Chapter XI
Favourable and Hindering Factors in the Process of
Creation of an Inclusive Environment in Higher Education
Institutions

11.1 Introduction

The final objective of the study is to draw out favourable and hindering factors in the process of creation of inclusive environment in higher education institutions. In this chapter, the objective is addressed via the findings from all the stakeholders. The purpose of this study was to explore social and educational experiences of students with disabilities in the pursuit of, and participation in, higher education institutions. The need for this study was due, in part, to the lack of research studies on the topic of education of students with disabilities in the context of higher education and teachers, and students attitudes towards students with disabilities within the context of higher education in India. This lack of research studies results in a need for both knowledge regarding educational status of students with disabilities, and policy implementation or provision of support services. Mixed research methods were used in this study, specifically (i) the use of in-depth interviews with students with disabilities (sample 100), (ii) teachers (50), (iii) 6 focus group discussions with students and views of 6 University administrators at selected universities in Andhra Pradesh through a questionnaire. The research objectives are:

(1) To study the provision of support services to students with disabilities in higher education institutions in Andhra Pradesh,
(2) To explore the positive and negative, social and educational experiences of students with disabilities in higher education at the university level,
(3) To study the perceptions of teachers and peers in terms of their awareness of the special needs of and experiences with students with disabilities and their attitudes towards them,
(4) To draw out the favourable and hindering factors in the process of creation of inclusive environment in higher education institutions.
This chapter is divided into three sections. The first section presents the findings of the study guided by theoretical and conceptual framework. The second section discusses the implications of the study for practices, policy makers and theory. The last section presents the researcher’s suggestions regarding further research on students with disabilities in higher education institutions in the Indian context.

11.2. Theoretical Framework Guiding the Conceptual Framework

The Capability approach seeks to offer an understanding into the social and educational experiences or achievements of students with disabilities in the higher education institutions in Andhra Pradesh. The Capability Approach, which is made up of five conceptual building blocks, namely, Resources, Conversion factors, Capabilities (Social structures), Choices (Agency or Coping mechanism) and Achieved functioning, has been used by the researcher. Figure 8.1 graphically demonstrates educational advancement of students with disabilities understood through the Capability Approach. In this figure, the single line arrows refer to the impact of one factor on the other, whereas double line arrows represent sequence.

As shown in Figure 11.1, transformation of resources into achieved functioning’s mediated by the social structures (Social and legal norms, and characteristics of other stakeholders) in higher education institutions. Within the Capability approach, these structures are dealt with under the heading of conversion factors, and in discussion of choice / agency. In this study, conversion factors form the personal, social and environmental conditions of each student’s existence, whereas
the analysis of conversion factors in this study refers either to external social structures in higher education institutions or to the relevant polices that shape the conditions under which these students can capitalize on their availability of resources, the question of choice refers more to internal limitations and the question of agency.

The concept of agency gives us ‘agent-oriented view’ in which students with disabilities should decide these matters for themselves, ‘effectively shape their own destiny’, and help each other, and be active participants in change, rather than passive and docile recipients of instructions of dispensed assistance” (Sen 1999). With these study findings, a greater understanding has been gained regarding coping strategies adopted by them managing their social and educational demands to achieve success in higher education institutions.
**Means to Achieve**

**Social Context**
- Social institutions,
- Social & legal norms
- Other people’s behaviors & characteristics

**Resources**
- Physical
- Academic
- Financial

**Conversion factors**
- Personal, Social and Environment

**Social Structure**
- University management,
- Teachers and students
- and their behaviors & characteristics
- Their Attitudes, Their awareness & support

**Freedom to Achievement**

**Preference formation**
- Mechanisms
- Social life, friendships, relations

**Disclosing disability, self advocacy skills**

**Achieved Functioning**
- Active participation,
- Participation in academic and extracurricular activities, Independent life
- Exercising rights
- Educational Attainments,

