

# Difficulties in Higher Education for Persons with Disabilities: An Overview

Ansari Bushra Batool Qaiser Husain

PhD Scholar, Aurangabad, Maharashtra, India

## ABSTRACT

According to the study done on teachers of higher education need to develop pedagogic practices and curricula that takes into account of the diverse interests and needs of students in each class. The study also suggests that educations that are student centered, inclusive of several differences, and relevant in the conditions of the subject are likely to extend opportunities for academic involution to a wider range of students. A study shows that disabled students were likely especially to be studying creative arts and design subjects and to be represented in vocational courses such as medicine, teaching and nursing, where professional bodies impose fitness to practice standards and disabled students' degree outcomes were generally poorer than those of non-disabled students.

**KEYWORDS:** Difficulties, Higher Education, Person with Disabilities

**How to cite this paper:** Ansari Bushra Batool Qaiser Husain "Difficulties in Higher Education for Persons with Disabilities: An Overview" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-5 | Issue-3, April 2021, pp.771-773, URL: [www.ijtsrd.com/papers/ijtsrd39953.pdf](http://www.ijtsrd.com/papers/ijtsrd39953.pdf)



IJTSRD39953

Copyright © 2021 by author (s) and International Journal of Trend in Scientific Research and Development Journal. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<http://creativecommons.org/licenses/by/4.0>)



## INTRODUCTION

Education for students with disabilities has been prolonged issue in India, as well as in global area. An individual with a disability studying in conventional educational institutions experiences many complications in navigating through the vital courses of the Indian educational system. Higher education has seen an attitude shift in India since the mid-1980s. There has been a gigantic elaboration in student numbers with reduced funding over a decade. It is a global scenario that only fixed attention has been placed on dealing the issues of access, retention, ordination and participation of students with disabilities within higher education institutions. Within this demanding circumstance, pressure has also been applied to educational institutions to improve convenience for disabled people, most recently after India became the signatory in September, 2007 after UNCRPD. Though there are numerous policies and acts in India preferring the education of students with disabilities, it is found that not much has been done in the area of disability and higher education.

### Challenges faced by Students with Disabilities at Higher Educational Institutes

Students with disabilities confront particular challenges in higher education not merely in terms of acquiring physical access to buildings, but also relative to much wider access issues concerning the curriculum adaptation and accommodation, teaching, learning and assessment. These reasons become the eligibility criteria to scrutinize the ability of higher education to include a diverse range of learners. This has led to the emphasis on initiatives to widen

access to higher education to individuals with disabilities. One of the study revealed that the students with disabilities in higher education continue to face attitudinal, physical and institutional barriers but they also have the ability to develop managing mechanisms that help them reach their educational aims. A positive attitude and self-activism skills were seen as the most significant factors in determining the success of students with disabilities in higher education.

**Physical ineptness:** Students with disabilities continue to confront physical barriers to educational services, such as a lack of stairways and/or elevators in multi-level buildings, heavy doors, unreachable washrooms, and/or inaccessible transportation to and from academy.

**Accommodation Process:** Students with disabilities often encounter delays at many stages of the accommodation process. They have difficulties in the processing of demands for scholarships and allowances. Many times professional evaluations are not carried out on time. Delay in the preparation of special education plans and services are also remarked.

**Lack of Individualization:** Some funding schemes depends on pre-set categories and labels, and point up student "weakness" rather than strength. Suspension and exclusion policies are at times stiffly applied and do not take into account a student's individual circumstances. At all levels of education, there needs to be a greater recognition of the context in which demarcation occurs.

**Negative tolerances and contents:** Students with disabilities extend to face negative tolerances and contents in the education system. Lack of knowledge about and palpating to disability issues on some professionals, staff and students can make it difficult for students with disabilities to access educational invocation equally. The other entities include:

- Moving away from home
- Understanding and working through the transfer process
- Securing financial support
- Meeting the admissions requirements for specific degree programs such as Engineering, Textiles, etc.
- Adjusting to differences in disability documentation requirements. For instance a person with severely low vision may be using the disability documentation of legally blind for availing government scholarships.
- Adjusting to differences in the disabled student services offered as many of the higher educational institutions do not have relevant support services pertaining to specific disabilities

Based on the most materialistic estimate for the disabled youth population in the country(NSSO, 2003), just 1.2% of the 3.6 lack disabled youth are in the Universities and Colleges. It brings the blunt reality into an established truth that India's higher educational arrangement is not accessible to 98.8% of its disabled people.

Findings from the research done on inclusive learning and teaching suggest that many university lecturers have limited awareness of the diverse qualification backgrounds of their students and deficiency of knowledge as peculiar needs of students.

