic condition of family, family responsibility and difficulty in getting admission.

- ❑ 34.26 percent of them were not aware about the three percent reservation rule availed to them. Very less number (15.38 percent) of the SwD were engaged with either GOs or NGOs working in the disability sector, however, majority (65.2 percent) of them wished to join with disability organizations working for the welfare of the disabled.

6.4.3 Findings of Objective III (Academic, Financial, Social and Other Health Related Problems of SwD)

➤ Findings related Academic Problems

- ❑ Regarding the academic problems of SwD, it was found that the lack of awareness, guidance and restriction from concerned authority greatly affected to thirty seven (25.87 percent) SwD in selection of course.
- ❑ Due to mobility problems and physical weakness, thirteen (9.09 percent) SwD felt afternoon time was not suitable to them for study.
- ❑ Regarding the problems of syllabus, forty nine (34.26 percent) SwD were feeling the syllabus too lengthy. SwOI were facing more problems than SwVI and SwHI in English language due their schooling throughout Gujarati medium (34.26 percent). This also resulted in their difficulty in understanding contents of textbooks and learning in some of the subjects. Self learning (16.78 SwD) and help from teachers and peers (16.08 SwD) helped them in minimizing their learning difficulties.
- ❑ Physical weaknesses and visual problem affected greatly to 21.42 percent of the SwOI and 58.33 percent of the SwVI for reading extra study materials and reading during the night time.
- ❑ Due to tension (4.76 percent) and lack of understanding (3.96 percent) SwOI were found unable to recall about the studied things.

- ❑ With regard to the problems of study, it was found that family responsibility and daily commuting was affecting to 14.68 percent of the SwD in getting time for study.
- ❑ It was found that SwVI and SwHI were not feeling inferior due to their disability and were easily adjustable with their peer. 12.69 percent of the SwOI were unable to adjust with their peers was only due to their inferior feeling because of their disability.
- ❑ Inability to move at different classes for lectures was the major reason for their irregularity in study (3.17 percent of the SwOI).
- ❑ The reasons of their tension in completion of the study were poor economic condition of their family (25.87 percent of the SwD), irregularity in study due to disability (9.79 percent of the SwD) and insecure future (16.08 percent of the SwD). Poor family economic condition was affecting to the students of all the three categories of disability.
- ❑ In terms of effect of disability in their study, problems like inability to select course as per interest (6.30 percent of the SwD), unavailability of timely help from others (3.50 percent of the SwD), inability to do physical work (9.09 percent of the SwD) and movement from one place to another place (9.09 percent of the SwD), visual/hearing/ortho problem (11.89 percent of the SwD), and physical tiredness/stress due to disability (3.50 percent of the SwD) were affecting them. Effect of disability in study was seen more in SwVI and SwHI than SwOI as generally they have only mobility problems.
- ❑ Majority of them were not having problem in participating CCA but inability to do physical works, mobility problems and lack of encouragement affecting SwOI to participate in CCA.

- ❑ The findings regarding the library access problem made it clear that SwOI and SwVI felt library services were inadequate to them as they were facing problems in getting books from library (25.17 percent of the SwD) due to their orthopaedic and visual disability.
- ❑ SwD did not face problems related to examination however 29.37 percent of the SwD were feeling that they were getting low marks due to their disability.
- ❑ The positive side emerged from the findings regarding their teachers as 70.62 percent SwD mentioned that their teachers were having knowledge regarding their disability and helping them by explaining the content keeping in mind their disability, motivating for study and by giving study materials and encouraging for study. Also, 122 (85.31 percent) SwD mentioned that their teachers were providing necessary remedial measures whenever required. The lack of disability knowledge was seen more in the teachers of SPU as both of the SwVI of SPU mentioned that their teachers did not have knowledge regarding their disability.
- ❑ With regard to the teaching method, 10.48 percent of the SwD were dissatisfied with the teaching method used by their teachers due to their inability to keep pace with normal teaching methods. Majority of them were SwOI and SwVI whereas two SwHI were dissatisfied due to lack of sign language interpretation.
- ❑ 14.68 percent of the SwD reported that their teachers were disliking them due to their disability and keeping distance from them (9.09 percent of the SwD). This may be due to lack of awareness and negative attitude towards the PwD.

➤ **Findings related to Financial Problems**

- ❑ Findings related to the financial problems of SwD revealed that sixty four (44.75 percent) SwD were facing problem of unavailability of adequate finance for their study and they had to manage their study cost through different sources like relatives and friends (20.28 percent), scholarship (2.10 percent), bank loan (5.60 percent), doing extra works (4.90 percent) and minimizing the study cost (4.90 percent).

- ❑ Among the students of three categories of disability, SwOI were facing financial problems more than their counterparts.
- ❑ Due to financial problem 29.37 percent of the SwD were not able to purchase educational materials related to their study.
- ❑ 22.37 percent of the SwD were facing other financial problems like high study cost and low family income, lack of financial support from the university, problems in getting admission due to lack of finance, difficulties in getting finance for study work and materials and difficulties in managing travel and hostel cost.

➤ **Findings related to Social Problems**

- ❑ From the findings related to the social problems, it was found that majority of the SwD were not having social problems. The SwVI and SwHI were easily adjustable with others than SwOI. Inferiority complex was affecting to the SwOI (25.39 percent) in interaction with others and in adjustment with their peer.
- ❑ The adjustment problems were due to difficulty in interaction (3.17 percent), lack of support from friends (1.58 percent) and inability to perform normal activities (1.58 percent).
- ❑ Lack of adjustment with peers resulted in harassment from other students and inferior feeling among SwOI (5.55 percent) whereas, easily adjustable nature of the SwVI and SwHI, they were not facing any type harassment from others.
- ❑ The effect of disability in social life was seen more in SwVI and SwHI than SwOI. 11.88 percent of the SwD were facing other social problems was due to negative attitude of society members and inability in making social relations due to their disability.
- ❑ Apart from these social problems, people laughing/passing comments on disabled person on social gathering, difficulty in making social relation, society's negative

attitude towards disabled person and social rejection were the other social problems that affecting to 13.28 percent of the SwD.

➤ **Findings related to Other Health Related Problems**

- ❑ With regard to the other health related problems, it was found that majority (90.91 percent) of the SwD were living healthy life and were receiving guidance for maintain good health (86.01 percent) whereas some of them (6.99 percent of the SwD) were facing speech related problem, physical weaknesses and lack of hemoglobin.
- ❑ Family and friends, media and physicians were the major source for receiving guidance for maintaining good health to 75.52 percent of the SwD.
- ❑ 18.88 percent of the SwD were faced problems in participating in CCA due to the effect of their disability, physical weakness, shy nature and lack of finance and time.
- ❑ It was also found that majority (86.01 percent) of the SwD were having positive attitude towards life and enjoying their life despite having disability whereas, only 15.87 percent of the SwOI were feeling life was dull due to their disability.
- ❑ Sleepless at night and weaknesses in body due to disability were the other health related problems faced by 9.09 percent of the SwD.

6.4.4 Findings of Objective IV (Help Seeking Behaviour of SwD)

- ❑ On the basis of the responses of SwD regarding their help seeking behaviour, it was found that 44 (30.76 percent) SwD were using disability aid/equipment to cope up with their disability. All the four SwVI and three SwHI who were using disability aids were adjusted with the particular aids whereas twelve SwOI were not adjusted with the disability aids.

- ❑ Majority (88.11 percent) SwD were receiving help from other students whenever required and they were helping to other SwD studying in the same department or university (86.01 percent).
- ❑ It was also found that friends, family and academic group were the major sources and preferred to receive help mostly from these sources.
- ❑ 25.17 percent of the SwD were not receiving help/support from any sources because of lack of awareness regarding the supporting services, distrust in supporting services and no need of supporting service.
- ❑ Only 19.58 percent of the SwD were visiting guidance & counselling centre located in their university for the reasons of academic improvement, personnel guidance, and other purpose.
- ❑ The SwD who were not visiting the guidance and counselling centre was due to the guidance they were receiving from different sources like teachers, friends, family, relatives, media and doctors.
- ❑ It was also found that only five SwOI were receiving disability friendly chair & desks from their university whereas, SwVI and SwHI were not receiving any kind of special aids/equipments related to their disability.
- ❑ The supporting services they were receiving from their university were bus/train concession pass, leniency in admission, writer facility and extra time for writing in examination (53.14 percent of the SwD). However, the university was just giving permission for writer in examination but not providing writer and the SwVI were arranging the writer themselves and the SwVI were facing problems in arranging the writer during the examination time.

6.4.5 Findings of Objective V (Facilities provided by the Universities of Gujarat)

- ☐ All the nine universities were giving admission to SwD and following three percent reservation rule since the inception of the rule.
- ☐ The scholarship scheme was common to all students and SwD have to get it on merit basis.
- ☐ No financial assistance was provided by any of the nine universities.
- ☐ Bus/train concession pass and hostel facilities were provided by the some of the universities but these facilities were also available to all students.
- ☐ Hostel facility was not free of cost. MSU, GU and KU were providing writer facility to the SwVI whereas two universities GU and KU were providing extra time facility to SwD for writing in examination but sign language interpreter facility was not available in any of the university.
- ☐ No special equipments like disability friendly computer softwares, books in Braille, appropriate desks and chairs and disability aid/equipment like wheelchair, tricycle, hearing aid were available in the universities.
- ☐ It was also found that, none of the nine universities were having councillor for the SwD.
- ☐ All the nine universities were neither providing any kind of training to the teachers to deal with SwD nor employing the trained teachers in special education.

6.4.6 Findings of Objective VI (Needs of SwD)

- ☐ SwD were having academic needs of educational necessities including study materials and other facilities, mobility/transport facility, extra remedial coaching for difficult subjects, secure employment after completion of study, proper seating arrangement in examination, assistant service in library, computer/vocational

training within study, strict implementation of three percent reservation rule, full academic support from teachers and peers, awareness regarding the government schemes for PwD, reduction in syllabus and free accommodation facility during the study for minimizing their academic problems.

- ❑ In terms to overcome their financial problems, they were having needs of financial support from Government, free of cost education and earn while learn facility.
- ❑ Regarding their social problems, they were having need of sign language interpreter, love, warm care and acceptance from other people and social awareness.
- ❑ For minimizing their health related problems, they were having needs of free of cost disability aids/equipments, healthy and hygienic food, health related guidance and free of cost medical facilities.

6.4.7 Findings of Objective VII

- ❑ The case of high achiever SwOI was the twenty six year old girl student having severe orthopaedic handicap with eighty percent of disability in both legs who was pursuing her M. Phil. study in Library and Information Science. Motivation and encouragement of the parents and teachers, preparation from the beginning of the academic year, daily reading habit were the major reasons for her academic achievement. She suggested scholarship/financial assistant, secure job after completion of the study, suitable furniture related to the disability, separate reading room, seating arrangement on ground floor, extra time for writing in examination and encouragement from the parents and teachers help could be of great force to the SwD for success in higher education.
- ❑ The case of low achiever SwOI was the twenty one year old boy student having moderate orthopaedic impairment with sixty percent of disability in both legs who was pursuing his post graduation in English. Lack of preparation, low writing

speed and bad handwriting were the major reasons for his low academic achievement. He expected enrollment in nearby college and modification in syllabus as per the disability, library in nearby place, assistant service in library, more reservations seats for PwD and job security after completion of study.

- ❑ The case of high achiever SwVI was twenty years old girl student having totally blindness with more than eighty percent of disability in both eyes. Encouragement and guidance from the teachers for study and participating in CCA, explaining several times about the contents she could not understand, giving notes related to the subject and encouragement and support from the family were the major reasons for her academic excellency. She suggested guidance facility for selection of course and pursuing higher education, financial assistance, assistant facility in library for finding books as well as other library related works, more extra time for writing in examination, seating arrangement at ground floor and in nearby centre for the SwD and disability friendly academic environment could be of great help to SwD for successful in higher education.
- ❑ The case of low achiever SwVI was twenty three year old boy students having partially sighted vision with fourty five of impairment. As per him, the major reasons for his low academic achievement were his careless attitude towards study and less preparation. But, from his responses, it was also revealed that unavailability of extra time in examination, lack of library assistance facility, lack of moral support and encouragement for his study and admission in far place from his residence could have also affected to him which resulted in his low academic achievement. He expected admission in nearby college, moral support, encouragement in study, assistant service in library and extra time for writing in examination facilities.
- ❑ The case of high achiever SwHI was a twenty one year old girl student having severe hearing disability from birth with more than sixty percent of disability. She was unable to speak some words. Suitable chair and desk, free train travel facility,

leniency in admission and extra time for writing in examination facilities were the encouraged points of the university. She reported academic help from teachers and peers in difficulties as a major reason for her success. She suggested sign language interpreter facility should be made available to the SwHI which in turn can improve the enrollment figure of SwHI at higher education level.

- ❑ The case of low achiever SwHI was a nineteen year old boy student was having moderate hearing disability from childhood with fifty six percent of disability. Despite attending the classes regularly, his academic performance remained poor. Also, the course in which he enrolled was not as per his interest. He mentioned lack of help or support from university, department and teaching staff as reasons for his poor academic achievement. He expected all type of academic as well as financial support from the university for pursuing higher education.

6.5 DISCUSSION

From the findings of **objective I**, low enrollment figure of the SwD made it clear that the universities were not following the PwD Act (1995) strictly. This finding also supports the finding that only 1.2 percent of the 3.6 lakh YwD are in universities or colleges (NCPEDP, 2001). So it is clear that the situation has still not improved and the Government's effort for strict implementation of PwD Act (1995) and recommendation of NPPwD (2006) that PwD will be provided access to the Universities to pursue higher and professional courses have still remained only on paper. The reason could be lack of monitoring about the implementation of rule. There is need to take certain steps for improving the situation of SwD at higher education level. Strict implementation PwD Act (1995) in all the universities and monitoring of the reservation should be made compulsory. Also collaboration between universities and special as well as general schools can be of great benefit to bring PwD in higher education. One of the reasons for the low enrollment of SwD could be lack of awareness among them about the three percent reservation rule and other provisions available for their education. Every universities and departments need to advertise about the number of reserved seats available for the PwD alongwith the other reserved quota like OBC, SC and ST.

Developing transition goals from school to college/university and a course of study prior to entering into higher education will provide opportunities for YwD to take the necessary course work as per their interest, aspiration, capabilities and abilities. Out of the three category of disability, majority of the enrolled SwD were found with orthopaedic impairment whereas there was no enrollment in the category of SwMD during the year 2008-09. Even the enrollment figure of SwVI and SwHI was also very low. So it could be said that the lack of awareness about these disabilities was a major hindrance for their higher education.

From the findings of **objective II**, it was observed that government's efforts for increasing girl child education did not seem any impact on girl SwD as only twenty eight percent Girls with Disability (GwD) were found in all the nine universities of Gujarat. Nearly half of the SwD were residing either in university hostel, private hostel or as paying guest but the hostel facility was not free of cost for the SwD. SwOI wanted cost free accommodation in university hostel throughout their study due to financial constraints and mobility problems. This finding also supports the finding revealed by the study of **Muthiah (1989)** that the facility of free boarding and lodging is enjoyed mostly by orthopaedically handicapped students and parents reported that learning can increase by placing the child in the hostel and child will get exposure **Sharma (2004)**. Also, the objective to provide some kind of vocational training to PwD could not be achieved as only fifteen percent of SwD had received some kind of vocational training themselves. To train them in some kind of vocations can benefit to them for earning their livelihood as most of the SwD were worried about their future and wanted job security after completion of the study. Vocational training can also help to minimize their financial problems by earning while learning as more than half of them had not received any kind of scholarship for pursuing higher education. The vocational training should be imparted in accordance with the interests and aspirations of the CwD. Majority of them had received less than Rs. 3000/- scholarship amount per year. Government is providing National Scholarship for SwD but the amount is very less i.e. Rs. 700/- per month for day scholar and Rs. 1000/- per month to hoteliers. Also for the research SwD, UGC is providing Rs. 1800/- per month. This is a good effort, but the big question emerges here

that how one can maintain the entire study cost at higher education level only from such a low amount of scholarship? Less amount of scholarship can lead either to drop-out or low achievement as one cannot maintain the entire study cost in such a low amount of scholarship. Government should provide scholarships with proper amount to all the needy SwD who are pursuing higher education so they can complete their education without any financial difficulties and their drop-outs can also be minimized as nearly sixty percent of SwD wanted to continue their higher education upto the post-graduate and doctoral level and major reason for discontinuation of higher education was poor economic condition of their family. Also, strict implementation of the three percent reservation in employment sector can be of great help for their secure employment. In turn, this will lead to growth in their higher education. Awareness regarding the disability policies and acts should be spread among them through print or electronic media as nearly forty percent among them were not aware about the three percent reservation rule availed to them. Formation of Disability Unit in every university can be of great help to the SwD. The reasons for their less enrolment in universities could also be low family income, illiteracy and less education of their parents as Miceli (2008) also found that disability category, family income and parental level of education significantly impacted on the enrollment of the SwD in colleges.

