



Challenges Faced by Persons with Different Abilities in Seeking Education

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Received: 24-Aug-2024; Manuscript No: irjass-24-146281; **Editor assigned:** 26-Aug-2024; Pre-QC No: irjass-24-146281 (PQ); **Reviewed:** 09-Sep-2024; QC No: irjass-24-146281; **Revised:** 13-Jan-2025; Manuscript No: irjass-24-146281 (R); **Published:** 20-Jan-2025, DOI: 10.14303/2276-6502.2025.109

Abstract

Persons with Different Abilities (PWDA) come across many obstacles in seeking education or during their academic career in inclusive educational settings. They have not proper facilities in accordance to their needs in these institutions. Furthermore, they have to face exclusion and discrimination from society in their paths of success towards education. That's why primary focus of this research is to explore the challenges experienced by persons with different abilities in higher educational institutions. The study was carried out in university of balochistan in Pakistan. Major objective of the study is the exploration of academic barriers faced by persons with different abilities having visual impairments and physical disabilities. Besides, "Social Model of Disability" is used as a theoretical framework. Semi-structured interview guide was used as a source for data collection. Purposive sampling was used and 20 respondents were interviewed in which researcher has chosen 13 male respondents and 7 female respondents. Major findings revealed that the persons with different abilities confronted hurdles in transportation sector, infrastructure, orientation and mobility, information technology, attending lectures and note-taking and lastly in preparing assignments and taking examination.

Keywords: Persons with different abilities, Higher educational institutions, Physical disabilities, Information technology, Infrastructure

INTRODUCTION

As of the World Health Organization, disability is defined as a person's inability to do certain activities of life apart from all activities (Amin AS et al., 2021). In other words, disability can be a limited movement from one place to another. Disability can be visual, physical, hearing, cognitive, psychological and mental (Omede AA, 2015). The researcher studied both visually impaired and physically handicapped persons in terms of the challenges they face while seeking education such as, mobility and orientation; understanding lectures; reading materials; and use of information technology (Bano H et al., 2013).

Persons with different abilities PWDA, the researcher assumes. encounter numerous challenges in their social lives (Cheong LS et al., 2012). Studies have revealed that the problems they have to face is, seeking education with disability (Croft E, 2020). It is pertinent to find as to what are the problems faced by persons with different abilities in seeking education, as Farooq states that the world community is moving towards inclusive education (Farooq MS, 2012). Studies have found that these challenges are established by teachers, society, school authorities and

parents of persons with different abilities (Fatima G et al., 2013). Education is the developmental stepladder and all persons with different abilities have the right to climb up this ladder and achieve their goals (Fatima G et al., 2014). Education, as the studies have found, help to prevent, reduce or eliminate the problems of persons with different abilities in the field of academics; for example, in transportation, infrastructure, mobility, information technology attending lectures and examination (Hussain S et al., 2020). The reason behind the hesitance of the persons with different abilities in seeking education is the negative attitude of public towards them (Jameel SS, 2011). If they are supported by their parents, relatives and peers, they would find encouragement to seek inclusion and to overcome these challenges and issues (Kendall L, 2016).

As per researcher's presumption, PWDA (Persons with Different Abilities) face discrimination and exclusion from society and from educational institutions as well. Studies have proved these obstacles (Korir BC, 2015). Like, PWDA (persons with different abilities) are alienated by the society to get involved themselves in desired normal activities as they are unable to behave normally (Majoni C

et al., 2017). They might develop sensitivity that others have a low opinion about them due to their imperfection (Malik et al., 2019). In Pakistan, persons with different abilities endure attitudinal inequalities and discriminations in their family setting and schools (McCarthy P et al., 2017). They are either neglected or over protected. Therefore, those people are timid, weak and cannot move without support (Nel K, 2015).

The researcher claims that the previous studies have focused on the topic in a different mechanism and in different contexts in Pakistan (Otyola WR et al., 2017). Research findings reveal that the visually impaired students are more prone to challenges in seeking education. Another study has found that exceptional children have not been taught according to their needs. They were treated like normal students (Parveen et al., 2020). Study has discovered that the infrastructure was not constructed according to physically handicapped students (Safer A et al., 2020).

As stated earlier by the researcher that in comparison to Pakistan; great number of studies were carried out at global level not only on general issues but also on their hardships. For instance, research has explored that visually impaired students face numerous troubles which badly affect their academic achievements and daily life. Besides, regarding physically handicapped; a study has investigated that for physically disabled infrastructure is not accessible which is the main hurdle in seeking education for them.