**Coping mechanism**

**Figure: 8.1 Capability Approach**

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Conceptual framework

The conceptual framework guiding this study has been illustrated in Figure 11.2. The framework has been derived from theoretical perspective, findings of the current study, and depicts the lines of enquiry for this research. This framework gives clear a picture for understanding what are the favourable and hindering factors affecting the educational advancement of these students in higher education institutions. The researcher has collected data from different stakeholders including teachers, students, and university management. The characteristics of these stakeholders influence the educational experiences of these students directly or indirectly. If the favourable factors are less than the hindering factors, it leads to negative experience and vice-versa. Based on their experiences as well as the perceptions of the other stakeholders, the researcher will draw out the favourable and the hindering factors which influence the creation of an inclusive environment in higher education institutions. The framework below helps to understand the positive and negative factors which enable the students with disabilities to have better educational experiences.
Figure 8.2 Substituting the Findings in the Approach

Students with Disabilities in Higher Education Institutions

Characteristics
- Severity of Impairments,
- Low socio-economic background,
- First generation learners

Favorable factors
- Understanding and disclosing their disabilities, Social and family support, Friendly relations, self-advocacy skills, Teachers and peer groups positive attitudes, Teachers and peer groups awareness and their support, University awareness about policies and students special needs, and its implementation
- Extra-curricular activities

Positive Experiences
- Active participation in social and academic activities,
- Good learning environment,
- Improved social skills & experiences,
- Independent in academic activities,
- Availability of support services and its access,
- Better learning experiences and resources

Hindering Factors
- Not-disclosing their disabilities, special needs with concerned authorities, teachers and peer group, lack of social and Friendly relations, lack of self-advocacy skills,
- Lack of interaction with Teachers and peer groups, lack of University, teachers and peer group awareness about policies and students special needs,
- Lack of support services, Attitudes towards SWDs

Negative Experiences
- Lack of participation in extra-curricular activities, Lack of access to academic buildings, and learning resources, Spending more time for academic activities, dependency, Isolation, more, strain, pain, frustration, Sympathy looks

Outcome
- Policies & facilities for meeting the Higher Educational Needs of Students with Disabilities
11.3. Substituting the Findings in the Approach

i) Characteristics of Students with Disabilities
At the core of the study are the students with disabilities. To begin with, the characteristics of student with disabilities selected for this study are discussed. The enrollment number of male students is more as compared with their female counterparts. Similarly, the percentage of orthopedically impaired students is more than visually impaired students. About half of the students belong to OBC category. It is interesting to note that the enrolment number of SC students is almost the same as that of the general category students. Predictably, the enrollment of students with severe disabilities is less as compared with those with mild and moderate disabilities. Almost equal number of students came from rural and urban background. Similarly, it was also found that they came from low occupational as well as economic background and were mostly first generation learners. A high number of students with orthopedically impairments opted for disciplines of Social Sciences and Science and Technology while a high number of students with visual impairments opted for disciplines of Social Sciences and Humanities. Interestingly, gender and nature of impairments did not influence the occupational, as well as educational, aspirations of these students.

ii) Favourable Factors Affecting the Educational Experiences of Students with Disabilities
Majority of the students managed their academic and social demands of higher education at the university level by understanding their disabilities, developing effective coping strategies to manage their impairments, accepting their strengths and limitations, having awareness about policies and support services on and off campus available to them in their respective universities, and having access to them and utilizing them when needed. Some of these students had a lot of confidence and believed that they are bestowed with multi-tasking skills. Similarly, it was noticed that good control over their problems, which could be the reason for their logical thinking process. It shows that overall some of these students had favourable attitudes and understanding about the term disability and impairment. They also perceived that the extent to which their impairment became a
disability, depended on the availability of support services and the role played by the university, which affected their day-to-day educational experiences. Their educational experiences were also influenced by support received from their family members, friends or teachers on their decision to pursue higher education and their choice of course. Making new friends and becoming very close to them were also important favourable factors which influenced their social and educational experiences. The respondents believed that they received unconditional support from their family members. For some of them, their parents were very clear about the importance of education and the role that it plays in making their lives successful. They always got encouragement, guidance to success in education and motivational support.