The findings of **objective III** reveals that the academic problems faced by SwD at higher education level were found somewhat similar to the study of Pathak (1984) on school age CwD. Nearly forty percent of the SwD were not able to select course as per their choice due to their disability, lack of proper guidance and restriction from the concerned authority to give admission due to disability. It seems clearly rejection of PwD Act-1995. Government should make efforts to monitor the PwD Act. From the findings of academic problems, it was found that SwD did not have much academic problems and they were enjoying their study as majority of them were regular in their study. Also they liked to study and were minimizing their academic difficulties through self learning. However, due to disability, some academic problems they faced were inability to participate in CCA, lengthy syllabus, inability to follow the lectures in English, difficulties in some subjects, inability to read extra, family responsibility, and inability to adjust with peers. It

was a positive point of them that they were managing their academic problems themselves through the help of different sources like teachers, peers and family. Despite enjoying their study, half of them were tensed to complete their study due to poor economic condition, lack of facilities and insecure future. It was also observed that they were facing difficulty in getting books from library and felt the library facility inadequate for them. University authority should provide assistance services and separate reading room to these students so they can access the library same as the other students. Generally, they did not have problems regarding the examination but they felt that disability was affecting to their academic progress. It was due to lack of writer facility in university, improper seating arrangement and less time provided in examination. It is responsibility of institutions to provide writer facility to students with blindness. Adequate extra time should be provided to them during examination. Also separate seating arrangement should be provided to them. Some SwD were unable to keep pace with the teaching method of the teachers. Use of ICT and providing supporting device like sign language interpreter facility for SwHI could solve this problem. MSU have taken right step in this direction by including white board in its classes. Also timely remedial measures can be of great help in minimizing their difficulties in subjects. Also, arranging English coaching classes from the concerned subject teachers of the university or SCOPE center in university will be helpful for all the students including SwD who are facing difficulties due to english language.

Regarding the financial problems, more than half of them were coming from economically poor family and financial difficulties was affecting to their study. They were facing problems of unavailability of enough finance for the study and lack of purchasing power for educational necessities which resulted in their inability to select course as per their interest and lack of facilities. Government should provide scholarships with adequate amount or financial assistance to these students so they can complete their study without any financial constraints.

From the findings of their social problems, it is observed that their disability does not affects in their socialization process as majority of them were not having problem of

making friends and adjusted with their peers. This may be due to effect of the general education as Jagtap (1996) reports that integration in general education helped to SwHI in their socialization. However, SwOI were feeling inferiority in talking with others and disability was affecting them in their social life. Awareness regarding the different disability among the society members, teachers and other students and encouragement to the SwD could be great help for them to come out through their inferiority feeling. Regarding their other health related problems, it was found that majority of them were living healthy life from the guidance of family, friends and other sources.

Findings of the **objective IV** revealed that less number of the SwD were using some kind of disability aid/equipments. It seems clear that they were not getting disability aid/equipments due to unavailability of suitable aid/equipment or lack of finance. However, the help they were receiving from other students and other sources was of great help in their study. It was found during the field visits that universities had health centre but guidance and counselling facility was not available to the SwD. In this regard, forming Disability Cell in university could be of great help for the guidance and counselling to this group of students as majority of the SwD had to receive guidance and counselling from other sources. Most of all SwD were not receiving any kind of special aid/equipments support from their university. Half of them were receiving other supporting services from their university like scholarship, bus/train concession pass, leniency in admission, writer facility and extra time for writing in examination. But the scholarships and bus/train concession pass facilities were available to all students and the SwD could get it by sheer chance. Even the writer facility for the blind students was not made available as the blind students have needed to arrange writer themselves. Extra time for writing in examination should be increased as most of them were not satisfied with the extra time provided during the examination.

Findings of **objective V** reveals that, majority of SwD were having educational and economical needs. Scholarships to every SwD with proper amount can be of great help to them for their educational necessities, transport and other problems. Also, disability friendly supporting devices/equipments and medical facilities should be made available

to them. For this, collaboration between universities and NGOs working for the welfare of the PwD will be benefited. The type of the supporting services was an important in sustaining the success of SwD in transition from school to college (Webster, 2001).

From the findings of **objective VI**, it was found that all the nine universities were following three percent reservation rule availed for SwD but the actual enrollment figure was far too less, thus more efforts are needed for strict implementation, advertisement of the number of seats available for the SwD. All the universities except GU were giving scholarships. But this scholarship was common to all students not only for SwD. Alur (2004) rightly mentioned that lack of political lobby greatly affect the PwD in India as SC/ST persons are receiving maximum benefits because of the strong political lobbies. Free of cost or separate hostel facility should be made available to the SwD who are facing mobility problems due to their disability so they can attend the classes regularly. This could be of immense help in the socialization and mainstreaming of SwD as the study of Sharma (2004) revealed that learning can increase by placing the CwMR in the hostel and they will get exposure. Writer facility for SwVI, interpreter facility for SwHI, extra time for writing in examination facilities and special equipments like disability friendly computer software, books in Braille, appropriate desks and chairs and disability aid/equipment like wheelchair, tricycle, hearing aid should be made available in all the universities. Collaboration between universities and NGOs working in the field of disability could be great help in this direction. It is difficult for the higher education institutes to appoint specially trained teachers only for the SwD but universities can arrange orientation or in-service training regarding the special education for the teachers so that they can deal with the students with various disabilities and can teach them by keeping in mind their disability. This will be benefited as the Landrum (2008) reports that if teachers had experience with the disability or were provided with support than they were more willing to include SwD. Also, nothing has been done on the recommendations of NPPwD (2006) that universities, colleges and professional institutions will be provided financial support to establish Disability Centre to take care of educational needs of SwD and they will be encouraged to make classrooms, hostels, cafeterias and other facilities in the campus accessible to SwD as no such facility has been observed by the investigator

during the visits to universities. This may be due to lack of awareness among the university administrative and this warrant immediate attention.

The findings of **objective VII** reveals many reasons for the success of academically excellent and academically failure SwD. Motivation and encouragement from parents, teachers and peers, preparation from the beginning of the academic year, daily reading habit were the major reasons for their high academic achievement. However, they suggested scholarship/financial assistance, secure job after completion of the study, suitable furniture related to the disability, separate reading room, seating arrangement on ground floor, extra time for writing in examination and encouragement from the parents and teachers' academic help could be of great force to the SwD for success in higher education. Also, disability friendly aid/equipments, guidance facility for higher education, selection of course, financial assistance, assistant facility to the SwD for finding books as well as other library related works, more extra time for writing in examination, seating arrangement at ground floor and in nearby centre for the SwD and disability friendly academic environment could be great help to these students in higher education. So these suggested aspects should be implemented and followed for minimizing academic failure of the other SwD. They were receiving some facilities like suitable chair and desk, free train travel facility, leniency in admission and extra time for writing in examination facilities were provided by the university. It seems that the reasons for the academic success of SwOI are the same as the normal students. There are not any other reasons that improved their academic excellency. The general community should accept them same as the other persons with extra care and support if needed. Government and university authority should be responsible for providing all the required facilities as per the requirement to the disability of the students. UGC is providing special grants to the universities for providing special assistant devices and supporting services to these students. Universities can take help from the UGC for necessary grant in terms of to implement the required facilities and supporting devices which can be helpful to these students.

From the case of low achiever SwOI, it was observed that lack of preparation, uninterested area of study, careless attitude towards study, less preparation, low writing

speed and bad handwriting were the major reasons for his low academic achievement. Some reasons for their low achievement were the same as affecting to the normal students like lack of self study habits and lack of writing skill which is needed in higher education. However, the disability could be affected greatly to them in their study. But, from their responses, it was also observed that unavailability of extra time, assistance facility in library, moral support and encouragement for the study and admission in far place from residence could also have affected to their academic achievement. Thus it can be said that lack of motivation or encouragement, lack of attention from parents and teachers affected in their academic achievement. They expected enrollment in nearby college and modification in syllabus as per the disability, library in nearby place, assistant service in library, more reservations seats for PwD and secure job after completion of study. Lack of help or support from university, department and teaching staff were the reasons for his poor academic performance. So the assistant facility in library can be of great help to this group of students. They can easily access the library services if the assistant facility be provided. Acceptance from teaching staff and peers could be of great help in motivating and encouragement to them. Also, it could be said that insecure future was affected to his interest in study. Government should provide secure employment to all the SwD who complete their higher education successfully. Collaboration between employment sector and different universities can be help in their employment. In turn it will help in improving their enrollment figure at higher education level. They expected admission in nearby college, moral support, encouragement in study, assistant service in library and extra time in writing in examination facilities. All type of academic as well as financial facilities needed as per their disability should be made available in the university which could be improved their academic performance at higher education level.

6.6 EDUCATIONAL IMPLICATION OF THE PRESENT STUDY

The findings of the present study have following implications.

- ❑ For improving the status of PwD in higher education, concerted efforts by government and society at large should be made for strict implementation and continuous monitoring of PwD Act (1995) in terms to give them opportunity to

pursue higher and professional courses. Also awareness programmes related to the provisions for PwD, different disabilities among them, teachers and other persons will be of great help to improve the educational status of PwD at all level. Government should make efforts to bring the school community and higher educational institutes closer to each other so that higher education institutes can admit the SwD directly from the integrated and special schools. Career guidance programmes to the SwD at high school level can be useful to divert them in their interested areas. Job security after completion of higher education to this group student will itself attract more PwD in higher education.

- ❑ As the majority of the SwD were coming from average or low economic family, free of cost education or scholarship with proper amount or financial assistance should be given to all the SwD pursuing higher education. This will in turn reduce their financial, academic and other problems. Free lodging and boarding should be provided so that their mobility problems can be minimized and they can devote more their time for study than wasting time in daily community. Vocational training as per their interest, aspiration and capabilities should be imparted from the high school level so they can be diverted in some vocation. UGC recommended formation of Disability Unit in all universities through NPPwD (2006), but no university has started it. UGC should look in this matter and efforts should be made to start the Disability Units as soon as possible which will be of great help to this group of students. This unit should be provided all the requirements regarding the disability like guidance regarding the higher education, provisions available for the PwD, their problems and needs. Collaboration with GOs and NGOs working for the welfare of the PwD will be great help in the education of PwD.
- ❑ UGC and higher education institutes should look whether the provisions and facilities granted for the PwD are available in the higher education institutes in reality or not as some of the SwD were facing problems in getting admission due

to restriction of concerned authority, lack of writer facility, improper seating arrangement and lack of extra time in the examination.

- ❑ Supporting devices like disability aids and equipments like wheel chairs, tricycle, hearing aids should be provided to the needy SwD so they can cope up with their disability. Also disability friendly supporting services recommended by the UGC like computer softwares, books in Braille, appropriate desks and chairs etc should be made available. Strict implementation and monitoring of all these supporting services in all higher education institutions will help a lot for the SwD to take maximum benefit from the higher education.

6.7 CONCLUSION

The study dealt with the SwD in the universities of Gujarat from a broader perspective of enrollment, problems, needs, help-seeking behavior, availability of facilities and reasons of their success/failure. In the enrollment of the SwD in the universities, it was observed that the enrollment figure of the SwD was very low compared to the three percent reservation quota availed for them. Also the unavailability of the required facilities greatly affected to their enrollment. This seems that government and universities have failed to make the higher education accessible to the PwD and lot need to be done to increase their enrollment figure in higher education and to make the higher education accessible to the PwD.

In the area of problems and needs, it was observed that majority of the SwD were facing financial problems and some academic problems and accordingly they were having need of proper finance and some academic inputs to overcome their respective problems. The study revealed that most of the SwD had interest in the higher studies and wanted to continue their study upto post-graduate and doctoral level but the financial difficulties, lack of facilities and some of the problems were affecting greatly to their education so they were worried about completion of their study. This study also reveals that the insecure future was one of the reasons for their lack of interest in higher studies. Government think tank and policy makers should think for some alternatives in this

regard. It was also observed that, generally, SwD did not differ much to the normal students at higher education level as the reasons of their poor academic performance were generally same as the reasons of normal poor academic performers. However, adequate facilities and supporting devices related to the disability could improve their performance to a large extent.

Thus on the basis of the present study it can be concluded that, most of the policies, recommendations regarding the education of PwD have not properly implemented. Facilities for the education of YwD should be made available on time. Awareness about the different disabilities, provisions and facilities among the disabled, teachers and other members of the higher education could be of great help for the education of the YwD. Attention to these aspects, if provided timely and immediately, will lead to ensuring the expected improvement in the higher education of the PwD. If they will be encouraged to take higher education and prepare them for a career then in turn they will become productive and successful citizens.

6.8 SUGGESTIONS FOR FURTHER RESEARCH

The present study of SwD in universities of Gujarat was a survey type study. The focus of the study was to study the educational profile, to find out the problems, help seeking behaviour and needs of SwD and the facilities provided by the universities of Gujarat. The study also made an attempt to find out the reasons of their high academic achievement and low academic achievement through interview with the SwD. This study also opens up new areas of research in the related subject. Some such research areas have been presented below.

- ❑ The present study was delimited to the nine universities recognized and funded by UGC. Study can be conducted by taking private and other universities as a sample in terms to find out the status of SwD in other higher education institutes.
- ❑ To study the ground level realities, study can be conducted on the primary, secondary, higher secondary schools and higher education institutes located in one district. This study can be benefit to find out the reasons for their low

enrollment in higher education institutes i.e. why the figure of the SwD decreases as the level of education increases? What are the reasons of their drop out? Etc.

- ❑ Attitude of teachers and peers towards the SwD also can be studied.
- ❑ Surveys on the facilities and supporting devices granted for the SwD, its availability and its use in real can be also studied.

BIBLIOGRAPHY

- Action plan for Inclusive Education of Children and Youth with Disabilities.* (n.d.) Retrieved on March 11, 2010, from <http://education.nic.in/htmlweb/INCLUSIVE.htm>
- Alwell, M. J. (2005). Transition from School to Post-school Environments for Youth with Disabilities: A critical analysis (Doctoral dissertation, Colorado State University, 2005). *Dissertation Abstracts International*, 66 (8), 2889A.
- Azad, F. F. (1986). Effectiveness of Portage Home Based Training Programme on Cognitive Development of Pre-school Mentally Retarded Children. Ph. D. (Education), Patna University. In M. B. Buch (Ed. 1991) *Fourth Survey of Research in Education (1983-88)*. New Delhi: NCERT. Pp-1234-35
- Baker, L. L. (2004). Perceptions of the Effects of Workforce Development Training Teachers on Vocational Interests of Adjudicated African American Youth with Disabilities. *Dissertation Abstracts International*, 65 (10), 3753-A.
- Bala, M. (1985). A Comparative Study of the Mental Make-up and Educational Facilities for Physically Handicapped and Normal Children. In M. B. Buch (Ed.) *Fourth Survey of Research in Education (1983-88)*. New Delhi: NCERT. Pp-1327-28
- Balasundaram, P. (2005). *The Journey towards Inclusive Education in India*. A Paper presented in an Seisa University, Japan. Retrieved on May 13, 2011 from http://www.gttd.net/global_trend/4_THE_JOURNEY_TOWARDS_INCLUSIVE_EDUCA_INDIA.pdf
- Banerjee, (2001). Concept of Disability. In Singh, A. and Nizamie, S. H. (2004). *Disability: the Concept and Related Indian Legislations, Mental Health reviews*. Retrieved on March, 2010 from http://www.psypexus.com/mhr/disability_india.html
- Banerjee, N. (1988). An Investigation into the Problems of Adjustment of Blind Students Reading in Secondary Schools of West Bengal. An Independent Study, Vishva-Bharti. In A. K. Sharma (Ed. 1997), *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1546
- Bharati, M. (1993). Psycho – Social Problems of Mentally Retarded and the Role of Self – Help Groups. Ph.D. (Education), Punjab University. Retrieved on January 20, 2008 from http://eduresearch.dauniv.ac.in/search_result.asp
- Bharti, V. (2001). A Comparative Study of Food Habits and Appetite in Relation to the Nutritional status of the Normal and Visually Handicapped Children (Aged 8-12 years) of Indore District. Ph. D. (Home Science), Devi Ahlilya University. Retrieved on January 20, 2008 from http://eduresearch.dauniv.ac.in/search_result.asp

- Buch, M. B. (Ed. 1991). *Fourth Survey of Research in Education (1983-88)*. New Delhi: NCERT.
- Camardese, A. H. (2002). Perspectives of Students, Parents and Teachers on the Social Implications of Inclusion (Doctoral dissertation, Kent State University, 2002). *Dissertation Abstracts International*, 63 (12), 4272A.
- Census of India (2001). *Disabled Population by the Type of Disability, India*. Retrieved January 11, 2010, from http://www.censusindia.net/disablility/disabled_population.html
- Census of India (2011). *Population of India*. Retrieved on June 12, 2012 from http://censusindia.gov.in/2011-prov-results/prov_data_products_gujarat.html
- Chan, M. H. (2005). The Comparative Effects of Computer-Generated Study Conduits on the Achievement of High School Students with and without Disabilities (Doctoral dissertation, Illinois State University, 2005). *Dissertation Abstracts International*, 66 (11), 3979A.
- Chandara, M. Y. (2001). Problems and Needs of Visually Impaired Students at Secondary Level in Andhra Pradesh - An Investigation into their Socio-economic and Educational Status with special reference to their Interests, Aspirations and Achievements. Ph.D. (Education), Osmania University. Retrieved on January 20, 2008 from http://eduresearch.dauniv.ac.in/search_result.asp
- Chandrakar, G. (1988). Field Dependence and Sensation-Seeking Abilities of Handicapped Children. Ph. D. (Psychology), Ravishankar University. In A. K. Sharma (Ed. 1997), *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1547
- Chudasama, P. R. (1992). A Study of the Adjustment, Aggressiveness, Achievement-motivation, and Self-concept of Physically Handicapped Students as compared to Normal Students. Ph. D. (Education), Saurashtra University. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1562-63
- Committees' Perspective (2006). *Provision for Education of the Handicapped, NPE (1986)*. Retrieved June 11, 2010, from [http://www.education.nic.in/cd 50 years/g/T/V/OT0V0608. htm](http://www.education.nic.in/cd%2050%20years/g/T/V/OT0V0608.htm)
- Constitutional Provisions of India*. (n.d.), Retrieved May 11, 2010, from [http://www.education.nic.in/ Constitutional. Asp](http://www.education.nic.in/Constitutional.Asp)
- Cook, L. H. (2007). Faculty Members' Priorities and Understanding regarding University Students with Disabilities (Doctoral dissertation, Kent State University, 2007). *Dissertation Abstracts International*, 68 (5), 1882A.