“Convention on the Rights of Persons with Disabilities” (CRPD) stated that people with disabilities should be welcomed and facilitated by higher education. Developments in higher education to facilitate persons with different abilities started taking place actively in the recent decade. This is mainly due to the realization of the fact that people with special needs and disabilities can make an important contribution to national economies. However, the progress in Pakistan is slow in this area. Higher Education Commission (HEC) has drafted a policy with regards to ease persons with different abilities in higher education. This policy aims to empower persons with different abilities at higher educational level by taking various steps *i.e.*, providing a special allowance, removing physical and continuous barriers, provision of support, guidance or counselling and spreading awareness. The policy also mentions the provision of information regarding disability-related services, quota in admission, need assessment opportunity, availability of special tutors, flexible yet equitable curriculum and appropriate mode of examination. However, this policy is not implemented effectively as it should be.

Though availability of support and facilities about persons with different abilities in higher educational institutions is lacking and it requires attention. If we talk about infrastructure of universities of Pakistan; they are deprived of required facilities for persons with different abilities. A number of necessary structures are missing in existing universities *e.g.*, ramps, elevators, lifts, wheel chair access to various locations within and between buildings and special washrooms etc. Moreover, appropriate signboards and directions for physically handicapped students is also

missing. Some of the basic requirements are overlooked in higher educational institutions such as helplessness to approach classrooms, laboratories and libraries, difficulty in getting access to online books, inappropriate sound system in classrooms, restriction on recording lectures, getting reading material and in making assignments.

Statement of the problem

Persons with different abilities and their problems are rising by each progressing day. One of the foremost problems they are experiencing is challenges in pursuing education. The researcher assumes that with the exploration of their challenges, special educational needs or educational rights are not provided to persons with different abilities in accordance to their disabilities that could help in both their mainstreaming and adaptation to the society. The present study tends to explore the challenges faced by persons with different abilities while seeking education in the higher education institution of Pakistan.

So as to propose if special educational needs or rights of PWDA are not fulfilled then they are excluded in the education institutions of Pakistan. The current study would endeavor to explore the issues and challenges faced by persons with different abilities in the higher educational institutions of Pakistan. Secondly, researcher wanted to inquire the different types of educational challenges they have to experience and what could be done at individual level to facilitate them.

Objectives of the study

- To explore the challenges encountered by persons with different abilities (specifically visually impaired and physically handicapped) during their educational career or seeking education in university of Baluchistan.
- To investigate the troubles in transportation sector experienced by PWDA (Persons with Different Abilities) specifically having physical disabilities and visual impairments.
- To discover hurdles in infrastructure encountered by Persons with different abilities specifically physically disabled and visually impaired.
- To examine the obstacles regarding orientation and mobility experienced by PWDA of physical impairments and visual disabilities.
- To find the problems in information technology encountered by PWDA having difficulty with sightedness and movement.
- To study the academic barriers in of attending lectures and note taking confronted by PWDA having issues with vision and mobility.
- To learn the issues in making assignments faced by PWDA who are suffering from physical impairments and visual disabilities.
- To inspect the difficulties in taking examination

experienced by PWDA having physical disabilities and visual impairments.

Scope and significance of the study

According to the census of 2017 of Pakistan; the total number of disable's population is 0.48%. According to the constitution of 1973; a great number of educational rights were given to PWDA (Persons with Different Abilities). The government should provide them quality inclusive education and to prevent violation of their educational rights. The government should take necessary actions to establish special education centers as well as provision of facilities in both special education institutes and in inclusive educational settings in accordance to their needs. Lastly, the government shall ensure full access of persons with different abilities to all modes of education.

Each person with different abilities has a right to get education like normal persons. It gives them an opportunity to achieve their full potential with their disabilities. Furthermore, through this they can live independently and contribute to their countries as they have special capabilities. The current study would examine the challenges encountered by PWDA (Persons with Different Abilities) in higher educational institution named "Quaid-i-Azam University", Islamabad in Pakistan. This study will also create knowledge among persons with different abilities to overcome their hurdles and to demand their rights in academics. This research will also induce awareness among higher educational institutes regarding the violation of educational rights of PWDA and their amenities.

Research question

What are the challenges faced by persons with different abilities in seeking education at Quaid-i-Azam University Islamabad?

LITERATURE REVIEW

The researcher assumes that the persons with different abilities are confronted with various types of challenges. The following sections would endeavor to study the disabilities in terms of the major themes that includes; social challenges, infrastructural challenges, educational challenges and communication challenges:

Social challenges

While dealing with the domain of challenges faced by society, persons with different abilities experienced a lot of troubles. Following studies have revealed that PWDA experienced challenges like, transportation, mobility, attitude of society or isolation by society.