Support services are another important favourable factors which influenced students in both their social and academic participation in higher education. These students received various types of support which included guidance, emotional support, encouragement, and academic support, assistance with problem solving and financial and transportation assistance. In addition, good friendships and cordial relations with the non-teaching staff, teachers, peer group, and university management contributed as favourable factors to these students. Another most predominant favourable factor which influenced students with disabilities was disclosing their disabilities. It was also obvious that disclosing disability to teachers and higher authorities depends on the severity of students’ impairment and their special needs and the student’s own acceptance of his/her impairment.

The educational experiences of students with disabilities were also influenced by the other stakeholders, including, teachers, students and university management. The teachers held positive attitudes towards students with visual impairments in higher education institutions at the university level. Majority of the teachers followed the normal teaching method they would use in a regular class. However, they were aware about the special needs and problems of such students in their class. Similarly, teachers also spent more time and provided more learning resources to students who were more interested in studies and working hard. Similarly, most of the peers of the students with disabilities
were found to have a basic understanding of disability and its effects on their friends with disabilities. These students were positive in their attitudes and thinking towards their peers with disabilities. In addition, many of the policies and support services of the government of India, the University Grants Commission, assisted universities have facilitated providing of equal educational opportunities to these students with disabilities and ensuring their full participation. Similarly, disability coordinators also played an important role to assist students from time to time by offering information about the available services, facilities, guidance, support and advocacy wherever necessary, and worked with them throughout their course period. These findings also indicate that which have disability unit have set up committees with representatives from administration, teachers and students with disabilities. These committees play an active role as an advisory group, probing the students’ needs, getting them involved in decision making and development of policy. Central Universities had procedures for monitoring the support services provided to students with disabilities and they collected the feedback from the students with disabilities by arranging meetings one or two times in each semester to discuss the problems and announcement of special services available to them. The results of the monitoring process provide important inputs to the further development of policy and support services

iii) Hindering Factors Affecting the Educational Experiences of Students with Disabilities

A few hindering factors which negatively influenced the educational experiences of students with disabilities in higher education institutions were identified in this study. For instance, some of the students, depending on the nature of their personality and disability, found making and developing friendships challenging. Some of the respondents reported that disclosing their disability to others may be constructed as soliciting pity or making an excuse for themselves. That was why they had not disclosed their disability. Participants in this study faced some difficult decisions about disclosure on a regular basis. In addition, some of the students with visual impairments lacked time to spend with friends or to make new relations. They believed that they needed to put more hard work to get good academic qualifications for better employment opportunities and also desired to be
independent in their studies. Impairments, physical barriers, lack of social exposure, however, have hindered their participation in certain extra-curricular activities. Therefore, it can be concluded that participation in extra-curricular activities is not equally common for students across disability groups.

Another hindering factor which emerged from the students’ narratives is lack of accessibility. These students with disabilities did not have easy accessibly to classrooms, libraries, and academic and administrative buildings in their respective universities. Similarly, they were not provided with any kind of learning resources including assistive technology and arranging separate learning centres for students with visual impairments. In addition the teachers identified lack of substantial experience and sufficient time to look after the individual needs as a challenging situation to successfully teach students with visual impairments. On the other hand, the data shows that friendships between many of the students and their peers with disabilities did not exist. These students without disabilities also believed that lack of much interaction and inadequate number of friends’ circles affected their peers with disabilities social and academic participation. Similarly, majority of the students with visual impairments from both the State universities had to depend on one or the other person for recording or discussing material/concepts, coming and going to classes, the hostel and other important places in the campus for day-to-day work.