- Cortner, C. K. (2006). The Transition of Students with Disabilities into Adult Living: Factors that determine a successful integration (Doctoral dissertation, University of Idaho, 2006). *Dissertation Abstracts International*, 67 (6), 2110A.
- Cowasji, H. J. (1985). A Study of the Effectiveness of the Orientation Programmes for Teachers Working in the Integrated Education for the Disabled Children in Rajasthan. An Independent Study, In M. B. Buch (Ed. 1991) *Fourth Survey of Research in Education (1983-88)*. New Delhi: NCERT. Pp-1328.
- Cox, M. D. (2003). Factors Associated with the Postsecondary Adjustment of Students with Disabilities (Doctoral dissertation, Columbia University, 2003). *Dissertation Abstracts International*, 64 (2), 459A.
- Dashti G. F. (1995). Study on Relative Effectiveness of Training Techniques to bring out Behavioural Changes among Mentally Retarded. Ph.D. (Psychology), Gujarat University. Retrieved on January 20, 2008 from http://eduresearch.dauniv.ac.in/search_result.asp
- Dharap, N. Y. (1986). An Investigation into the Problems of the Education of the Mentally Retarded Children. In M. B. Buch (Ed. 1991) *Fourth Survey of Research in Education (1983-88)*. New Delhi: NCERT. Pp-1329
- Difulgo, R. J. (2005). Ten Years of Progress: Responding to Special Education Legislation and Students with Disabilities in the Virginia Community College System. (Doctoral dissertation, George Mason University, 2005). *Dissertation Abstracts International*, 65 (10), 3754A.
- Disability Population of Gujarat*. (n.d.). Retrieved June 12, 2010, from <http://www.disabilitygujarat.com/magnitude.html>
- Dorman, B. C. (2008). Using a Step Stool When You Need a Ladder: The impact of a remediation program on the performance of disabled students on the California High School Exit Exam (CAHSEE) (Doctoral dissertation, University of La Verne, 2008). *Dissertation Abstracts International*, 69 (11), 4288A.
- Dutta, R. (1986). Effect of Different Portage Training Intervention Models on Motor Development of Pre-School Children. NCERT Financed Independent Study, Gujarat University. In M. B. Buch (Ed. 1991) *Fourth Survey of Research in Education (1983-88)*. New Delhi: NCERT. Pp-1236-37
- Education of Persons with Disabilities*. (2006). Retrieved March 11, 2010, from http://disability.india.org/pw_dacts.cfm
- EFAHC (1975). Retrieved on October 12, 2008 from <http://www.scn.org/~bk269/94-142.html>

- Eleventh Five Year Plan (2011). *Draft Report of Working Group on Higher Education: 11th Five Year Plan (2007-2012)*. Planning Commission, GOI. Retrieved on May 12, 2012 from <http://planningcommission.nic.in/plans/planrel/11thf.htm>
- Empowering Persons with Disability*. (n.d.). Retrieved July 11, 2010, from <http://www.nadindia.org/documents/drg2007-mpoweringPersonswithDisabilities.doc>
- Emrey, D. B. (1999). Living with a Difference: A Qualitative Study on the Educational Climate of Students with Physical disabilities. *Dissertation Abstract International*, 60 (3), 702-A.
- Gaddis, J. B. (2005). The Effects of Inclusion on the Academic Achievement of Students Involved in Inclusion Classroom (Doctoral dissertation, Washington College, 2005). *Dissertation Abstracts International*, 66 (2), 549A.
- Gartner, A. and Lipsky, D. K. (1990). New Conceptualization for Special Education. In Scott B. S. (ed.) *Critical Voice on Special Education*. New York: State University Press.
- Gay, L. R., Mills, G. E. and Airsian, P. (9th Ed., 2009). *Educational Research: Competencies for Analysis and Applications*. US: Pearson, pp 176-77.
- GCERT (2001). *A Study in School Education: Status, Issues and Future Perspectives*. Retrieved on June 15, 2012 from http://gcert.gujarat.gov.in/gcert/download/study_school.pdf
- Goel, M. M. (1986). Investment in Physically Handicapped Persons in Haryana. Ph. D. (Economics), Kurushetra University. In M. B. Buch (Ed. 1991) *Fourth Survey of Research in Education (1983-88)*. New Delhi: NCERT. Pp-290-292
- Goode, W. J. and Hatt, P. K. (1952). The Case Study, in W. J. Goode and P. K. Hatt (Eds). *Methods of Social Research*. New York: McGraw-Hill, pp 330-40.
- Gujarat Profile*. (n.d.). Retrieved May 13, 2010, from <http://www.gujaratonline.in/profile/>
- Gupta, S. K. (1984). A Study of Special Needs Provisions for the Education of Children with Visual Handicaps in England and Wales and in India, Associationship Study. Institute of Education. London: University of London.
- Gurnani, L. (1992). A Study of Life Values, Personality and Creativity of Physically Handicapped Senior Higher Secondary Students of Rajasthan. Ph.D. (Education), M.L.S University. Retrieved on January 20, 2008 from http://eduresearch.dauniv.ac.in/search_result.asp

- Hallhan, D. P and Kauffman, J. K. (1991). *Exceptional Children: Introduction to Special Education*. New Jersey: Englewood Cliffs.
- Hasnain, R. (2001). Entering Adulthood with a Disability: Individual, Family and Cultural challenges. In *DAI – A Humanities and Social Science*, 2001, 62(5), pp. 1792-A.
- Hegarty, H. and Alur, M. (2003). *Education and Children with Special Needs*. New Delhi: Sage Publications.
- Higher Education in Gujarat*. (n.d.). Retrieved June 10, 2010, from <http://www.indiaedu.com/gujarat/>
- Hooda, S. (1993). A Study of Socio-metric Status of Special Groups of Students in Classroom. Ph. D. (Education), Maharishi Dayanand University. Retrieved on May 6, 2008 from http://eduresearch.dauniv.ac.in/search_result.asp
- House, S. (2004). Understanding Educational Resources and Supports: Hearing the voices of African American high school students (Doctoral dissertation, Illinois State University, 2004). *Dissertation Abstracts International*, 66 (11), 3981A.
- Jagtap, A. V. (1996). A Status Study of Integration of the Disabled Children in Main Stream Schools in Maharashtra. Ph.D. (Education), University of Poona. Retrieved on October 10, 2011 from http://eduresearch.dauniv.ac.in/search_result.asp
- Jangira, N. K. and Ahuja, A. (1990). Disability and Disabled in Newspapers: A Review. An Independent Study, NCERT. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1548-1549
- Jangira, N. K. (1986). *Special Education Scenario in Britain and India*. Gurgaon: The Academic Press.
- Jangira, N. K. Ahuja, A. and Sibbia (1991). *Functional Assessment Guide*. New Delhi: NCERT.
- Jangira, N. K., Mukhopadhyay, S. and Rath, K. B. (1988). Survey of Research in Special Education in India. An Independent Study, NCERT. In A. K. Sharma (Ed. 1997), *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT.
- Jangira, N. K. and Mukhopadhyay, S. (1991). Research in Special Education: A Trend Report. In M. B. Buch (Ed. 1991) *Fourth Survey of Research in Education (1983-88)*. New Delhi: NCERT.
- Kakkar, N. (1993). A Study of Reminiscence of Gifted, Normal and Mentally Retarded Children. Ph.D. (Psy.), Punjab University. Retrieved on January 20, 2008 from http://eduresearch.dauniv.ac.in/search_result.asp

- Kamthan, S. (2002). Comparative Study of Personality Dimensions of Normal and Handicapped (Polio Affected) Children. Ph. D. (Psychology), Jiwaji University. Retrieved on May 6, 2008 from http://eduresearch.dauniv.ac.in/search_result.asp
- Kapoor, S. (1990). Cognitive Functioning and Perspective-Taking Ability: A Comparative Analysis of Normal and Deaf Children. Ph. D. (Education), Jawaharlal Nehru University. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1550-51
- Khader, M. A. and Ramaa, S. (1988). Improving the Kannada Reading Performance of Educable Mentally Retarded Children. An Independent Study, RIE, Mysore. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1551
- Khan, A. H. (1988). Personality Structure of Blind Children and Its Relation to their Mental Ability and Educability. Ph. D. (Education), Utkal University. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1551
- Kirby, P. L. (2009). Integrating Technology into a Fully Inclusive Education System: Evaluating a provincial teacher laptop initiative (Doctoral dissertation, Boston University, 2009). *Dissertation Abstracts International*, 70 (5), 1619A.
- Kumar, R. A. et. al (2004). *Special Education*. New Delhi: Discovery Publishing House.
- Lal, A. (1992). A Study of the Personality, Mutual Perception, Attitude and Vocational Preference of the Blind and the Sighted. Ph. D. (Education), Allahabad University. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1553
- Lal, R. (1999). An Experimental Study on Inclusion of AAC System in the Curriculum of Teacher Training in Special Education and its Effect on Language Development of Children with Mental Retardation. Ph.D. (Special Education), S.N.D.T. Women's University. Retrieved on January 20, 2008 from http://eduresearch.dauniv.ac.in/search_result.asp
- Lali, S. (1995). A Comparative Study of the Scholastic Performance of the Visually Handicapped Pupils Studying Under the Integrated System with that of the Normal Pupils in Secondary Schools of Kerala. Ph. D. (Education), University of Calicut. In NCERT (Ed. 2007). *Sixth Survey of Research in Education Vol-I (1993-2000)*. New Delhi: NCERT.
- Landrum, J. M. (2008). An Evaluation of Special Education Inclusion Services at a Middle School and How Inclusion is Best Effective for Students with Special Needs (Doctoral dissertation, Northcentral University, 2008). *Dissertation Abstracts International*, 69 (8), 3108A.

- Lata, K. (1985). Impact of Parental attitude on Social, Emotional and Educational Adjustment of Normal and Handicapped Students. Ph. D. (Psychology), Agra University. In M. B. Buch (Ed. 1991) *Fourth Survey of Research in Education (1983-88)*. New Delhi: NCERT. Pp- 1329.
- Laxminarayan, S. (2001). Perspectives on Including Students with Disabilities in Regular Schools in India. (Doctoral dissertation, Syracuse University, 2001). *Dissertation Abstracts International*, 62 (10), 3346A.
- Lidhoo, M. L. and Dhar, L. (1989). Schedule of Reinforcement: A Learning Model for Mental Retardates. Indian Education Review, Vol. 24 (1), 72-83. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1553
- Maddex, C. T. (1994). Functional Relationship between Educational Problems and the Current Instructional Environment. *Dissertation Abstract International*, 55 (7), 1909-A.
- Mandal, B. B. (1974). The Physically Handicapped in Bihar. Institute of Social Science Research and Applied Anthropology, Culcutta. In M. B. Buch (Ed. 1991). *Fourth Survey of Research in Education*. New Delhi: NCERT. Pp-1330.
- Mandaravalli, M. R. (1991). Cognitive Development in Visually Handicapped Children: Concrete Operational Stage. Ph. D. (Education), University of Mysore. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1553-54
- Mangal, S. K. (2007). *Educating Exceptional Children: An Introduction to Special Education*. New Delhi: Prentice-Hall.
- Mandke, K. N. (1991). Effect of Single Modality Stimulation upon Speech and Language Development of Hard of Hearing Children. An Independent Study, Tilak College of Education, Pune. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1554
- Mann, M. (2000). Development of Educational Package For Mentally Retarded Children. Ph.D.(Edu.), Kurukshetra University. Retrieved on January 20, 2008 from http://eduresearch.dauniv.ac.in/search_result.asp
- Map of Gujarat* (n.d.). Retrieved August 20, 2010 from <http://www.mapsofindia.com/gujarat/quick-facts/population.html>
- March, E. (2008). Inclusive Educational Practices for Students with Disabilities within the European Union (Doctoral dissertation, University of Illinois at Urbana-Champaign, 2008). *Dissertation Abstracts International*, 69 (11), 4292A.

- Mathur, A. (1985). A Comparative Study of the Adjustment Problems, Level of Aspiration, Self-concept and Academic Achievement of Crippled Children and Normal Children. Ph. D. (Education), Allahabad University. In M. B. Buch (Ed. 1991). *Fourth Survey of Research in Education (1983-88)*. New Delhi: NCERT. Pp-1330.
- Mehta, A. C. (2011). *Elementary Education in India Progress towards UEE: Analytical Report 2008-09*. New Delhi: NUEPA.
- MHRD (1966). *Report of Education Commission (1964-66)*. New Delhi: GOI.
- MHRD (1986). *National Policy on Education*. New Delhi: GOI.
- MHRD (1992). *Programme of Action*. New Delhi: GOI.
- MHRD (1992). Report of CAGE Committee on Review of National Policy on Education. New Delhi: GOI.
- MHRD (1992). *Report of the Ramamurthy Committee (1992)*. New Delhi: GOI.
- MHRD (n.d.) *Tables of Statistics of School Education (2007-08)*. Retrieved on May 12, 2012 from http://mhrd.gov.in/sites/upload_files/mhrd/files/SES-School-2007-08.pdf
- Miceli, M. A. (2008). The Associations among Youth Characteristics, Secondary School Experiences, and Enrollment in Two- and Four-year Colleges among Youth with Disabilities (Doctoral dissertation, University of Maryland, 2008). *Dissertation Abstracts International*, 70 (1), 141A.
- Miles, M. B. and Huberman, A. M. (2nd Ed, 1994). *Qualitative Data Analysis*. Thousand Oaks. CA: Sage.
- Ministry of Law and Justice. (1996). *The PWD (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995*. New Delhi: GOI.
- Ministry of Law, Justice and Company Affairs (1992). *Rehabilitation Council of India Act (1992)*. Retrieved on May 13, 2011 from <http://rehabcouncil.nic.in/engweb/rciact.pdf>
- Ministry of Law, Justice and Company Affairs (1999). *National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999*. Retrieved on May 13, 2011 from http://thenationaltrust.in/yahoo_site_admin/assets/docs/NT_Act_1999.96125125.pdf
- Mitzel, H. E. (1982). *Encyclopedia of Educational Research*. Free Presss, U.S.