Transportation: The research pointed out the difficulties and enhancing possibilities for PWDA having visual impairment's students in special centers. Findings revealed that, schools are lacking in accordance to the special needs of PWDA having visual impairments. Students face more

difficulties because they are lacking in transportation facilities this is reason of drop out from the schools. They were having difficulty in movement from one place to another because they cannot easily move around. It was suggested that PWDA who are having visual disabilities should be provided with pre-planned classrooms so that they must give their time as much as possible to the studies.

Mobility: This article explores the experiences and challenges faced by visually impaired students in a public university in Malaysia. Results showed that, PWDA faced a lot of issues such as, socialization and mobility on campus, accessing reading material and resources, acceptance among lecturers and staff at the university, lacking of information technology facilities and financial difficulties.

This paper focused on the challenges in educating the visually impaired and modalities for ensuring quality assurance in tertiary institutions of learning in Nigeria. It examined the global challenges in the higher educational system. Locations of many tertiary institutions of learning in Nigeria are not freely accessible to the visually impaired with hindrances comprises, architectural barriers, negative attitude of public, inadequate materials or equipment, cost of education and personal development.

Educational challenges

While dealing with the challenges in the domain of education, persons with different abilities are encountered with various challenges. Studies have found that the students with different abilities encounter challenges like, dealing with information technology, attending lectures, taking examination.

METHODOLOGY

Research design

The study is based on qualitative research. This procedure is very useful in gathering data. Hence, through this method data was easily interpreted and analyzed in order to find out the major challenges in a precise and systematic manner. This methodology was chosen because it fulfils the main objective systematically and analytically.

Unit of analysis

Unit of analysis are the cases that are recruited for the purpose of data collection. Persons with different abilities specifically visually impaired and physically handicapped individuals were recruited as the potential units of analysis who as the researcher postulates are potential sample for the purposed data collection on the challenges faced by persons with different abilities in higher education institutions of Pakistan.

Sample size

The total sample size was 20 respondents that were interviewed; 13 were male and 7 were female belonging to different academic programs ranging from BS to M. Phil.

They were from different age groups *i.e.*, 19 to 23 years. Additionally, respondents were from different fields of sciences. The reason for selecting this sample is that in University of Baluchistan, dominantly male students are seeking education while female students are in minority. Another reason is this that male students are easily accessible and more willing to give interviews.

Sampling technique

Sampling is an important tool in data. Whenever sample is selected it must be representative of whole population. Sample is just a small group from whole population. Sampling technique was purposive sampling. Researcher has chosen this type of sampling because the researcher was of the view that the persons with different abilities can better and more inclusively respond to the questions related to the challenges of PWDA in seeking education because it is a part of their lived experience.

Tools for data collection

The tool of data collection was interview guide. It comprises of semi-structured questions that were categorized into different sections according to the nature of the study. Researcher has selected interview guide with semi-structured questions in order to gain a more detailed understanding of the phenomenon and to document the lived experiences of the respondents.

Technique of data collection

In this research phone interviews were taken for collecting data. The questions were asked from the respondents according to the interview guide. The researcher records the responses in cell phone and later on those interviews were transcribed. Due to third wave of COVID-19, all educational institutes were closed at that time that's why researcher had taken interviews on cell phone.

Data analysis

Researcher has used thematic analysis to investigate data to identify common ideas and meanings that comes repeatedly. Secondly, it is powerful method to know the lived experiences, thoughts and behaviors of respondents.

DISCUSSION

Analysis of the data

Demographic profile:

Age: The researcher is aimed to determine the age of persons with different abilities on the basis of experiences. Researcher founds that the majority of respondents fall under the age of 22 years so it is assumed that they experience lesser challenges as they know how to cope or deal with their problems. On the contrary the minority of the respondents are of 19 and 20 years so in accordance with the assumption of researcher they are not much mature or can't handle their issues effectively due to

young age. The researcher concludes that maturity comes with an increasing age but at young age the person is not that much mature. So, the more the person is mature the more he/she effectively cope with problems and vice versa.

Gender: Researcher studies gender according to social treatment. The respondents interviewed are dominantly male. They were 13 and according to the researcher's supposition they are not treated well by the society. On the contrary, female students are in minority. They were 7 and from researcher's point of view the female students are given much better treatment by the society due to respect and being female gender. But this is not the case with male students. The collected data shows that the female students are given more importance than male students and in case of disability female students are given more leverages as compared to male students. While interviewing the respondents, a male student who is blind said, "Some students ask that if you are blind then why are you studying and wasting money."