However, majority of the hindering factors were mainly related to the absence of implementation of UGC schemes; lack of support services; and lack of awareness about disability issues and needs of these students among the general higher education community. Similarly, it was also found that there was much variance in the provision of support services, mainly due to lack of awareness about the availability of UGC schemes, lack of sufficient funding and lack of common procedures with regard to identifying students with disabilities and their needs effectively. These findings also show that type of the university, low enrollment number of students with disabilities, lack of financial support, and also reluctance of these students to disclose their disabilities and special
needs were found as the hindering factors for the respondent universities to support these students.

iv) Positive Experiences of Students with Disabilities
The effect of understanding and labeling as a disabled person is likely to be responsible for altering their world and their educational experiences, the way others perceive them as well as how they perceive themselves. Similarly, those students who informed/or disclosed their disabilities and special needs to their teachers and higher authorities, benefited more by getting their requirements fulfilled. These needs included: reservations, rights and special provisions, support services, extra time during exams time, reader and scribe allowances, fees refund, arranging scribes and also for technical assistive devices. On the other hand, teachers endeavored to make some modifications in their teaching style, evaluations and attempted to meet the requirements of students and also provided them learning resources such as- material soft copies as well as hard copies, which enabled these students equally participate in higher education with their peer group. The positive side of having disclosed their disability was that this facilitated access to support services and reasonable adjustments to enable the students to succeed in their studies in higher education institutions.

Similarly, these students highlighted the importance of social support and positive relationship with their family and friends in helping them to continue their studies successfully. Having a good number of friends or network also helped the students to manage their studies more easily. Specially, support from classmates/roommates/other peers in the form of physical assistance such as carrying books, pushing the wheelchair/tri-cycle, reading and recording material at the time of exams and getting books from the library has been a form of encouragement to them to pursue higher education and this has significantly influenced their active participation in social and academic activities.

The important point is that students who actively participated in various extra-curricular activities developed higher social skills as well as achieved more success in
academics than those who did not. Their active participation in sports, student union activities, social events and other cultural programmes has significantly influenced their social experience in higher education and strengthened their integration. In addition, they got the opportunity to work with students without disabilities in a positive environment where everyone actively contributed in one way or the other. Overall, it is clear that those who participated were happy with their social life and the social experiences of learning in their universities and tended to make friendships, have a good number of friends and have achieved success in their social and academic activities.

Similarly, support from family members, friends and university management helped them to cope with their problems in higher education institutions. Similarly, the advancement of technology and its availability helped them to balance their studies and reach their targets. For instance, the respondents’ narratives show that provision of assistive devices and its usage influenced the participation of these students in their universities. For these students who shared their experiences, assistive devices, facilitated better educational experiences including (a) increasing one’s opportunities; (b) becoming independent; and (c) gaining greater career and life flexibility, freedom and autonomy. They noted that the end result was their academic success. Some of the students stated that they had good learning experience at their universities since they were getting good and enough support. In addition, they were also happy with the initiatives taken by the university management such as special bus services and disabled friendly hostel for students with physical impairments which leads to friendly environment and also reduces their problems such as long distance walk, fatigue and pain.

v) Negative Experiences of Students with Disabilities
Those students who did not disclose their disabilities and special needs did not get proper support services which significantly influenced their participation in higher education. Some of the students were found to lack social skills, and felt more challenged in developing and maintaining friendships. Some of them did not feel comfortable while interacting with new people. They had more difficulty making friends while also dealing with manifestations of their disability and tended to be more isolated. It was also found
that attitudes of these students, as well as their peer group, also affected their social relations and friendships. However, majority of the students did not participate in any of the extracurricular activities. It was observed that due to their severity of impairments, specially students with visual impairments, could not enjoy social life with their friends, and it was also found that they did not have much time to enjoy since they needed extra time for studies, if they wanted to be independent or to achieve their goal in academics.