- Mohaparta, S. (1991). Reading, Memory and Attention Processes of Normal and Reading Disabled Children. In A. K. Sharma (Ed., 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT.
- MSJE (2006). *National Policy of Persons with Disability*. New Delhi: Government of India.
- MSJW (1974). National Policy for Children. In Bala, M. J. and Rao, D. B. (2004). *Method of Teaching Exceptional Children*, New Delhi: Discovery Publishing House.
- Mukhopadhyay, S. and Sharma, V. (1990). Identifying Teaching Competencies Specifically for Integrated Education of the Disabled Children. An Independent Study, NIEPA. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1556-57
- Mulwani, R. C. (1999). Construction and Standardization of a Verbal Group Test of Intelligence for the Blind of Gujarat State (for the age group 12 and above). Ph. D. (Education), Gujarat Vidyapith. Retrieved on May 6, 2008 from http://eduresearch.dauniv.ac.in/search_result.asp
- Muruganandam, S. (1990). Development of Teaching-Learning Strategies in Teaching Science for Visually Impaired Children. M. Phil. (Education), Madurai Kamraj University. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1557
- Mutiah, P. N. (1989). Vocational Education for the Disabled Students in Tamil Nadu: A Survey. An Independent Study, Madurai Kamraj University. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT.
- Narayan, J. and Ajit, M. (1991). Development of Skills in Mentally Retarded Child: The Effect of Home Training. Indian Educational Review, Vol. 26(3), 29-41. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1558
- Narayan, J. (1990). Comparison of the Effectiveness of Adult and Peer Models on the Learning and Retention of Performance Skills in Mentally Retarded Children. Ph. D. (Education), Utkal University. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1557-58
- Narayan, M. (1991). Prevalance of Mental Retardation among Slum Children in Lucknow City. An Independent Study, NIPCCED. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1558-59
- National Planning of Education and Research Centre (1990). Ramamurthy (Chairmen): Report of the Committee for Review of National Policy on Education, 1986. Final Report, New Delhi: NCERT.

- NCERT (Ed. 2007). *Sixth Survey of Research in Education (1993-2005)*. New Delhi: NCERT.
- NCPEDP (2001). *Status of Disabled in Higher Education*. Retrieved April 11, 2010 from <http://www.ncpedp.orgdisabled>
- NCT (1986). *Report of National Commission on Teachers-I*. New Delhi: GOI.
- Neelam (1997). A Study of Creative Potential of Visually Impaired Students in Relation to their Self-concept and Locus of Control. Ph.D.(Education), Kurukshetra University. Retrieved on January 20, 2008 from http://eduresearch.dauniv.ac.in/search_result.asp
- NSSO Report (2003). *Report on Disabled Persons in India: NSS 58th Round (July to December 2002)*. Retrieved on April, 20 2010 from <http://www.icbse.com/2010/education-rte-act-2009/>
- Panda, B. K. (1991). Attitude of Parents and Community Members towards Disabled Children In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi : NCERT. Pp-1559-60
- Pandey, R. N. (1985). A Study of Affectional Deprivation, Ego-strength and Adjustment Pattern among Visually Handicapped Children and Their Rehabilitation. ICSSR financed Study, Bapu Degree College, Gorakhpur. In M. B. Buch (Ed. 1991) *Fourth Survey of Research in Education (1983-88)*. New Delhi: NCERT. Pp-1331.
- Pandey, S. P. (1991). A Study of the Disabled in the Rural Society of Eastern Uttar Pradesh with Special Reference to Baharaich, Deoria, Pratapgarh and Ballia. An Independent Study, Pandit Govind Ballabh Pant Institute of Studies in Rural Development. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1560
- Paranjape, L. S. (1991). A Study of the Effect of a Supplementary Education Programme for Hearing Impaired Children on their Language Development and Socialization, and the Effect of Parental Education Programme on their Awareness of Acceptance of their Child's Handicap. An Independent Study, Tilak College of Education, Pune. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1560-61
- Pathak, A. B. (1984). A Study of Disabled Children in Normal Schools. NCERT financed Study, V. V. G. S. Teachers' College, Udaipur. In Buch M. B. (Ed. 1991) *Fourth Survey of Research in Education (1983-88)*. New Delhi: NCERT. Pp-1333.
- Peterson, L. D. (1999). Effects of Student Self-management on Generalization of Student Performance to Regular Classes. *Dissertation Abstracts International*, 60 (12), 4382-A.

- Phoola, K. (1990). A Study of Physically Handicapped Children in Jammu Province. Ph. D. (Education), Jammu University. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1561-62
- Pillay, R. (1995). Effect of Individualized Training Programme on Communication Skills, and certain associated variables in the Mentally Retarded. Ph.D. (Edu.), University of Kerala. Retrieved on January 20, 2008 from http://eduresearch.dauniv.ac.in/search_result.asp
- Pradhan, R. (1993). Self-Concept and Adjustment of Handicapped Children in Integrated and Segregated settings. Ph.D. (Education), Kurukshetra University. Retrieved on January 20, 2008 from http://eduresearch.dauniv.ac.in/search_result.asp
- Rader, L. A. (2003). An Inquiry into the Relationship between Self-esteem, Locus of Control, Self-efficacy and Self-determination of Students with and without Physical Disabilities (Doctoral dissertation, Columbia University Teachers College, 2001). *Dissertation Abstracts International*, 64 (2), 463A.
- Rai, K. (1991). Cooperation Based Learning Strategies for Disabled and Non-Disabled Children in Integrated Settings. Indian Education Review, Vol. 26(3), 110-22. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1563
- Rajkumari A. and Sundari, R. S. (2004). *Special Education*. New Delhi: Discovery Publishing House.
- Rane, A. J. (1983). Integrated Education of Disabled Children: An Evaluation of the Scheme of Integrated Education for Handicapped Children Based on a Study of the Working of the Scheme in Maharashtra. An Independent Study, TISS, Bombay. In M. B. Buch (Ed. 1991) *Fourth Survey of Research in Education (1983-88)*. New Delhi: NCERT. Pp-1334-35.
- Recommendations of the Working Group on Education of the Handicapped (1981). *India Disability: The Concept and Related Indian Legislations*. Retrieved March 11, 2010, from http://www.psyplexus.com/mhr/disability_India.html
- Reddy, C.A. (1993). Effect of Physical Education Program on Motor Behavior and selected coordinative abilities of Deaf and Dumb students. Ph.D.(Physical Education), Jiwaji University. Retrieved on January 20, 2008 from http://eduresearch.dauniv.ac.in/search_result.asp
- Reddy, L. et. al. (2004). *Education of children with Special Needs*. New Delhi: Discovery Publishing House.
- Reddy, S. R. (2001). Training and Rehabilitation Services for the Persons with Disabilities in Andhra Pradesh- A Critical Study. Ph.D. (Education), Osmania

- University. Retrieved on October 10, 2011 from http://eduresearch.dauniv.ac.in/search_result.asp
- Roberts, G. A. (2008). Effect of an After-school Remediation Program on the Academic Achievement of Students with Disabilities (Doctoral dissertation, Capella University, 2008). *Dissertation Abstracts International*, 69 (7), 2672A.
- Robson, C. (1993). *Real World Research: A Resource for Social Scientists and Practitioner-Researchers*. Oxford: Basil Blackwell.
- RTE (2009). Retrieved on May 10, 2012 from <http://www.icbse.com/2010/education-rte-act-2009/>
- RTE (n.d.). *What is 86th Amendment?* Retrieved on May 13, 2011 from <http://righttoeducation.in/what-86th-amendment>
- Sahoo, J. (1991). A Comparative Study of the Behavioural Characteristics of the Blind, Deaf, Dumb and the Normal Children of Orisaa. M. Phil. (Education), Utkal University. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1564-65
- Satsangi, N. (1993). A Study of Adjustment, Self Concept Alienation and Altruism in Siblings of Handicapped and Normal Children. Ph.D. (Home Science), Panjab University. Retrieved on January 20, 2008 from http://eduresearch.dauniv.ac.in/search_result.asp
- Savitri, V. V. (1986). A Study of Personality Characteristics and Behaviour Dimensions of the Educable Mentally Retarded Children Studying in Bangalore City. Ph. D. (Education), Bangalore University. In M. B. Buch (Ed. 1991) *Fourth Survey of Research in Education (1983-88)*. New Delhi: NCERT. Pp-1336-37
- Sharma, A. K. (Ed. 1997). *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT.
- Sharma, A. K. (Ed. 1998). *Sixth All India Educational Survey: The Main Report*. New Delhi: NCERT.
- Sharma, I. P. (1990). A comparative Study of the Personality Traits, Interests and Aspirations of High-creative and Low-creative Physically Handicapped Students of Higher Secondary Schools. Ph. D. (Education), Rohilkhand University. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1365-66
- Sharma, M. (2004). *Development and Try out of an Intervention Programme for Parents of Children with Mental Retardation*. Ph.D. (Education). Vadodara: CASE, The M. S. University of Baroda.

- Sharma, M. C. (1988). An Exploratory Study on the Use of Teaching Aids for Developing Concepts among Handicapped (Deaf) Children. An Independent Study, NCERT. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1566
- Sharma, P. and Pandey, S. (1992). An Experimental Study to Assess the Effectiveness of Adapted Instructional Material in Science on Hearing-Impaired from IED and Special Schools. An Independent Study, RCE, Mysore. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1567-68
- Sharma, P. (1989). A Study to Explore the Linguistic Competence of the Hearing-Impaired in IED and in Special Schools of Haryana and Delhi. An Independent Study, NCERT. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1566-67
- Sharma, S. (1988). Mainstreaming the Visually Handicapped. An Independent Study, IER, Vol. 23(4), 30-41. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1568
- Shaw, F. R. (2002). Academic Achievement of Students with Disabilities in Co-teaching, Resource Room, and Support Facilitation Models (Doctoral dissertation, Florida Atlantic University, 2002). *Dissertation Abstracts International*, 63 (11), 3909A.
- Sherrod, L. C. (2001). Factors that Affect the Implementation of the New Jersey Technology Related Assistance for Individual with Disabilities Act (Doctoral dissertation, Seton Hall University, College of Education and Human Services, 2001). *Dissertation Abstracts International*, 62 (2), 530A.
- Shivaji, S. (1995). Critical Appraisal of Structural and Functional Aspects of Organization for Hearing Impaired in Gujarat. Ph. D. (Education). Vadodara: CASE, The M. S. University of Baroda.
- Singh, R. P. and Prabha, S. (1987). Evaluation of Integrated Educational Facilities for Physically Handicapped in the Schools of Bihar. Ph. D. (Education), Patna University. In M. B. Buch (Ed. 1991) *Fourth Survey of Research in Education (1983-88)*. New Delhi: NCERT. Pp-137
- Singh, S. D. (1983). Need Patterns, Achievement and Adjustment of Mentally Superior Children. Ph. D. (Psychology), Agra University. In M. B. Buch (Ed. 1991) *Fourth Survey of Research in Education (1983-88)*. New Delhi: NCERT. Pp-137-38
- Singhal, N. (2009). *Education for Children with Disability in India*. Retrieved May 11, 2010, from <http://unesdoc.unesco.org/images/0018/001866/186611e.pdf>
- Srivastava, D. K. and Khan, J. A. (2008). Disability Needs Attention Now! *Indian Journal for the Practicing Doctor*, 5, 3-4.

- SSA Report (2009). *Status of Integrated Education for the Disabled under SSA*. Retrieved on June 10, 2010 from gujarat-education.gov.in/education/ssa-npegl-kgbv-2htm
- Stake, R. E. (1994). Case Studies, in N. K. Denzin and Y. S. Lincoln (Eds). *Handbook of Qualitative Research*. Thousand Oaks. CA: Sage.
- Sudarsan, S. (1999). A study of issues and challenges encountered by the Resource teachers, Regular teachers, School administrators, Visually disabled children and non-disabled children in the Teaching – Learning situations in Integrated Education Programmes. Ph.D.(Education), Bharathiar University, 1999. Retrieved on January 20, 2008 from http://eduresearch.dauniv.ac.in/search_result.asp
- Swarup, S. (2006). Inclusive Education. In NCERT (Ed. 2006). *Sixth Survey of Research in Education Vol-I (1993-2000)*. New Delhi: NCERT. Pp-197-211
- Tangri, P. (1990). A Study of Social and Psychological Factors in Families with Handicapped Children. Ph. D. (Psychology), Punjab University. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1568-69
- Tenth Five Year Plan (2001). *Approach Paper to the Tenth Five Year Plan (2002-2007)*. Planning Commission. GOI. Retrieved on May 12, 2012 from <http://planningcommission.nic.in/plans/planrel/appdraft.pdf>
- The PWD Act (1995)*. Retrieved April 14, 2010, from <http://disablityindia.org/pwdacts.cfm>
- The Warnock Committee Report (1978). *Report of the Committee of Enquiry into the Education of Handicapped Children and Young People*. Retrieved on October 12, 2008 from <http://www.educationengland.org.uk/documents/warnock/warnock00.html>
- Tillmann, J. D. (2000). Analysis of Transition Services of Individualized Education Programs for High School Students with Special Needs (Doctoral dissertation, University of South Carolina, 2000). *Dissertation Abstracts International*, 61 (7), 2662A.
- UN (1993). *Standard Rules on the Equalization of Opportunities for Persons with Disabilities*. Retrieved on April 12, 2008 from <http://www.un.org/disabilities/default.asp?id=26>
- UNESCO (1994). *The Salamanca Statement and Framework for Action on Special Education: World Conference on Special Needs Education – Access and Quality*. Paris.

- Universities of Gujarat*, (n.d.). Retrieved May 10, 2010, from <http://www.indiastudycenter.com/univ/gujarat-universities.asp>
- University Grant Commission (2006). *Status of Mainstream Education of Disabled Students: A Research Study*. Retrieved May 12, 2010 from <http://www.ugc.ac.in/notices/statusnote.pdf>
- Upreti, V. (1988). A Comparative Study of Self-Concept, Need Pattern and Intelligence of Normal and Orthopaedically Handicapped Children. Ph. D. (Psychology), Rohilkhand University. In A. K. Sharma (Ed. 1997) *Fifth Survey of Research in Education (1988-92)*. New Delhi: NCERT. Pp-1570
- Venkataiah, N. (1993). *Reading in Special Education*. Ambala Cantt: The Associated Publishers.
- Virk, J. (1999). A Study of Motivational Areas of Special Groups of Students at Different Levels of Socio-Economic Status and Intelligence. Ph. D. (Education) Maharishi Dayanand University. Retrieved on May 6, 2008 from http://eduresearch.dauniv.ac.in/search_result.asp
- Vyas, R. J. (1995). A study of certain Personality Traits of Blind students as compared to sighted students. Ph.D. (Education), Saurashtra University. Retrieved on January 20, 2008 from http://eduresearch.dauniv.ac.in/search_result.asp
- Walia, G. K. (2010). Disability. Retrieved on June 12, 2012 from <http://sancd.org/uploads/pdf/disability.pdf>
- Walker, D. K. (2008). Minority and Non-minority Students with Disabilities in Higher Education: Are current university policies meeting their needs? (Doctoral dissertation, University of Illinois at Urbana-Champaign, 2008). *Dissertation Abstracts International*, 69 (11), 4294A.
- Wang, M. C. (1990). Learning Characteristics of Students with Special Needs and the Provision of Effective Schooling. In M. C. Wang, M. C. Reynolds and H. J. Wallberg (Eds. 1990) *Special Education Research and Practice*. Oxford: Pergamon Press.
- Wang, M. C., Reynolds, M. C. and Wallberg, H. J. (1990). *Special Education: Research and Practice – Synthesis of Findings*. Oxford: Pergamon Press.
- Warner, J. M. (2004). Evaluation of the College Bound Summer Programme for Highschool Students with Disabilities. (Doctoral dissertation, Virginia Polytechnic Institute and State University, 2004). *Dissertation Abstracts International*, 65 (9), 3338A.

- Webster, D. D. (2001). Giving Voice to Students with Disabilities who have Successfully Transitioned to College: Or how LL slim became “the best darn gimp on the planet” (Doctoral dissertation, Kent State University, 2001). *Dissertation Abstracts International*, 62 (5), 1796A.
- WHO (1980). *International Classification of Impairments, Disabilities and Handicaps*. Geneva. P. 205
- WHO (1992). *Concept and Extent of Disability in India*. Retrieved on April 12, 2011 from <http://www.bpaindia.org/CBR%20M%20chapt-1.pdf>
- WHO (2002). *International Classification Functioning, Disability and Health (ICF)*. Geneva: WHO
- WHO (2012). Disability and rehabilitation: WHO action plan 2006-2011. Retrieved on June 14, 2012 from http://www.who.int/entity/disabilities/publications/dar_action_plan_2006to2011.pdf.
- World Bank (1994). *Provision for Children with Special Educational Needs in the Asia Region*. World Bank Technical Paper, No. 261, Hampshire, England: Micro info. bid.
- Yin (2nd Ed., 1989). *Case Study Research: Design and Methods*. California: Sage.
- Ysseliyke, J. E. and Algozzine, B. (1998). *Special Education: A Practical Approach*

APPENDIX I



Department of Education [CASE]
 Faculty of Education and Psychology
 The Maharaja Sayajirao University of Baroda
 Vadodara 390 002
 Phone: 0265 2795516, 2792631, 2784969

Date: 06-08-2009

To,
The Vice Chancellor
 _____ University,
 _____,
 _____.