Disability: Researcher analyzes disability based on the level and intensity of hardships. The respondents interviewed are of both disabilities *i.e.*, physical and visual impairment and are equal in number. The researcher assumes that person with different abilities who are wheelchair users or complete blind face greater challenges than those having other disabilities or other forms of visual impairments. The rationale behind this is that mostly there are not proper pavements for wheelchair users and blind persons are completely dependent on some other person to guide/assist them in mobility. The data highlights that persons with different abilities who are not having severe disability can manage their tasks by themselves and persons with different abilities having visual impairments except blind can take help from various tools. While interviewing a respondent researcher came across a male PWDA (Person with Different Abilities) who said, "One strange thing that can disturb persons with different abilities especially the visually impaired is that the departments have a diagonal structure so while walking through sides and classrooms there could be difficulty that's why sometimes I lose balance because of diagonal stairs."

Education: Researcher investigates education in terms of understanding problems of PWDA (Persons with Different Abilities) and the way in which they should be dealt. The 12 respondents are enrolled in BS program so researcher assumes that less qualified students don't have much understanding or knowledge of dealing effectively with their problems. In contrast, minority of the students who are enrolled in M.Sc and M.Phil program have better comprehension and knowledge of successfully coping with their issues as they are highly qualified individuals.

Department: Researcher observes departments on the basis of categorization of subjects in which respondent are studying. The mainstream students are pursuing education in social sciences so in accordance to researcher's perspective PWDA who are in social sciences can better respond and talk about their challenges as their field of study directly corresponds to the society in which they are

living and the topic of the researcher is also from social sciences. On the other hand, very rare students are enrolled in biological, natural and management sciences so it is supposed that they can't respond efficiently as their field of study is not directly connected with society.

Residential status: Researcher examines the residential status on the basis of mode of conveyance. Most of the interviewers are hostellites. They are 12 in number. The researcher undertakes that hostellites can come for class at eleventh hour because they live in university's hostel and they can avail conveyance from university. The findings state that if by chance the teacher doesn't take class according to schedule or if he/she informs about the lecture at the last moment then it can be difficult for day scholars to catchup with the class within the stipulated time period. The day scholars are 7 in number. The researcher adopts that it is cumbersome for day scholars to come from home at eleventh hour as sometimes transport source might not available to them or they might get late. While interviewing, a researcher came across a female person with different abilities who is suffering from frozen right knee joint; she said, "Once it happened that CR informed us that the class will be at 09:00 am and then later on texted that ma'am will not take the class. So, I slept and when I woke up, I read a message that ma'am has arrived so come immediately." In that case it becomes troublesome for day scholars to manage with fluctuating timings of lectures (Supplementary Data).

Family system: Researcher inspects about family system in accordance with dependency on others. The researcher finds that usually the interviewers live in nuclear family. They are 9 in number. It is suspected that those who live in nuclear family are aware that they have to manage their tasks by themselves so in this way they face less troubles as they are more exposed to dealing with hurdles and also less dependent on others. Most of the students are living in joint family so their scenario is different from the ones who live in a nuclear family as they are habitual of getting their chores done by others. They are reliable on others and are more prone to hardships if someone doesn't cooperate with them.

Analysis of findings

Transportation:

Researcher explores obstacles in transportation on the following themes:

Time duration: Time duration is being calculated in accordance with academic performance. Researcher assumes that if bus timings are not compatible with class schedule or if class is missed due to change in bus timings/bus route by Persons with Different Abilities (PWDA) then it directly affects their academic excellence. This issue is faced by only 2-3 respondents out of 20. The data portrays that bus timings are directly inter related with educational abilities because due to fluctuating timings PWDA might miss a lecture. If they don't attend lecture or get late then they can't perform effectively in their studies like their other class mates as they are lagged behind due to lack of punctuality. Similarly, if there is an

exam and they experience the same situation then their paper will be incomplete if they are not given any sort of relaxation and due to unjust evaluation, their GPA or grading is affected.

Expected facilities: In compliance to the researcher's speculation there ought to be reserved seats for persons with different abilities PWDA in buses. Its major reason is that when there are separate seats for such individuals then they don't have to face any kind of difficulty while travelling. The bus driver and conductor will also take this matter into consideration by not allowing ordinary students to occupy that allocated seats. Secondly, university can hire a separate bus or shuttle service for them. The outcome of the research shows that majority of the respondents out of the total sample are in favor of the afore mentioned statement. While interviewing; one of the female PWDA who is blind is of the view that, "Seats should be reserved for PWDA so that drivers, conductors and normal students know that seats are already booked."