On the other hand, lack of proper academic support services such as readers, scribes, learning resources and assistive devices significantly influenced the education experiences of students with visual impairments. For instance, students from both the State universities, who did not have or use assistive devices, depended on the mercy of their friends and other peers for their educational success. These students had to approach their classmates during the exams for discussing and recording the study material. They felt that every time requesting or troubling their friends for help actually made them feel bad but they did not have any other source or choice. It was apparent from the students’ responses that they faced problems including limited opportunities to study other than course syllabus, and rejection from friends.

Consequently, some of their friends stopped talking or greeting these students out of the fear that would be asked for help. Even though they were spending much time in academic activities, to be self sufficient with their work and had strong determination to succeed, their impairments have eventually affected some students in their studies. Due to their physical limitations, these students faced problems such as pain in the eyes, headache, and watering in eyes. For some of the students, their impairments influenced in the choice of choosing subjects of their interest whereas some of them were more concerned about the completion of the course. They felt that they had failed to get the overall university social and educational experience.

Similarly, physical access also remained a serious obstacle to ensure full participation of students with disabilities in higher education institutions. They had problems with accessing computer centres, libraries and attending classes on the first or
the second floor without any minimal support including lifts, elevators and lack of transport facilities from classrooms to restrooms. Some of these students stopped going to the library due to physical and accessibility limitations. Since universities have huge campus area, hostels, academic buildings and library were placed in different corners and it was very problematic for these students to attend classes regularly without transport facility and accessibility. On the other hand, the problems of student impairments were also striking, and participation in educational activities was complicated by excessive effort, fatigue, pain, and tiredness, occasionally leading to disengagement or withdrawal. Further, it is obvious that students with disabilities, specifically students with severe impairments, encountered various types of attitudinal barriers from parents and peer group, including low expectations from friends, teachers, and parents, usage of terminology, sympathy and unnecessary questions regarding their day-to-day activities, at their universities.

11.4. Implications for Practice, Policy making and Theory

This study was aimed at making multiple contributions to the literature in this field. More specifically, this study was designed to contribute to educational knowledge related to profile of students with disabilities in higher education institutions, attitudes of teachers and peers group towards them and university polices and provisional support services currently provided to them. This study was also designed to fill in a gap in the literature on social and educational experiences of students with disabilities in higher education institutions in Indian context. The research information gained through this study has resulted in several recommendations. These recommendations are helpful for improving the support services for students with disabilities to strengthen the existing laws, policies and practices in higher education institutions. In addition, these recommendations provide students with disabilities with information that they can use to empower themselves and finally be more successful in pursuing higher education.
i) Implications for Practice

This research shows that most of the students with disabilities used different services and strategies for balancing the demands of higher education and their impairments. Therefore, it is recommended that students take advantage of opportunities to learn and understand their disabilities, develop effective coping strategies to manage their impairment, accept strengths and limitations, become aware about available policies and support and have access to, and seek when needed, support services on and off campus to manage the academic and social demands of higher education at the university level.

Majority of the respondents opined that disclosing their disability had helped the authorities to improve the facilities and learning resources. Majority of students who informed teachers about their disabilities and special needs were those with visual impairments. Consequently, these students got more support from teachers which included course material, arranging scribes, extra time during exam time, etc. It is recommended that students with visual impairments should meet teachers on a regular basis and discuss their issues in class so that teachers gain a better understanding of what they needed in terms of support in class.

Similarly, it is very important to remember that, although there are many support services available to these students, it is the students’ responsibility to take full advantage of these support services. The findings of this study show that Central University students were active and discussed their problems with concerned authorities. Consequently, they got a learning centre in the School of Social Sciences with all types of assistive devices. Therefore, it is recommend that students can form a group and secure their rights as persons with disability or they can discuss their special needs and problems with concerned authorities including disability coordinators, Dean of Students Welfare or Registrars. However, in order to fight for their rights, they should be aware of the policies, and availability of support services. On other hand, in addition to the institutional support, these students received support from multiple sources such as parents, teachers, and friends. The findings of the study stressed the importance of social support for the improvements of social and educational experiences at university level.
Therefore, it is recommended that students should improve their social relations and have a good number of friends which helps them to improve their social skills as well as enhance their educational experiences.