Subject: Information Pertaining to the University & Students with Disability

Dear Sir,

Mr. **H. S. Mistry** is a **Ph. D. student** from the Centre of Advanced Study in Education (CASE), Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. His title of the research study is “A STUDY OF STUDENTS WITH DISABILITY IN THE UNIVERSITIES OF GUJARAT”. He will visit to your university for collecting required information for his research study. Kindly co-operate him and provide the required information which will be used for research purpose only. Your kind co-operation will be highly appreciated.

Thanking you,

Your's Sincerely,

Prof. S. C. Panigrahi
 Guide

Prof. S. Kumar
 Head

APPENDIX II



Department of Education [CASE]
 Faculty of Education and Psychology
 The Maharaja Sayajirao University of Baroda
 Vadodara 390 002
 Phone: 0265 2795516, 2792631, 2784969

Date: / 07 /2008.

To,
The Vice Chancellor,
 _____ University,
 _____ .

Sir,

Mr. **Hemendra S. Mistry** is a **Ph. D. student** Centre of Advanced Study in Education (CASE), Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, and the title of his doctoral study is “A STUDY OF STUDENTS WITH DISABILITY IN THE UNIVERSITIES OF GUJARAT”. For the data collection purpose, he will visit to your university and personally meet each and every teaching department of your university. So kindly, permit him to stay at the university guest house during the data collection phase. He will pay guest house charges as per the rule.

Thanking you,

Yours Sincerely,

Prof. S. C. Panigrahi
 Guide

APPENDIX III



Department of Education [CASE]
 Faculty of Education and Psychology
 The Maharaja Sayajirao University of Baroda
 Vadodara 390 002
 Phone: 0265 2795516, 2792631, 2784969

Date: - -2008

To,
The Registrar
 _____ University,
 _____,
 _____.

Respected Sir,

I (**Hemendra S. Mistry**) have taken up a research study entitled “A STUDY OF STUDENTS WITH DISABILITY IN THE UNIVERSITIES OF GUJARAT”. For this study purpose, this Information Schedule has been designed to know the status of students with disability (SwD) in your university. It has close and open ended questions related to your university, enrolment figure of SwD and the facility provided by your university to the SwD.

Kindly tick mark (✓) on the options given below the questions and provide the supplement answers in the space given below to the particular question. While answering, feel free and be sure that this would be totally confidential and will be used for research purpose only. Your kind cooperation will be highly appreciated.

Hoping with your valuable support,

Thanking you,

Yours Sincerely,

H. S. Mistry
 Research Scholar
 CASE, FEP, MSU-Baroda

INFORMATION SCHEDULE FOR UNIVERSITY (યુનિવર્સિટી માટેનું માહિતિ પત્રક)

- ☐ Name of University (યુનિવર્સિટીનું નામ): _____
- ☐ Year of Establishment (યુનિવર્સિટીનું સ્થાપના વર્ષ): _____
- ☐ Name of Vice Chancellor (નાયબ કુલપતિ શ્રી નું નામ): _____
- ☐ E-mail Address of Vice Chancellor (નાયબ કુલપતિ શ્રી નો ઈ-મેઇલ એડ્રેસ): _____
- ☐ University Address (યુનિવર્સિટીનું સરનામું): _____
- City (શહેર): _____
 - Taluka (તાલુકો): _____
 - District (જિલ્લો): _____
 - Phone No. (ફોન નં.): _____
- ☐ E-mail Address of University (યુનિવર્સિટીનો ઈ-મેઇલ એડ્રેસ): _____
- ☐ Website of University (યુનિવર્સિટી વેબ-સાઇટનું નામ): _____
- ☐ Type of University (યુનિવર્સિટીનો પ્રકાર): State (રાજ્ય) ☐ Central (કેન્દ્રીય) ☐
- ☐ Whether your university is recognized by the UGC? Yes ☐ No ☐
(શું આપની યુનિવર્સિટી યુ.જી.સી. દ્વારા માન્યતા પ્રાપ્ત છે?) (હા) (ના)
- ☐ Whether your university funded by the UGC? Yes ☐ No ☐
(શું આપની યુનિવર્સિટી યુ.જી.સી. દ્વારા નાણાકીય સહાય મેળવે છે?) (હા) (ના)
- ☐ Location of University (યુનિવર્સિટીનું સ્થળ):
- Urban (શહેરી વિસ્તાર) ☐
 - Rural (ગ્રામ્ય વિસ્તાર) ☐
- ☐ Does your university admit SwD? Yes ☐ No ☐
(આપની યુનિવર્સિટી અપંગ વિદ્યાર્થીઓને એડમિશન આપે છે?) (હા) (ના)
- If no then what are your reasons for this? Please tick mark (✓) on the following reason/s which applicable.
(જો ના તો તેના માટેનું આપનું કારણ શું છે? નીચે આપેલ કારણોમાંથી યોગ્ય કારણ પર (✓) નિશાન કરો.)
- Lack of Infrastructure (ભૌતિક સગવડો ના અભાવે) ☐
 - Lack of Trained Staff (તાલીમી સ્ટાફનો અભાવે) ☐
 - Pressure from Parents of Others (બીજા વિદ્યાર્થીઓના વાલીઓ તરફથી દબાણને લીધે) ☐
 - Concern about Safety of SwD (અપંગ વિદ્યાર્થીઓની સાવચેતીને લીધે) ☐

- Concern about Academic Abilities of SwD ☐
(અપંગ વિદ્યાર્થીઓની ઓછી શૈક્ષણિક ક્ષમતાના લીધે)
- If any other then mention (જો બીજું કોઈ કારણ તો જણાવો) _____

☐ Enrolment figure for the last five year (including all courses):
(છેલ્લા પાંચ વર્ષમાં એડમીટ અપંગ વિદ્યાર્થીઓની સંખ્યા (બધા કોર્સ સહિત)):

Year (વર્ષ)	Total No of Students (વિદ્યાર્થીઓની કુલ સંખ્યા)	Total No of Students with Disability (અપંગ વિદ્યાર્થીઓની કુલ સંખ્યા)						
		OI	VI	HI	MtD	MpD	Other	Total
2007-08								
2006-07								
2005-06								
2004-05								
2003-04								

OI- હાથે/પગે અપંગતા, VI- દ્રષ્ટિની ખામી, HI- શ્રવણની ખામી, MtD- માનસિક ક્ષતિ, MpD- એક કરતા વધુ ક્ષતિ/અપંગતા

☐ Whether the university is following 3% reservation rule for SwD? Yes ☐ No ☐
(શું આપની યુનિવર્સિટી અપંગ વિદ્યાર્થીઓ માટેના 3% આરક્ષણ નિયમનું પાલન કરે છે?) (હા) (ના)

- If yes then from which year? (જો હા તો કયા વર્ષથી?) _____
- If no then why? Give reason/s for not following the rule.
(જો ના તો કેમ? 3% આરક્ષણ નિયમનું પાલન ન કરવા માટેનું ચોક્કસ કારણ જણાવો.)

☐ Does your university provide any special equipment/s for SwD? Yes ☐ No ☐
(શું આપની યુનિવર્સિટી દ્વારા અપંગ વિદ્યાર્થીઓને કોઈ વિશિષ્ટ સાધન સહાય પુરી પાડવામાં આવે છે?) (હા) (ના)

- If yes then tick mark (✓) on the following listed disability aid/equipment which is/are provided by your university to the SwD.
(જો હા તો આપની યુનિવર્સિટી દ્વારા અપંગ વિદ્યાર્થીઓને પુરી પાડવામાં આવતી સાધન સહાયોના નામ પર (✓) નિશાન કરો..)

- Computer Software (કોમ્પ્યુટર સોફ્ટવેર) ☐
- Books in Braille (બ્રેઈલ લિપીમાં પુસ્તકો) ☐
- Disability friendly Desk and Chair (અપંગતાને અનુરૂપ ટેબલ અને ખુરશી) ☐
- Wheelchair (વ્હીલચેર) ☐
- Tricycle (ટ્રાઈસીકલ) ☐
- Hearing Aid (શ્રવણ યંત્ર) ☐
- If any other then mention (જો બીજું કોઈ તો જણાવો) _____

- ☐ If your university providing any of the following services to SwD then tick mark (✓) on the service/s listed below.

(જો આપની યુનિવર્સિટી દ્વારા અપંગ વિદ્યાર્થીઓને નીચેની કોઈપણ સહાય પુરી પાડવામાં આવતી હોય તો તેનાં નામની સામે (✓) નિશાન કરો.)

- Scholarship (શિષ્યવૃત્તિ) ☐
- Financial Assistance (નાણાકીય સહાય) ☐
- Bus/Train Concession (બસ/ટ્રેન કન્સેશન પાસ) ☐
- Free of cost Hostel facility (વિના મુલ્યે હોસ્ટેલ સુવિધા) ☐
- Leniency in Admission Policy (એડમિશનમાં અગ્રતાક્રમ) ☐
- Provision of writers for students with blindness (અંધ વિદ્યાર્થીઓને લહીયા સુવિધા) ☐
- Sign language interpreter for students with hearing impairment (શ્રવણ ક્ષતિ ધરાવતા વિદ્યાર્થીઓને મૂક ભાષા) ☐
- Provision of extra-time for writing examination (પરિક્ષામાં જવાબ લખવા માટે વધારાના સમયની સગવડતા) ☐
- If any other then mention (જો બીજી કોઈ તો જણાવો) _____

- ☐ Do you have a councillor/advisor for the SwD? Yes ☐ No ☐
(શું આપની યુનિવર્સિટી પાસે અપંગ વિદ્યાર્થીઓ માટે કાઉન્સેલર/સલાહકાર ની સુવિધા છે?) (હા) (ના)
- ☐ Do you give training to teachers for working with SwD? Yes ☐ No ☐
(શું આપની યુનિવર્સિટી શિક્ષકોને અપંગ વિદ્યાર્થીઓ સાથે કામ કરવા માટે તાલિમ આપે છે?) (હા) (ના)
- ☐ Do you employ teacher with training in special education? Yes ☐ No ☐
(શું આપની યુનિવર્સિટી સ્પેશિયલ એજ્યુકેશન ના તાલિમી શિક્ષકોની ભરતી કરે છે?) (હા) (ના)

APPENDIX IV



Department of Education [CASE]
 Faculty of Education and Psychology
 The Maharaja Sayajirao University of Baroda
 Vadodara 390 002
 Phone: 0265 2795516, 2792631, 2784969

Date: -0 -2009

To,
The Head,
 Department of _____
 _____ University,
 _____.

Subject: Information Pertaining to the Students with Disability

Dear Sir/Madam,

Mr. **H. S. Mistry** is a **Ph. D.** student from Department of Education (CASE), Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. His title of the research study is “A STUDY OF STUDENTS WITH DISABILITY IN THE UNIVERSITIES OF GUJARAT”. He will visit to your department to collect the required information for his research study. Kindly co-operate him and provide the required information which will be used for research purpose only. Your kind co-operation will be highly appreciated.

Thanking you,

Yours Sincerely,

Dr. S. C. Panigrahi
(Guide)
 Professor of Education,
 CASE, FEP, MSU-Baroda.

APPENDIX V



Department of Education [CASE]
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda
Vadodara 390 002
Phone: 0265 2795516, 2792631, 2784969

Date: - -2009

To,
The Head
Department of _____,
_____ University,
_____.

Respected Sir,

I (**Hemendra S. Mistry**) have taken up a research study entitled “A STUDY OF STUDENTS WITH DISABILITY IN THE UNIVERSITIES OF GUJARAT”.

This Information Schedule has been designed to know the status of students with disability (SwD) in your university. It has close and open ended questions related to your university, enrolment figure of SwD and the facility provided to the SwD by your university.

Kindly tick mark (✓) on the options given and provide the answers in the space given. While answering, feel free and be sure that this would be totally confidential and will be used for research purpose only. Your kind cooperation will be highly appreciated.

Hoping with your valuable support,

Thanking you,

Sincerely,

H. S. Mistry
Research Scholar
CASE, FEP, MSU-Baroda

INFORMATION SCHEDULE FOR TEACHING DEPARTMENTS
(શૈક્ષણિક વિભાગો માટેનું માહિતિ પત્રક)

- ☐ Name of Teaching Department (શૈક્ષણિક વિભાગનું નામ): _____
- ☐ Admission Process (એડમિશન પ્રક્રિયા):
- Merit Basis (મેરીટ આધારિત) ☐
 - Through Written test (લેખિત પરિક્ષા દ્વારા) ☐
 - Through Interview (મૌખિક પરિક્ષા આધારિત) ☐
 - Through both Written Test & Interview (લેખિત અને મૌખિક પરિક્ષા આધારિત) ☐
- ☐ Does your department admit SwD? Yes ☐ No ☐
(શું આપનો વિભાગ અપંગ વિદ્યાર્થીઓને એડમિશન આપે છે?) (હા) (ના)
- If no then what are your reasons for this? Please tick mark (✓) on the following reason/s which applicable.
(જો ના તો તેના માટેનું આપનું કારણ શું છે? નીચે આપેલ કારણોમાંથી યોગ્ય કારણ પર (✓) નિશાન કરો.)
- Lack of Infrastructure (ભૌતિક સગવડો ના અભાવે) ☐
 - Lack of Trained Staff (તાલીમી સ્ટાફનો અભાવે) ☐
 - Pressure from Parents of Others (બીજા વિદ્યાર્થીઓના વાલીઓ તરફથી દબાણને લીધે) ☐
 - Concern about Safety of SwD ☐
(અપંગ વિદ્યાર્થીઓની સાવચેતીને લીધે)
 - Concern about Academic Abilities of SwD ☐
(અપંગ વિદ્યાર્થીઓની ઓછી શૈક્ષણિક ક્ષમતાના લીધે)
 - If any other then mention (જો બીજું કોઈ કારણ તો જણાવો) _____
- ☐ Total number of Teaching staff in your department for the academic year 2008-09
(શૈક્ષણિક વર્ષ 2008-09 માં આપના વિભાગમાં શૈક્ષણિક સ્ટાફની કુલ સંખ્યા): _____
- ☐ Total enrolment figure of the students in your department for the academic year 2008-09
(શૈક્ષણિક વર્ષ 2008-09 માં આપના વિભાગમાં વિદ્યાર્થીઓની કુલ સંખ્યા): _____
- ☐ Information of enrollment of the SwD in your department for the academic year 2008-09
(શૈક્ષણિક વર્ષ 2008-09 માં આપના વિભાગમાં દાખલ થયેલ અપંગ વિદ્યાર્થીઓ વિશેની માહિતિ): _____

Category of Disability (અપંગતાનો પ્રકાર)	Total No. of Students (વિદ્યાર્થીઓની કુલ સંખ્યા)
Orthopaedically Impaired (હાથે/પગે અપંગતા)	
Visually Impaired (દૃષ્ટિની ખામી)	
Hearing Impaired (શ્રવણની ખામી)	
Mental Disability (માનસિક ક્ષતિ)	
Any Other (અન્ય)	
Total	

- ☐ Whether your department follows 3% reservation rule for SwD? Yes ☐ No ☐
(શું આપનો વિભાગ અપંગ વિદ્યાર્થીઓ માટેના 3% આરક્ષણ નિયમનું પાલન કરે છે?) (હા) (ના)

• If yes then from which year? (જો હા તો કયા વર્ષથી?) _____

• If no then why? Give reason/s for not following the rule.
(જો ના તો કેમ? 3% આરક્ષણ નિયમનું પાલન ન કરવા માટેનું કારણ જણાવો.)

- ☐ Does your department provide any special equipment for SwD? Yes ☐ No ☐
(શું આપના વિભાગ દ્વારા અપંગ વિદ્યાર્થીઓને કોઈ વિશિષ્ટ સાધન સહાય પુરી પાડવામાં આવે છે?) (હા) (ના)

• If YES then tick mark (✓) on the following listed disability aid/equipment which is/are provided by your university to the SwD.
(જો હા તો આપના વિભાગ દ્વારા અપંગ વિદ્યાર્થીઓને પુરી પાડવામાં આવતી સાધન સહાયના નામ પર (✓) નિશાન કરો.)

