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 along with 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, fourty 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 councellor 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 forty 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 SvMD during the year 2008-09. Even the enrollment figure of SvVI and SvHI 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 up to the post-graduate and doctoral level and major reason for discontinue 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 made 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.