The teachers from three different universities generally held a positive attitude towards teaching students with visual impairments. The teachers also agreed that rapport with these students had contributed to the positive experience and success with them. Therefore, it is recommended that teachers should build contacts, rapport and create an enabling atmosphere for these students. Consequently, students can discuss their needs and problems in the classroom with their teachers, which, in turn, would help the teachers to understand the students’ situation and needs better. Similarly, the findings indicate that teachers who were not comfortable with teaching students with visual impairments stated that they not only lacked experience, knowledge about special needs and also lack of proper support from the university to assist these students in their respective universities. Therefore, it is recommended that, other than creating a friendly atmosphere, and financial support services, university management should provide information to the teachers regarding availability of support services such as entitlement of these students to get scribe, getting extra time to these students.

The peer group also held positive attitudes towards these students. But many of the students with disabilities stated that they had encountered usage of terminology, sympathy and pity wherever they moved around in their campus. Therefore, it is important to note that these students with disabilities should be treated as any other friend in their class and their dignity should not be hurt. Thus, it is important to keep in mind before offering assistance; that the students should not be made to feel bad and inferior. Further, the study also indicates that those students who had more level of interaction had more knowledge about the strengths, needs and problems of their peers with disabilities. Consequently, the social interaction and friendships between students with and without disabilities benefited socially as well as academically. Therefore, it is recommended to students with and without disabilities should have more friendly relations and
interactions. Thus, university should also encourage all students to actively participate together in all social and cultural activities in their universities.

University administrators can also play an important role in making institutions of higher education a place that welcomes all students, including those with disabilities. For any individual, education beyond the secondary level is assumed to be the way to social esteem, better employment opportunities with good paying jobs, and expanded life opportunities, intellectual development. Further, education might be a reasonable and attainable goal for students with disabilities from the academic perspective. However, these students’ academic abilities do not matter if these students do not have adequate physical access to classrooms and other academic buildings. Many of the respondent universities in this study did not provide structural, as well as academic, accessibility. Similarly, it was also understood that the educational experiences of students with visual impairments from Central University were far better than those with the State University. This is mainly due to the fact that in this university, a student had all types of assistive devices in their campus. Therefore, it is recommended that university administrators should identify the number of students with special needs, their requirements and seek appropriate funding to fulfill students special needs and transforming higher education institutions into institutions with universal access.

In order to achieve equal educational opportunities for all students, the university administrators need to know about disability policies and support services available to them. For instance, both Central Universities and State University (University 6) were not only aware of UGC schemes but also implementing it. Consequently, these students had a disability cell and a disability coordinator that looked after the needs of these students. Therefore, it is recommended that each university should have a disability officer who could be engaged in raising awareness about the needs of these students at their respective campuses, contributing to the development of policy and support services and monitoring provision. University management should involve students with disabilities, teachers and staff members as a part of disability committee. Similarly, management should get feedback and establish adequate monitoring systems with a view to evaluate impact and to better understand existing practices, including in this process the voices of
students with disabilities themselves. Consequently, the effective monitoring of support services leads to more pro-active support.