- ☐ Computer Software (કોમ્પ્યુટર સોફ્ટવેર)
- ☐ Books in Braille (બ્રેઈલ લિપીમાં પુસ્તકો)
- ☐ Disability friendly Desk and Chair (અપંગતાને અનુરૂપ ટેબલ અને ખુરશી)
- ☐ Wheelchair (વ્હીલચેર)
- ☐ Tricycle (ટ્રાઈસીકલ)
- ☐ Hearing Aid (શ્રવણ યંત્ર)
- ☐ If any other then mention (જો બીજી કોઈ તો જણાવો) _____

- ☐ If your department provides any of the following services to SwD then tick mark (✓) on the service/s listed below.
(જો આપના વિભાગ દ્વારા અપંગ વિદ્યાર્થીઓને નીચેની કોઈપણ સહાય પુરી પાડવામાં આવતી હોય તો તેનાં નામની સામે (✓) નિશાન કરો.)

- ☐ Scholarship (શિષ્યવૃત્તિ)

- Financial Assistance (નાણાકીય સહાય) ☐
- Bus/Train Concession (બસ/ટ્રેન કન્સેશન પાસ) ☐
- Free of cost Hostel facility (વિના મુલ્યે હોસ્ટેલ સુવિધા) ☐
- Leniency in Admission Policy (એડમિશનમાં અગ્રતાકમ) ☐
- Provision of writers for students with blindness (અંધ વિદ્યાર્થીઓને લહીયા સુવિધા) ☐
- Sign language interpreter for students with hearing impairment (શ્રવણ ક્ષતિ ધરાવતા વિદ્યાર્થીઓને મૂક ભાષા) ☐
- Provision of extra-time for writing examination (પરિક્ષામાં જવાબ લખવા માટે વધારાના સમયની સગવડતા) ☐
- If any other then mention (જો બીજી કોઈ તો જણાવો) _____

Information of SwD Enrolled in Your Department for the Academic Year 2008-09

(વર્ષ 2008-09 માં આપના વિભાગમાં દાખલ થયેલ અપંગ વિદ્યાર્થીઓ વિશેની માહિતિ)

Sr. No. (અનુ ક્રમ)	Student's Name (વિદ્યાર્થીનું નામ)	Category of Disability (અપંગતાનો પ્રકાર)	Caste (જાતિ)	Residential Address (રહેઠાણનું સરનામું)	Contact No. (ફોન નંબર)	Present Study (વર્તમાન અભ્યાસ)	
						Course (વિષય)	Year (વર્ષ)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Information of SwD Enrolled in Your Department for the Academic Year 2008-09

(વર્ષ 2008-09 માં આપના વિભાગમાં દાખલ થયેલ અપંગ વિદ્યાર્થીઓ વિશેની માહિતિ)

Sr. No. (અનુ ક્રમ)	Student's Name (વિદ્યાર્થીનું નામ)	Category of Disability (અપંગતાનો પ્રકાર)	Caste (જાતિ)	Residential Address (રહેઠાણનું સરનામું)	Contact No. (ફોન નંબર)	Present Study (વર્તમાન અભ્યાસ)	
						Course (વિષય)	Year (વર્ષ)
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

APPENDIX VI



Department of Education [CASE]
 Faculty of Education and Psychology
 The Maharaja Sayajirao University of Baroda
 Vadodara 390 002
 Phone: 0265 2795516, 2792631, 2784969

Date: - -2009

Dear Friends,

I (Hemendra S. Mistry) have taken up a Ph. D. research study entitled “A STUDY OF STUDENTS WITH DISABILITY IN THE UNIVERSITIES OF GUJARAT”.

The main purpose of the study is to find out the potentials, problems, help seeking behaviour, needs and to find out the reasons of the success/failure of students with disability. This questionnaire is prepared to know the problems, needs, help seeking behaviour of the students with disability in the universities of Gujarat. Kindly, go through this questionnaire carefully, and give your opinion by tick mark (√) in either of the category ‘Yes’ or ‘No’. Also mention the special help you require to meet your needs and the help to overcome your problems.

While answering, feel free and be sure that this would be totally confidential and will be used for research purpose only. Your kind cooperation will help me to conduct a quality research and contribute it to the society.

Thanking you,

Yours Sincerely,

H. S. Mistry
 Research Scholar
 CASE, FEP, MSU-Baroda

QUESTIONNAIRE FOR STUDENTS WITH DISABILITY (અપંગ વિદ્યાર્થીઓ માટેની પ્રશ્નાવલિ)

PART-I (ભાગ-I): EDUCATIONAL PROFILE (શૈક્ષણિક રૂપરેખા)

- ☐ Name (નામ): _____
- ☐ Age (ઉંમર): _____ વર્ષ
- ☐ Sex (જાતિ): Male (પુરુષ) ☐ Female (સ્ત્રી) ☐
- ☐ Permanent Residential Address (કાયમી રહેઠાણનું સરનામું): _____

- Present Address (વર્તમાન રહેઠાણનું સરનામું): _____

- ☐ Nationality (રાષ્ટ્રિયતા): Indian (ભારતીય) ☐ Other (અન્ય) ☐
- ☐ Marital Status (વિવાહિત ધોરણ): Married (વિવાહિત) ☐ Unmarried (અવિવાહિત) ☐
- ☐ Mother Tongue (માતૃભાષા): Gujarati (ગુજરાતી) ☐ Other (અન્ય) ☐
- ☐ Educational Qualification (શૈક્ષણિક યોગ્યતા):

Sr. No. (અનુ. ક્રમ)	Degree Awarded (મેળવેલ ડિગ્રી)	Name of School/College (શાળા/કોલેજનું નામ)	Medium of Instruction (ભણવાનું માધ્યમ)	Subject (વિષય)	Year of Passing (પાસ કર્યાનું વર્ષ)	Percentage (ટકાવારી)
1	S. S. C. (એસ. એસ. સી.)					
2	H. S. C. (એચ. એસ. સી.)					
3	Graduation (સ્નાતક)					
4	Post Graduation (અનુસ્નાતક)					
5	Any other (અન્ય)					

- ☐ Presently you are studying in (વર્તમાનમાં તમારો અભ્યાસ):

- Class (વર્ગ) _____
- Year (વર્ષ) _____
- Department (વિભાગ) _____

☐ Where are you staying? (તમે ક્યાં રહો છો?)

- At University Hostel (યુનિવર્સિટી હોસ્ટેલમાં) ☐
- At Private Hostel (ખાનગી હોસ્ટેલમાં) ☐
- At Own Home (પોતાના ઘરે) ☐
- As a Paying Guest/Relatives Home (સગા-વહાલાના ઘરે) ☐

☐ Category of Your Disability (તમારી અપંગતાનો પ્રકાર):

- Orthopaedical Disability (હાથે/પગે અપંગતા) ☐
- Visual Disability (દ્રષ્ટિની ખામી) ☐
- Hearing Disability (શ્રવણની ખામી) ☐
- Mental Disability (માનસિક અપંગતા) ☐
- If any other then mention (જો બીજી કોઈ અપંગતા હોય તો જણાવો) _____

☐ Percentage (%) of Your Disability (તમારી અપંગતાની ટકાવારી):

- 40-60% ☐
- 60-80% ☐
- More than 80% (80% થી વધુ) ☐

☐ Timing of Onset of Your Disability (તમારી અપંગતા થયાનો સમયગાળો):

- By birth (જન્મથી) ☐
- By infancy (જન્મ પછીના બે વર્ષમાં) ☐
- By childhood (બાળપણમાં) ☐
- By adolescent (તરુણાવસ્થામાં) ☐

☐ Economic Status of Your Family (તમારા કુટુંબની આર્થિક સ્થિતિ):

- Rich (ધનવાન) ☐
- Average (મધ્યમ વર્ગ) ☐
- Poor (ગરીબ) ☐
- Very Poor (ખૂબ ગરીબ) ☐

☐ How many brothers and sisters do you have? (Write figure in square box)
(તમારે કેટલા ભાઈ-બહેન છે? (ચોરસ ખાનામાં અંક વડે દર્શાવો))

- Brothers (ભાઈ) ☐
- Sisters (બહેન) ☐

☐ Does any person in your family have disability? Yes ☐ No ☐
(શું તમારા કુટુંબમાં તમારા સિવાય કોઈ વ્યક્તિને અપંગતા છે?) (હા) (ના)

• If yes, please tick mark (✓) on the category of disability.
(જો હા, તો નીચે આપેલા વિકલ્પ માંથી લાગુ પડતા વિકલ્પ પર નિશાની કરો.)

○ Orthopaedical Disability (હાથે/પગે અપંગતા) ☐

○ Visual Disability (દ્રષ્ટિની ખામી) ☐

○ Hearing Disability (શ્રવણની ખામી) ☐

○ Mental Disability (માનસિક અપંગતા) ☐

○ If any other then mention (જો બીજી કોઈ અપંગતા હોય તો જણાવો) _____

☐ Education of your Father (તમારા પિતાની શૈક્ષણિક યોગ્યતા): _____
Education of your Mother (તમારી માતાની શૈક્ષણિક યોગ્યતા): _____

☐ Have you received any vocational training? Yes ☐ No ☐
(શું તમે કોઈપણ ધંધાકીય તાલિમ મેળવી છે?) (હા) (ના)

• If yes, please mention. (જો હા, તો જણાવો.) _____

☐ Have you received any scholarship for your study? Yes ☐ No ☐
(શું તમે કોઈ તમારા અભ્યાસ માટે કોઈ શિષ્યવૃત્તિ મેળવી છે?) (હા) (ના)

• If yes, please tick mark (✓) on the following option:
(જો હા, તો સાચા વિકલ્પ પર (✓) નિશાન કરો):

○ Governmental (સરકારી) ☐

○ Charitable (પરોપકારી) ☐

○ Institutional (સંસ્થાકીય) ☐

○ If any other then mention (જો બીજી કોઈ તો જણાવો) _____

• Amount of scholarship (શિષ્યવૃત્તિનું મૂલ્ય): _____ per annum (વાર્ષિક)

☐ Have you failed in any year in the past? Yes ☐ No ☐
(શું તમે પાછળના કોઈ વર્ષમાં નાપાસ થયા છો?) (હા) (ના)

• If YES then please mention the year, class and give the reasons for failure.
(જો હા, તો નાપાસ થયાનું વર્ષ, વર્ગ અને નાપાસ થવાનું કારણ જણાવો.)

Year (વર્ષ): _____

Class (વર્ગ): _____

Reasons for failure (નાપાસ થવાનું કારણ): _____

☐ Your leisure activities (તમારા કુરસદ(નવરાશ) ના સમયની પ્રવૃત્તિ):

- ☐ Playing (રમવું) ☐
- ☐ Net surfing (નેટ સર્ફિંગ) ☐
- ☐ Extra reading (પૂરક વાંચન) ☐
- ☐ If any other then mention (જો બીજી કોઈ તો જણાવો) _____

☐ How far you wish to continue your study? (તમે કયા સુધી આગળ અભ્યાસ કરવા ઇચ્છો છો?)

- ☐ At Bachelor level (સ્નાતક કક્ષા સુધી) ☐
- ☐ At Master level (અનુસ્નાતક કક્ષા સુધી) ☐
- ☐ At Doctoral level (વિદ્યા વાયસ્પતિ કક્ષા સુધી) ☐

☐ If you don't want to continue your study then writes the reason/s for that.
(જો તમે આગળ અભ્યાસ કરવા ન ઇચ્છતા હો તો તે માટેના કારણો જણાવો.)

☐ Do you know about the 3 % reservation rule for your education? Yes ☐ No ☐
(શું તમને તમારા અભ્યાસ માટેના 3% આરક્ષણ નિયમની જાણ છે?) (હા) (ના)

• If yes, then have you taken admission based on that rule? Yes ☐ No ☐
(જો હા, તો શું તમે તે નિયમને આધારે પ્રવેશ મેળવ્યો છે?) (હા) (ના)

☐ Are you engaged with any disability trust/organization? Yes ☐ No ☐
(શું તમે અપંગોને સહાય કરતી કોઈ સંસ્થા સાથે જોડાયેલા છો?) (હા) (ના)

• If yes, then mention the name, type (Government/Private/Other) and the facilities provided by the organization.
(જો હા, તો તે સંસ્થાનું નામ, પ્રકાર (સરકારી/ખાનગી/અન્ય) અને સંસ્થા દ્વારા તમને મળતી સહાય જણાવો.)

• If no, then do you wish to join disability organization? Yes ☐ No ☐
(જો ના, તો શું તમે અપંગોને સહાય કરતી સંસ્થા સાથે જોડાવા માંગો છો?) (હા) (ના)

• If no, then why? (જો ના, તો કેમ?) _____

PART-II (ભાગ- II): A- ACADEMIC PROBLEMS (અ-અભ્યાસકીય સમસ્યાઓ)

AP1 Do you feel that you are unable to select courses of your choice because of your disability? Yes ☐ No ☐

(શું તમને લાગે છે કે તમારી અપંગતાને કારણે તમે તમારી પસંદગીનો કોર્સ નથી લઈ શકતા?) (હા) (ના)

- If yes then what are the reasons for feeling that?
(જો હા, તો તેમ અનુભવવાના કારણો શું છે?)

AP2 Do you feel that the college time-table is not flexible to you? Yes ☐ No ☐
(શું તમને લાગે છે કે કૉલેજ નું સમય-પત્રક સગવડભર્યું નથી?) (હા) (ના)

- If yes then why are you feeling that?
(જો હા, તો તમને કેમ અગવડભર્યું લાગે છે?)

AP3 Do you find that the curriculum is too lengthy to study? Yes ☐ No ☐
(શું તમને લાગે છે કે ભણવા માટેનો અભ્યાસક્રમ ખૂબ જ લાંબો છે?) (હા) (ના)

AP4 Are you able to follow lectures in English? Yes ☐ No ☐
(શું તમે અંગ્રેજીમાં વ્યાખ્યાન સમજી શકવા સક્ષમ છો?) (હા) (ના)

- If no, why? (જો ના, તો કેમ?)

AP5 Are you able to understand the content of textbooks? Yes ☐ No ☐
(શું તમે તમારા પાઠ્યપુસ્તકોનું વિષયવસ્તુ સમજી શકો છો?) (હા) (ના)

- If no then what are the reasons for not understanding?
(જો ના, તો ન સમજી શકવાના કારણો શું છે?)

AP6 Do you find difficulty in some subjects? Yes ☐ No ☐
(શું તમે કેટલાક વિષયમાં મુશ્કેલી અનુભવો છો?) (હા) (ના)

- If yes then please mention the name of subjects in which you find difficulty.
(જો હા, તો જે વિષયો મુશ્કેલ લાગતા હોય તે વિષયોના નામ જણાવો.)