According to the study done on teachers of higher education need to develop pedagogic practices and curricula that takes into account of the diverse interests and needs of students in each class. The study also suggests that educations that are student centered, inclusive of several differences, and relevant in the conditions of the subject are likely to extend opportunities for academic involution to a wider range of students.

A study shows that disabled students were likely especially to be studying creative arts and design subjects and to be represented in vocational courses such as medicine, teaching and nursing, where professional bodies impose fitness to practice standards and disabled students' degree outcomes were generally poorer than those of non-disabled students.

According to the study higher functionary system with multiple controls and regulations by Central and State Government and juristic bodies, outdated programmes with sturdy structure, inadequate infrastructural facilities, lack of prepared manpower, funds, training facilities, techniques and explore for the disabled and high unit cost of higher education, particularly of professional education are the causes for the limited accessibility of higher education for individuals with disabilities.

Report on the students with disabilities did not have easy accessibility to classrooms, libraries, and academic and administrative buildings in their respective universities. They were also not provided with any kind of learning resources including assistive technology.

Though there were distinct signs of penetrate in provision of higher education to students with disability taking space

within a demanding context, much more development is needed and in particular, barriers to accessing the curriculum needs to be addressed.

The results shows that students with disabilities spent more time to cope with the demands of their studies, participated in fewer social and extra-curricular capacities, and used computers and information profession less often.

### How to Address these Issues?

In its greatest and all-encompassing meaning, inclusive education, as set about, seeks to address the learning needs of all children, youth and individuals with a particular focus on those who are vulnerable to marginalization and exclusion. It implies all learners, young people with or without disabilities being able to learn together through access to common provisions and educational setting with an appropriate network of support services. This is possible only in a conciliatory education system that absorbs the needs of a various range of learners and adapts itself to meet these demands. It aims at all individuals in the system to be comfortable with diversity and see it as provoke rather than a problem.

The recent exertions by the ministry of Human Resource Development and University Grants Commission in India may become a transferring motive towards the integration of persons with disabilities in higher education in India. Representation of students with disabilities in the university assemblies and student union will lead to authorization and emancipation. The recommendations in the 10<sup>th</sup> and 11<sup>th</sup> Five Year plans if properly implemented can make a big change. Further exertions are needed in terms of more researches and academician teaching of disability studies in the higher education. Most importantly there is need for initiative of equal chance cells in the institutions so that there is a place in every university which becomes a platform for every student with disability to elevate their skills and interact their experiences.

Research has shown that less university web sites meet even the minimum standards for suitability. As the higher education institutes become more digitized nowadays, accessibility of online educational sites should be given priority to help individuals with print and vision impairment to improve their independence. The deliberation of digitized reading materials, access to computers with helpful devices, choice of examination methods, promoting open access and receptive educational resources will go a long way in furthering higher education amongst students who have disabilities. Institutions could explore new models of conveyance education which are proving successful in other regions of the world. Moreover, existing sources of data and knowledge, such as information in the public domain and knowledge channeled through distance education should be made accessible to a wider audience.

Although the Government of India has implemented a scheme HEPSN through the University Grants Commission (UGC), a remarkable gap is perceived between policy and practice. Analysis of various literature reviews and case studies of persons with disabilities shows that significant barriers remain in participation of disabled students in higher education. Areas needing particular attention were teaching and learning, monitoring and evaluation as well as support services like assistive technology. Appropriate funding mechanisms should be evolved to financially assist universities and higher education institutions to enable them

to promote disability inclusion through accommodating and including students with disabilities.

## References

- [1] Bhuvaneswar & Swarnakumari. Enrollment of differently abled, Indian Journal of Research, 2(8), 268-71.
- [2] Chataika, T. Inclusion of disabled students in higher education, in J. Lavia & M. Moore (eds. ), Decolonizing community contexts, pp. 116–131, Routledge, New York.
- [3] Hockings C. , & Fuller, A. Widening participation in higher education.
- [4] Fuller, M. et al. (2008). Enhancing the quality of disabled student's: Full Research Report ESRC End of Award Report, RES-139-25-0135.
- [5] Ganapathy, B. Inclusive education for physical disability people in India? International Journal of Research and Social Sciences, 2(5), 1-16.
- [6] Mistry. A study of students with disability, University of Baroda, Vadodara.
- [7] Mohd. , H. , & Khan, S. Disability and access to higher education in India, International Journal of Research in Commerce & Management, 2(1), 107-10.
- [8] Parween, S. , & Arunima. Condition of Disability in Higher Education: A Critical Analysis. Quality Higher Education: Digital Era. Pp 88-97. Salem: Creative Zone.
- [9] Reports of National Sample Survey Organisation, India <http://www.ncpedp.org/eductn/ed-isu2.htm>