ii) Implications for Policymaking
Government of India, specifically, University Grants Commission, plays an important role in the provision of support service to students with disabilities in their pursuit of active participation in, higher education institutions. They are responsible for the development of policies or the promulgation of rules, and they can bring new laws that impact educational experiences of students with disabilities either positively or negatively. For instance, in the Ninth Five-Year Plan, the University Grants Commission initiated two different schemes, namely, Teacher Preparation in Special Education (TEPSE) and Higher Education for Persons with Special Needs (HEPSN) for the benefit of students with disabilities in higher education. Similarly, in its meeting held on 13th June, 2008 on Equal Opportunities to the Differently abled Persons, the Government of India recommended that all universities should be disability friendly in terms of accessibility and should provide all types of academic support services. It also stated that most Central Universities and at least one State University in each State should have a Department of Disability Studies which should address all issues such as human rights, rehabilitation, education, etc., of persons with disabilities. But there is no data about how many universities and colleges are implementing the UGC schemes and how are they getting assistance, what kind of support they are providing to students with disabilities in their respective universities and what is the students’ feedback on support received by them. Therefore, it is recommended that policy makers and UGC should monitor the implementation of UGC schemes and support services provided to students with disabilities and at the same time, they should publish the results. This will help to reduce the gap between policy and practice and between institutions to institution in the provision of support services to these students.

iii) Implications for Theory
Other than coping mechanisms of students with disabilities, the social and educational experiences of these students in higher education institutions are determined through negotiation of policies and practices including awareness of and attitudes of other
stakeholders towards students with disabilities. Therefore, policy makers, university management, teachers and peer group have key roles in encouraging more meaningful participation by these students with disabilities in higher education. A greater focus on the nature of participation in higher education institution settings would help towards developing individuals’ well-being freedoms and expanding capabilities among these students. The Capability approach may be able to inform policies and practices that can enhance the ability of students with disabilities in higher education institutions to determine, pursue and achieve their aspirations.

11.5. Suggestions for Future Studies

The findings of this study indicate that there are several areas for further research regarding the students with disabilities in higher education institutions in the Indian context. Firstly, the research indicates that the intention of the whole study was to explore the availability of support services and students coping mechanisms and its impact on social and educational experiences of these students. In this study the researcher has touched on the barriers encountered by these students, availability of support services and also social aspects such as student’s social life and relationships, participations in social and extra-curricular activities, coping strategies, their own attitudes, and other people attitudes towards them. But there is still so much space to focus on issues or factors which influence the outcome of these students such as cultural, psychological, body image and stigma of these students in higher education institutions.

Secondly, the researcher was interested in issues of gender among students with disabilities in higher education institutions. Even though findings of this study did not show any significant difference in the educational experiences between male and female students, there were slight differences in social relationships and seeking behaviour. Thus there is need for a further in-depth study on their social experiences in university life in-depth. Third, further research should focus on to see impact of family support. This study findings shows that students received enormous family support for students continuing their further studies. Specially, the researcher was interested to know how family members learned to support their children with a disability: did the family members of
these students already possess a certain attitudes towards the abilities of individuals with disabilities or did they learn to appreciate the abilities of the individual with disability. Similarly, research should also focus on over protection or regulation of parents’ impact on their children’s social skills and relations and whether the family support helped these students to become self-determined. The findings of this study can influence how disability service providers, doctors work with family members.

Finally, additional research is required because till now, the studies have focused on students who enrolled in higher education and the factors influencing their social and educational experiences. Further research is needed to focus on students with disabilities who have not had access to higher education. Specially, it is necessary to focus on why these students drop out of higher education, are these students consistently receiving transition services in high school level, the kinds of mechanisms that are being included in the transition process, the kind of factors influencing them to be out of higher education, do gender differences exist among students with disabilities who are not pursuing with higher education, their awareness of disability policies, support services and availability of disability related accommodations in higher education institutions. This kind of research study would help policy makers and university administrators in the creation or modification of support and services provided to enhance preservation for these students.

In summary, research on students with disabilities in higher education institutions in the Indian context is unexplored. Therefore, the opportunities for future research are unlimited. The results of this research study have highlighted several areas for future research in the Indian context including influencing factors such as cultural, psychological, social, family support, gender and also on students those who are not pursuing higher education. Research studies in these areas would help policy makers; improve the educational advancement of students with disabilities in higher education institutions in the Indian context.