- How do you clear your difficulties of subjects?
(તમે વિષયની મુશ્કેલીઓ કેવી રીતે હલ કરો છો?)
-

AP7 Are you able to read extra other than textual reading? Yes ☐ No ☐
(તમે અભ્યાસક્રમ ઉપરાંત વધારાનું વાંચન કરવા સમર્થ છો?) (હા) (ના)

- If no, please mention the reasons for that.
(જો ના, તો તે માટેના કારણો જણાવો.)
-

AP8 Are you able to remember what is studied? Yes ☐ No ☐
(શું ભણાવેલું તે તમે યાદ કરી શકો છો?) (હા) (ના)

- If no then what are the reasons for unable to remember?
(જો ના, તો યાદ ન કરી શકવાના કારણો જણાવો.)
-

AP9 Are you able to read at night? Yes ☐ No ☐
(શું તમે રાત્રે વાંચવા માટે સમર્થ છો?) (હા) (ના)

- If no then what are the reasons for that?
(જો ના, તો તે માટેના કારણો જણાવો.)
-

AP10 Do you get enough time for your study? Yes ☐ No ☐
(શું તમે તમારા અભ્યાસ માટે પુરતો સમય મેળવી શકો છો?) (હા) (ના)

- If no, please mention the reasons for that.
(જો ના, તો તે માટેના કારણો જણાવો.)
-

AP11 Are you able to adjust academically with your friends? Yes ☐ No ☐
(શું તમે તમારા મિત્રો સાથે અભ્યાસકીય રીતે અનુકૂળ થઈ શકો છો?) (હા) (ના)

- If no, what are the reasons/problems?
(જો ના, તો તે માટેના કારણો/સમસ્યાઓ શું છે?)
-

- AP12 Are you regular in your studies? Yes ☐ No ☐
(શું તમે અભ્યાસમાં નિયમિત છો?) (હા) (ના)
- If no then what are the reasons for irregular in study?
(જો ના, તો અનિયમિત હોવાના કારણો જણાવો.)
-
-
- AP13 Do you like to study? Yes ☐ No ☐
(તમને ભણવાનું ગમે છે?) (હા) (ના)
- If no, why? (જો ના, તો કેમ?)
-
-
- AP14 Are you worried about the completion of your study? Yes ☐ No ☐
(તમે તમારો અભ્યાસ પૂરો કરવા વિશે ચિંતાતુર છો?) (હા) (ના)
- If yes then what are the reasons for worrying about study?
(જો હા, તો તે ચિંતા માટેના કારણો જણાવો.)
-
-
- AP15 Does your disability affect your academic progress? Yes ☐ No ☐
(તમારી અપંગતા તમારા અભ્યાસની પ્રગતિને અસર કરે છે?) (હા) (ના)
- If yes, how? (જો હા, તો કેવી રીતે?)
-
-
-
- AP16 Are you able to participate in co-curricular activities? Yes ☐ No ☐
(તમે સહ-અભ્યાસ પ્રવૃત્તિઓમાં ભાગ લેવા સક્ષમ છો?) (હા) (ના)
- If no, what are the reasons for that? (જો ના, તો તે માટેના કારણો જણાવો.)
-
-
-
- AP17 Do you find difficulty in getting books from the library? Yes ☐ No ☐
(શું તમે પુસ્તકાલયમાંથી પુસ્તક મેળવવામાં મુશ્કેલી અનુભવો છો?) (હા) (ના)
- If yes then please mention which difficulties are you facing for getting books from library? (જો હા, તો પુસ્તકાલયમાંથી પુસ્તકો મેળવવા તમને થયેલ મુશ્કેલીઓ જણાવો.)
-

-
- AP18 Do you feel that library facilities are inadequate for you? Yes ☐ No ☐
(શું તમને લાગે છે કે પુસ્તકાલયની સગવડો તમને અનુરૂપ નથી?) (હા) (ના)
- If yes, why? (જો હા, તો કેમ?)
-
- AP19 Are you afraid of examination? Yes ☐ No ☐
(શું તમે પરીક્ષાથી ભય અનુભવો છો?) (હા) (ના)
- If yes, why? (જો હા, તો કેમ?)
-
- AP20 Do you think that you are getting low grades/marks in the examinations on account of lack of facilities? Yes ☐ No ☐
(શું તમને લાગે છે કે પૂરતી સગવડોની ઉણપ ને કારણે તમે પરિક્ષામાં ઓછા માર્ક્સ/ગ્રેડ મેળવો છો?) (હા) (ના)
- AP21 Does your teacher have knowledge about your disability? Yes ☐ No ☐
(જો તમારા શિક્ષકને તમારી અપંગતા વિશે જ્ઞાન છે?) (હા) (ના)
- If yes then how they helps you in your academic improvement? In what way? (જો હા, તો તેઓ તમને તમારા અભ્યાસમાં સુધારા માટે કેવી રીતે મદદ કરે છે? કેટલા અંશે?)
-
- AP22 Do you feel that lecture delivery method of your teachers is not suitable to you? Yes (હા) ☐ No (ના) ☐
(શું તમે અનુભવો છો કે શિક્ષકોની ભણાવવાની પદ્ધતિ તમને અનુરૂપ નથી?)
- If yes, why? (જો હા, તો કેમ?)
-
- AP23 Do your teachers provide remedial measures to you? Yes ☐ No ☐
(શું તમારા શિક્ષક તમને જરૂર હોય ત્યારે ઉપચારાત્મક શિક્ષણ આપે છે?) (હા) (ના)
- AP24 Do you feel that some teachers dislike you because of your disability? Yes (હા) ☐ No (ના) ☐
(શું તમને એમ લાગે છે કે કેટલાક શિક્ષકને તમારી અપંગતાને કારણે તમે ગમતા નથી?)
- AP25 Do you feel that your teachers discriminating you with other students? Yes ☐ No ☐
(શું તમે અનુભવો છો કે તમારા શિક્ષકો બીજા વિદ્યાર્થીઓ કરતા તમારાથી અંતર રાખે છે?) (હા) (ના)

AP26 Do you have any responsibility at home that affects your study? Yes ☐ No ☐
(શું તમારે કુટુંબની એવી કોઈ જવાબદારી છે કે જે તમને અભ્યાસમાં બાધારૂપ બને છે?) (હા) (ના)

- If yes then which responsibility affects your study?
(જો હા, તો કઈ જવાબદારી તમને બાધારૂપ બને છે?)

AP27 Have you any other problems that affect you to get enough time for your study?
(શું તમને બીજી કોઈ મુશ્કેલીઓ છે કે જે તમને અભ્યાસ માટે પૂરતો સમય આપવામાં બાધારૂપ બનતી હોય?)

Yes (હા) ☐ No (ના) ☐

- If yes, please mention the problems. (જો હા, તો તે મુશ્કેલીઓ જણાવો.)

☐ If you have any other academic problems that has not been listed above then write below (ઉપર દર્શાવ્યા સિવાયની બીજી કોઈ અભ્યાસકીય સમસ્યાઓ જણાવવા માટે નીચે લખીને જણાવો):

1. _____
2. _____
3. _____
4. _____
5. _____

☐ What do you need to overcome your academic problems?
(તમારી અભ્યાસકીય સમસ્યાઓના નિવારણ માટે તમને શું જરૂરી છે?)

1. _____
2. _____
3. _____
4. _____

B- FINANCIAL PROBLEMS (બ-નાણાંકીય સમસ્યાઓ)

FP1 Do you get enough financial support for your study? Yes ☐ No ☐
(શું તમે તમારા અભ્યાસ માટે પૂરતી નાણાંકીય સહાય મેળવો છો?) (હા) (ના)

- If no, how do you manage? (જો ના, તો તમે કેવી રીતે ગોઠવણ કરો છો?)

FP2 Are you able to purchase educational necessities? Yes ☐ No ☐
(શું તમે અભ્યાસ માટે જરૂરી વસ્તુઓ ખરીદવા માટે સક્ષમ છો?) (હા) (ના)

- If no, how do you manage? (જો ના, તો તમે કેવી રીતે ગોઠવણ કરો છો?)

FP3 Does your family run sort of money? Yes ☐ No ☐
(શું તમારું કુટુંબ નાણાંકીય મૂશ્કેલી અનુભવે છે?) (હા) (ના)

FP4 Do your financial difficulties hinder your studies? Yes ☐ No ☐
(શું તમારી નાણાંકીય મૂશ્કેલીઓ તમારા અભ્યાસમાં આડે આવે છે?) (હા) (ના)

☐ If you have any other financial problems that has not been listed above then write below (ઉપર દર્શાવ્યા સિવાયની બીજી કોઈ નાણાંકીય સમસ્યાઓ જણાવવા માટે નીચે લખીને જણાવો):

1.

2.

3.

4.

5.

☐ What do you need to overcome your financial problems?
(તમારી નાણાંકીય સમસ્યાઓના નિવારણ માટે તમને શું જરૂરી છે?)

1.

2.

3.

4.

5.

C-SOCIAL PROBLEMS (ક-સામાજિક સમસ્યાઓ)

SP1 Are you able to make friends instead of your disability? Yes ☐ No ☐
(અપંગતા હોવા છતાં તમે મિત્રો બનાવવા માટે સક્ષમ છો?) (હા) (ના)

SP2 Are you able to adjust with your friends properly? Yes ☐ No ☐
(શું તમે તમારા મિત્રો સાથે સારી રીતે અનુકૂળ થઈ શકો છો?) (હા) (ના)

- If no, what are the reasons/problems?
(જો ના, તો તે માટેના કારણો/સમસ્યાઓ શું છે?)

SP3 Do you feel that other students often harass you? Yes ☐ No ☐
(શું તમને લાગે છે કે બીજા વિદ્યાર્થીઓ તમને હંમેશા સતાવે/પજવે છે?) (હા) (ના)

SP4 Do you feel that your parents/guardians neglect you because of your disability? Yes (હા) ☐ No (ના) ☐
(શું બીજા લોકો સાથે વાત કરતા તમે હીનતા અનુભવો છો?)

SP5 Does your disability affect you in socialization? Yes ☐ No ☐
(શું તમારી અપંગતા તમારા સામાજિક જીવનને અસર કરે છે?) (હા) (ના)

SP6 Do your teachers try to solve your social problems? Yes ☐ No ☐
(શું તમારા શિક્ષકો તમારી સામાજિક સમસ્યાઓ હલ કરવાનો પ્રયત્ન કરે છે?) (હા) (ના)

☐ If you have any other social problems that has not been listed above then write below
(ઉપર દર્શાવ્યા સિવાયની બીજી કોઈ સામાજિક સમસ્યાઓ જણાવવા માટે નીચે લખીને જણાવો):

1.

2.

3.

4.

5.

☐ What do you need to overcome your social problems?

(તમારી સામાજિક સમસ્યાઓના નિવારણ માટે તમને શું જરૂરી છે?)

1.

2.

3.

4.

5.

D-HEALTH RELATED PROBLEMS (ડ-આરોગ્ય સંબંધિત સમસ્યાઓ)

HRP1 Do you have other health related problems?

Yes ☐ No ☐

(શું તમને અપંગતા સિવાય બીજી કોઈ આરોગ્ય સંબંધિત સમસ્યા/ઓ છે?)

(હા) (ના)

- If yes then which problems? (જો હા, તો કઈ સમસ્યા/ઓ છે?)

HRP2 Do you face problems in participating in the co-curricular activities due to your health related problems? Yes (હા) ☐ No (ના) ☐

(શું આરોગ્ય સંબંધિત સમસ્યા/ઓ ને કારણે તમે સહ-અભ્યાસકીય પ્રવૃત્તિઓમાં ભાગ લેવા માટે મૂશ્કેલી અનુભવો છો?)

- If yes, what are the reasons? (જો હા, તો શા કારણે?)

HRP3 Do you find life dull and uninteresting because of your health related problems?

Yes ☐ No ☐

(તમારી આરોગ્ય સંબંધિત સમસ્યાઓને કારણે તમને જીવન નિરસ લાગે છે?)

(હા) (ના)

HRP4 Do you get guidance for maintaining good health habits?

Yes ☐ No ☐

(શું તમે સ્વચ્છ આરોગ્ય જાળવવા માટે પુરતું માર્ગદર્શન મેળવો છો?)

(હા) (ના)

- If yes, then from where? (જો હા, તો ક્યાંથી?)

☐ If you have any other health related problems that has not been listed above then write below (ઉપર દર્શાવ્યા સિવાયની બીજી કોઈ આરોગ્ય સંબંધિત સમસ્યાઓ જણાવવા માટે નીચે લખીને જણાવો):

1.

2.

3.

4.

5.

☐ What do you need to overcome your health problems?

(તમારી આરોગ્ય સંબંધિત સમસ્યાઓના નિવારણ માટે તમને શું જરૂરી છે?)

1.

2.

3.

4.

5.

PART-III (ભાગ-III): HELP SEEKING BEHAVIOUR (મદદ મેળવવા માટેની વર્તણૂક)

HSB1 Do you use any disability aid or material? Yes ☐ No ☐
(શું તમે અપંગતાને સહાયક કોઈ યંત્ર કે સાધનનો ઉપયોગ કરો છો?) (હા) (ના)

- If yes, please mention the name of particular aid/material.
(જો હા, તો તે યંત્ર/સાધનનું નામ જણાવો.)

HSB2 Do you feel comfortable with particular aid or material? Yes ☐ No ☐
(શું તમે તે યંત્ર/સાધનથી અનુકૂળતા અનુભવો છો?) (હા) (ના)

HSB3 Do other students help you while you have some problems? Yes ☐ No ☐
(શું બીજા વિદ્યાર્થીઓ તમને કોઈ મૂશ્કેલી હોય ત્યારે મદદ કરે છે?) (હા) (ના)

HSB4 Do you help the other disabled students studying in your class or in the university? Yes (હા) ☐ No (ના) ☐
(તમારા ક્લાસ અથવા તમારી યુનિવર્સિટીમાં અભ્યાસ કરતાં બીજા અપંગ વિદ્યાર્થીઓને તમે મદદ કરો છો?)

HSB5 Have you sought help or advice from any of the following services? Yes ☐ No ☐
(શું તમે નીચેનામાંથી કોઈપણ દ્વારા મદદ અથવા સહાય મેળવો છો?) (હા) (ના)

- If yes, then tick mark (✓) on your answer. You are free to tick more than one answer. (જો હા, તો નીચે આપેલા વિકલ્પો માંથી લાગુ પડતા વિકલ્પ પર (✓) ની નિશાની કરો. તમે એક કરતા વધુ વિકલ્પ પસંદ કરી શકો છો.)

- Friends and Family (મિત્રો અને કુટુંબ) ☐
- Personal Tutor (ખાનગી શિક્ષક-માર્ગદર્શક) ☐
- Students Health Services (વિદ્યાર્થી આરોગ્ય સેવા) ☐
- Other Academic Staff (અભ્યાસકીય ગણ) ☐
- Guiding and Counselling center (માર્ગદર્શન અને સલાહ કેન્દ્ર) ☐

- If NO then please tick mark (✓) on the particular reason for not using the services.

(જો ના, તો તે માટે નીચે આપેલા કારણો માંથી લાગુ પડતા કારણ પર (✓) ની નિશાની કરો.)

- Unaware of support services (સહાય સેવાની જાણકારી ન હોવાથી) ☐
- Don't have trust in support (સહાયમાં ભરોસો ન હોવાથી) ☐
- Due to shyness (શરમાળપણાંને લીધે) ☐
- Prefer to seek help elsewhere (બીજે ક્યાંકથી સહાય મેળવવાનું પસંદ હોવાથી) ☐
- Not required any support (સહાયની જરૂર ન હોવાથી) ☐

HSB6 Does your university have any Guidance and Counselling Centre? Yes ☐ No ☐
(શું તમારી યુનિવર્સિટીમાં માર્ગદર્શન અને સલાહ કેન્દ્ર છે?) (હા) (ના)

- If no then when need arises where do you seek for such help?
(જો ના, તો જરૂર પડે ત્યારે તમે માર્ગદર્શન અને સલાહ ક્યાંથી મેળવો છો?)

HSB7 Do you visit the university Guidance and Counselling Centre? Yes ☐ No ☐
(શું તમે યુનિવર્સિટી માર્ગદર્શન અને સલાહ કેન્દ્રની મુલાકાત લો છો?) (હા) (ના)

- If yes, tick mark against the reason/s. (જો હા, તો લાગુ પડતા કારણ પર (✓) ની નિશાની કરો.)
 - For improving academic achievement (અભ્યાસકીય સુધારા માટે) ☐
 - For behavioural problems (વર્તણૂક સમસ્યાઓ માટે) ☐
 - For personal guidance (ખાનગી માર્ગદર્શન માટે) ☐
 - If any other reason than mention (જો બીજા કોઈ કારણે તો જણાવો) _____

HSB8 Are you receiving any specific equipment from your university? Yes ☐ No ☐
(તમારી યુનિવર્સિટી તરફથી તમે કોઈ વિશિષ્ટ સાધન સહાય મેળવો છો?) (હા) (ના)

- If yes then tick mark (✓) on the following listed equipments, which is provided by the university. (જો હા, તો નીચે જણાવેલ સાધનોમાંથી યુનિવર્સિટી દ્વારા પ્રાપ્ય સાધનનાં નામ પર (✓) નિશાની કરો.)
 - Disability friendly Computer Software (અપંગતાને સહાયરૂપ કૉમ્પ્યુટર સોફ્ટવેર) ☐
 - Books in Braille (બ્રેઈલ લિપીમાં પુસ્તકો) ☐
 - Disability friendly Desks and Chairs (અપંગતાને અનુરૂપ ટેબલ અને ખુરશી) ☐
 - Wheelchairs (વ્હીલચેર) ☐
 - Tricycles (ટ્રાઈસિકલ) ☐
 - Hearing Aids (શ્રવણ યંત્ર) ☐
 - If any other than mention (જો બીજા કોઈ સાધન તો જણાવો) _____

HSB9 Are you receiving any of the following services from your university? Yes ☐ No ☐
(શું તમે તમારી યુનિવર્સિટીમાંથી નીચે જણાવેલ સહાયમાંથી કોઈ સહાય મેળવી છો?) (હા) (ના)

- If yes then tick mark (✓) on the listed services provided by the university. (જો હા, તો નીચે જણાવેલ સાધનોમાંથી યુનિવર્સિટી દ્વારા પ્રાપ્ય સહાયનાં નામ પર (✓) નિશાની કરો.)
 - Scholarship (શિષ્યવૃત્તિ) ☐
 - Financial Assistance (નાણાકીય સહાય) ☐

- Bus/Train Concession (બસ/ટ્રેન કન્સેસન પાસ) ☐
- Free of Cost Hostel (હોસ્ટેલમાં મફત રહેવાની સુવિધા) ☐
- Leniency in Admission Policy (એડમિશન પ્રક્રિયામાં દયાભાવ/કોમળતા) ☐
- Provision of writers for students with blindness (દ્રષ્ટિહીન વિદ્યાર્થીઓ માટે લહીયાની સુવિધા) ☐
- Sign language interpreter for students with hearing impairment (શ્રવણયુક્ત ખામી વાળા માટે સાંકેતિક ભાષાના અનુવાદકની સુવિધા) ☐
- Provision of extra-time for writing exams (પરિક્ષામાં જવાબ લખવા માટે વધારાના સમયની સગવડતા) ☐
- If any other than mention (જો બીજી કોઈ સહાય તો જણાવો) _____

HSB10 Do you get any other help from the University? Yes ☐ No ☐
 (શું આ સિવાય તમારી યુનિવર્સિટી તરફથી બીજી કોઈ સહાય મેળવો છો?) (હા) (ના)

- If yes, specify (જો હા, તો જણાવો):

1. _____

2. _____

3. _____

4. _____

5. _____

☐ If any other information whichever you want related to you, your disability and the university which not included in this questionnaire then mention in below given space. (આ પ્રશ્નોત્તરીમાં સામેલ ન હોય તેવી તમને લાગુ પડતી, તમારી અપંગતા કે યુનિવર્સિટી વિશેની કોઈપણ માહિતી નિર્દેશ કરવા માટે નીચે લખો.)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

APPENDIX VII



Department of Education [CASE]
 Faculty of Education and Psychology
 The Maharaja Sayajirao University of Baroda
 Vadodara 390 002
 Phone: 0265 2795516, 2792631, 2784969

Date: - -2010

Dear Friend,

This is an interview schedule to study the students with disability in the state of Gujarat. We sought your valuable information to complete the present study. The study will help to guide different agencies to prepare proper plan and programmes for disabled students in Gujarat. Your response will be kept confidential and only be used for research purpose.

Thanking you with regards

(RESEARCHER)

પ્રિય મિત્ર,

આ ઈન્ટરવ્યુ પત્રક ગુજરાત રાજ્યમાં ભણતા અપંગ વિદ્યાર્થીઓનો અભ્યાસ કરવા માટેનું છે. વર્તમાન સંશોધન પૂરું કરવા માટે અમે તમારા તરફથી મહત્વની માહિતી મેળવવાની ઈચ્છા રાખીએ છીએ. આ અભ્યાસ ગુજરાતમાં અપંગ વિદ્યાર્થી માટે વિવિધ માધ્યમોને યોગ્ય આયોજન અને કાર્યક્રમો તૈયાર કરવામાં મદદરૂપ બનશે. તમારાં પ્રતિચાર સંપૂર્ણપણે ગુપ્ત રાખવામાં આવશે અને તેનો ફક્ત સંશોધન હેતુ અર્થે જ ઉપયોગ કરવામાં આવશે તેથી નિર્ભય રહી યોગ્ય અને સંપૂર્ણ રીતે જવાબો આપવા આપને નમ્ર વિનંતી છે. આપનો મહત્વનો સહયોગ ગુણાત્મક સંશોધન કરવા માટે અને સામાજિક ક્ષેત્રે પ્રદાન માટે ખૂબ મદદરૂપ નિવડશે. આભાર.

(સંશોધનકર્તા)

(This was read out by the interviewer in front of the interviewee)

**TELEPHONIC INTERVIEW SCHEDULE FOR THE HIGH AND LOW
ACHIEVER STUDENTS WITH DISABILITY**
(ઉચ્ચ અને નિમ્ન શૈક્ષણિક પ્રાપ્તિ મેળવેલ અપંગ વિદ્યાર્થીઓ માટેનું ટેલિફોનિક ઈન્ટરવ્યુ પત્રક)

1. What is your name? _____
(તમારું નામ શું છે?)
2. What is your Date of Birth? _____
(તમારી જન્મ તારીખ કંઈ છે?)
3. Sex: Male ☐ Female ☐
(જાતિ) (પુરુષ) (સ્ત્રી)
4. Where from you belong to? Urban ☐ Rural ☐
(શહેરી વિસ્તાર) (ગ્રામ્ય વિસ્તાર)
5. Which is your mother tongue? _____
(તમારી માતૃભાષા કંઈ છે?)

6. Educational Qualification (શૈક્ષણિક યોગ્યતા):

Sr. No.	Degree Awarded (મેળવેલ ડિગ્રી)	Type of Institute (સંસ્થાનો પ્રકાર) (Special/General)	Medium of Instruction (ભણવાનું માધ્યમ) (English/Vernacular)	Stream (પ્રવાહ) (Arts/Science/Commerce)	Percentage (મેળવેલ ટકા)
1	S.S.C.	S <input type="checkbox"/> G <input type="checkbox"/>	E <input type="checkbox"/> V <input type="checkbox"/>	A <input type="checkbox"/> S <input type="checkbox"/> C <input type="checkbox"/>	
2	H.S.C.	S <input type="checkbox"/> G <input type="checkbox"/>	E <input type="checkbox"/> V <input type="checkbox"/>	A <input type="checkbox"/> S <input type="checkbox"/> C <input type="checkbox"/>	
3	Graduation (સ્નાતક)	S <input type="checkbox"/> G <input type="checkbox"/>	E <input type="checkbox"/> V <input type="checkbox"/>	A <input type="checkbox"/> S <input type="checkbox"/> C <input type="checkbox"/>	
4	Post Graduation (અનુસ્નાતક)	S <input type="checkbox"/> G <input type="checkbox"/>	E <input type="checkbox"/> V <input type="checkbox"/>	A <input type="checkbox"/> S <input type="checkbox"/> C <input type="checkbox"/>	
5	Any other (અન્ય)	S <input type="checkbox"/> G <input type="checkbox"/>	E <input type="checkbox"/> V <input type="checkbox"/>	A <input type="checkbox"/> S <input type="checkbox"/> C <input type="checkbox"/>	
		S <input type="checkbox"/> G <input type="checkbox"/>	E <input type="checkbox"/> V <input type="checkbox"/>	A <input type="checkbox"/> S <input type="checkbox"/> C <input type="checkbox"/>	

7. Where are you staying in present? (વર્તમાનમાં તમે ક્યાં રહો છો?) _____
8. State your family background (તમારા કુટુંબને લગતી માહિતી જણાવો):

	Age (ઉંમર)	Education (શિક્ષણ)	Occupation (વંધો)
Father (પિતા)			
Mother (માતા)			
Brother (ભાઈ)			
Sister (બહેન)			

9. What is the monthly income of your family? Rs. _____
(તમારા કુટુંબની માસિક આવક કેટલી છે?)
10. What is the category of your disability? OI/VI/HI/MR
(તમને કેવા પ્રકારની અપંગતા છે?) હાથે/પગે અપંગતા/દૃષ્ટિની ખામી/શ્રવણની ખામી/માનસિક ક્ષતિ
11. What is the percentage (%) of your disability? _____
(તમારી અપંગતાની ટકાવારી કેટલી છે?)
12. How do you get this Disability? _____
(તમને આ અપંગતા કેટલા સમયગાળાથી છે?)
13. Describe about your Disability (તમારી અપંગતા વિશેનું વર્ણન કરો) _____

14. Give details regarding your daily schedule for the study.
(અભ્યાસ માટે તમારા દૈનિક-પત્રકની માહિતી જણાવો)

Sr. No. (ક્રમ)	Time (સમય)	Details about the study activity (અભ્યાસક્રીય ક્રિયા વિશેની માહિતી)
I.		
II.		
III.		
IV.		
V.		
Total Hours (કુલ સમય કલાકમાં)		

15. What type of difficulties are you facing because of your disability?
(તમારી અપંગતાને લીધે તમને કેવા પ્રકારની મુશ્કેલીઓ કરવો સામનો કરવો પડે છે?)

16. Which of the following facilities available to you from your department and/or university. (તમારા વિભાગ/યુનિવર્સિટી તરફથી તમને નીચે આપેલ નામાવલી માંથી કઈ-કઈ સહાય/સગવડો ઉપલબ્ધ છે?)

The interviewer had read following name of the facilities and ticked mark (✓) based on the answer of SwD. (ઈન્ટરવ્યુ લેનારે નીચે આપેલી સહાય/સગવડ નામ બોલયા અને ઉપલબ્ધ સહાય/સગવડ નામની સામે (✓) નિશાન કર્યા.)

Are you satisfied with the facility?
(તે સહાય/સગવડથી તમે સંતુષ્ટ છો?)

- | | | |
|--|--------------------------|---|
| • Disability friendly Computer Software
(અપંગતાનેસહાયક કોમ્પ્યુટર સોફ્ટવેર) | <input type="checkbox"/> | Yes <input type="checkbox"/> No <input type="checkbox"/>
(હા) (ના) |
| • Books in Braille
(બ્રેઈલ લિપીમાં પુસ્તકો) | <input type="checkbox"/> | Yes <input type="checkbox"/> No <input type="checkbox"/>
(હા) (ના) |
| • Appropriate Desks and Chairs
(તમને બેસવા માટે અનુરૂપ ખુરશી અને ટેબલ) | <input type="checkbox"/> | Yes <input type="checkbox"/> No <input type="checkbox"/>
(હા) (ના) |
| • Wheel-chair
(વ્હીલચેર) | <input type="checkbox"/> | Yes <input type="checkbox"/> No <input type="checkbox"/>
(હા) (ના) |
| • Tricycle
(ટ્રાઈસીકલ) | <input type="checkbox"/> | Yes <input type="checkbox"/> No <input type="checkbox"/>
(હા) (ના) |
| • Hearing Aid
(શ્રવણ યંત્ર) | <input type="checkbox"/> | Yes <input type="checkbox"/> No <input type="checkbox"/>
(હા) (ના) |
| • Scholarship
(શિષ્યવૃત્તિ) | <input type="checkbox"/> | Yes <input type="checkbox"/> No <input type="checkbox"/>
(હા) (ના) |
| • Financial Assistance
(નાણાકીય સહાય) | <input type="checkbox"/> | Yes <input type="checkbox"/> No <input type="checkbox"/>
(હા) (ના) |
| • Free Bus/Train Travel Concession pass
(બસ/ટ્રેન કન્સેસન પાસ) | <input type="checkbox"/> | Yes <input type="checkbox"/> No <input type="checkbox"/>
(હા) (ના) |
| • Free Hostel Facility
(હોસ્ટેલમાં મફત રહેવાની સુવિધા) | <input type="checkbox"/> | Yes <input type="checkbox"/> No <input type="checkbox"/>
(હા) (ના) |
| • Leniency in Admission
(એડમિશન પ્રક્રિયામાં દયાભાવ/કોમળતા) | <input type="checkbox"/> | Yes <input type="checkbox"/> No <input type="checkbox"/>
(હા) (ના) |
| • Provision of writer for SwVI
(દ્રષ્ટિહીન વિદ્યાર્થીઓ માટે લહીયાની સુવિધા) | <input type="checkbox"/> | Yes <input type="checkbox"/> No <input type="checkbox"/>
(હા) (ના) |
| • Sign language interpreter for SwHI
(શ્રવણયુક્ત ખામી વાળા માટે સાંકેતિક ભાષાના અનુવાદકની સુવિધા) | <input type="checkbox"/> | Yes <input type="checkbox"/> No <input type="checkbox"/>
(હા) (ના) |
| • Provision of extra-time for writing in examination
(પરિક્ષામાં જવાબ લખવા માટે વધારાના સમયની સગવડતા) | <input type="checkbox"/> | Yes <input type="checkbox"/> No <input type="checkbox"/>
(હા) (ના) |

- Any other facility than state _____
(જો બીજી કોઈ સહાય તો જણાવો)

16. What other facilities you expect from your department/university as per your disability? (તમારા વિભાગ/યુનિવર્સિટી તરફથી તમારી અપંગતાને લગતી બીજી કેવી સહાય/સગવડોની તમને અપેક્ષા છે?)

17. What are the encouraging points of your department/university which helped you to overcome your disability? (તમારા વિભાગ/યુનિવર્સિટીનાં કયા પ્રોત્સાહક પાસાઓ છે કે જે તમને તમારી અપંગની માનસિકતામાંથી બહાર લાવવામાં મદદરૂપ બન્યા?)

18. What are the discouraging points of your department/university which affects you as a disable student? (તમારા વિભાગ/યુનિવર્સિટીનાં કયા અપ્રોત્સાહક પાસાઓ છે કે જેનાથી અપંગ વિદ્યાર્થી તરીકે તમને અસર થઈ હોય?)

19. Do you know about the provisions available for the persons with disability?

(અપંગ વિદ્યાર્થીઓ માટે ઉપલબ્ધ પ્રોવિઝન્સ વિશે શું તમે જાણો છો?)

Yes ☐

No ☐

(હા)

(ના)

If yes, then mention the provisions for PwD that you know.

(જો હા, તો તમે જાણતા અપંગ વિદ્યાર્થીઓ માટે પ્રોવિઝન્સ વિશે જણાવો.)

20. What type of support you get from your family for your study?

(તમારા અભ્યાસ માટે તમારા કુટુંબ તરફથી તમને કેવા પ્રકારની સહાય મળે છે?)

21. What type of support you get from your teachers for your study?

(તમારા અભ્યાસ માટે તમારા શિક્ષકો તરફથી તમને કેવા પ્રકારની સહાય મળે છે?)

22. What type of support you get from your friends?

(તમારા અભ્યાસ માટે તમારા સહાધ્યાયી મિત્રો તરફથી તમને કેવા પ્રકારની સહાય મળે છે?)

23. What help your teacher provide if you do not understand the content?

(જો તમે વિષયવસ્તુ સમજી ન શકો તો તમારા શિક્ષક તમને કેવા પ્રકારની મદદ પૂરી પાડે છે?)

24. Do you visit your departmental/university library?

Yes ☐

No ☐

(શું તમે તમારા વિભાગીય/યુનિવર્સિટી પુસ્તકાલયની મુલાકાત લો છો?)

(હા)

(ના)

• If Yes, how often per week?

(જો હા તો એક અઠવાડિયામાં કેટલા સમય માટે?)

hour

(કલાક)

25. Do you use reference books during your visit to library?

Yes ☐

No ☐

(પુસ્તકાલયની મુલાકાત દરમિયાન શું તમે સંદર્ભ સાહિત્યનો ઉપયોગ કરો છો?)

(હા)

(ના)

26. What kind of problems are you facing to use library resources?

(પુસ્તકાલયની મુલાકાત દરમિયાન તમને કેવા પ્રકારની સમસ્યાઓનો સામનો કરવો પડે છે?)

27. How do you prepare for the examination?

(તમે પરીક્ષા માટે કેવી રીતે તૈયારી કરો છો?)

28. What kind of problems are you facing to in the examination?

(પરીક્ષા દરમ્યાન તમને કેવા પ્રકારની સમસ્યાઓનો સામનો કરવો પડે છે?)

29. What kind of support you expect for examination?

(પરીક્ષા માટે તમને કેવા પ્રકારની સહાયની અપેક્ષા છે?)

30. How do you spend your leisure time?

(તમે તમારા નવરાશના સમયનો કેવી રીતે ઉપયોગ કરો છો?)

31. What do you suggest to increase the number of disable students at higher education? (ઉચ્ચ અભ્યાસમાં અપંગ વિદ્યાર્થીઓની સંખ્યા વધારવા માટે તમારા તરફથી શું સૂચનો છે?)

32. What do you suggest to your fellow disable students of your kind for successful learning? (સફળ રીતે ઉચ્ચ અભ્યાસ કરવા માટે બીજા અપંગ વિદ્યાર્થીઓ માટે તમારા તરફથી શું સૂચનો છે?)

33. What do you suggest to make library more disable friendlier?

(પુસ્તકાલય સગવડ અપંગ વિદ્યાર્થીઓને અનુરૂપ બનાવવા માટે તમારા તરફથી શું સૂચનો છે?)

34. What do you suggest to make examination more disable friendlier?

(પરીક્ષા માટે અપંગ વિદ્યાર્થીઓની અનુરૂપતા માટે તમારા તરફથી શું સૂચનો છે?)

35. Anything you like to add which is left here.

(પૂછી લીધેલ પ્રશ્નો સિવાય બીજી વધારાની માહિતી જણાવવા માંગતા હો તે જણાવો.)

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.