Real facilities: Researcher postulates that there are no separate seats for PWDA and buses don't stop properly at their respective bus stops. Due to absence of these services PWDA face a lot of problems that's why they prefer to use other modes of transportation. But it is not much convenient for blind students as they are dependent on other persons to guide them. Moreover, ordinary students sit on the reserved seats and do not let them to sit as well. So, bus driver and conductor must ensure this. Out of 20, majority of the respondents experience this issue. When researcher was conducting interviews, he/she met a male PWDA whose right hand is impaired and was of the opinion that, "Seats have been reserved for us but normal students sit on seats and we have not been given a place to sit."

Satisfaction level: In conformity with the researcher's proposition, majority of the respondents out of total sample of 20 are not much satisfied with university's transport system. It is because there are not proper facilities for PWDA in transportation sector so they should be properly facilitated. In this way PWDA can use university's transport easily. No doubt PWDA can use university's buses but they encounter a lot of challenges that's why buses are only used by those who cannot afford a local transport. Those who have enough resources usually prefer to travel through local transport other than university's conveyance.

Infrastructure:

Hurdles in infrastructure are being analyzed on the basis of following parameters by the researcher.

Visits: Visits are being examined according to disability by the researcher. It is deduced that a blind PWDA (Person with Different Abilities) cannot move independently as they need guide to assist them so their visits are also dependent on someone else. They are not even aware of some of the areas of university. The results highlight that out of the total sample of 20 respondents; majority said that they need a person to guide and if their friends are accompanying them then it is fine. On the contrary, persons with different abilities PWDA who are having

other visual impairments like low vision or one eye disable can manage by moving themselves so they are somewhat able to go to few places by their own. While conducting interviews a female PWDA who was blind said, "I use to go with my comrades or if someone come from home, I go with them whether, brother or sister."

Predictable provisions: In following researcher's postulation there should be more developments for PWDA regarding improvement in infrastructure. The data illustrates that out of the total sample of 20 interviewees majority of them are in favor of enhancements in structure. If ramps are made or elevators are installed in buildings it can be very feasible in mobility. Besides, there can be proper or balanced pavements. A male PWDA who was suffering from polio said, "Some departments have no ramps so ramps should be made for the convenience of special persons."

Existing provisions: Researcher undertakes that no special benefits have been granted to PWDA to attend classes on 2nd or 3rd floor. Secondly, PWDA who have to take upstairs classes face a lot of difficulties and need someone else to take them to their classes as the structure is not quite comfortable. Teachers don't cooperate with them as well. The data reveals that out of the total sample of interviewees; most of them complaint that there are no different amenities for PWDA if they have to attend upstairs classes. According to them there must be classes on 1st floor. One of the male respondents who had his left arm disable told that, "Usually in university there are staircases for going up but in this scenario classes of PWDA ought to be either arranged on ground floor or elevators should be installed for their convenience."

Orientation and mobility:

This section is evaluated on following framework:

Orientation in context of mobility: Researcher theorizes that PWDA who have spent greater time in university have more orientation in comparison to those who have spent less time. According to the findings, 50% interviewees are much aware out of 20 respondents while other half of them have low orientation. Those who have better sense of direction and mobility don't encounter much hurdles as they have visited most of the university areas. If any trouble comes then they can handle it efficiently as they are much prone to hardships. On the contrary, those who have less orientation is due to negative attitude of others towards them.

Behavior of students: According to researcher's anticipation the behavior of students is moderate with PWDA (Persons with Different Abilities). In accordance to the findings majority of the respondents are of the opinion that some students cooperate with us while others don't. Some students collaborate due to sympathy and humanity while others don't support us as there are different stereotypes about disable persons that are prevalent in society. A female respondent who was blind told that, "Student's behavior is moderate as there are all types of students. Furthermore, there is a stereotype attached that if someone is disable then people perceive them as strange and they take time in developing friendship with

them."

Information technology:

Information technology is reviewed on the following grounds.

Likely resources: Following the researcher's theorization, there must be special technological facilities for assignments and projects of persons with different abilities PWDA. According to the outcomes of the study, large number of respondents out of the total sample of 20 claimed that no different technological assistance has been given to us for our assignments and projects. If teachers support them in this context; they will excel academically. Moreover, if teachers provide them with this opportunity, they will also be able to compete with their class mates. A female respondent who was blind gave some suggestions during an interview as, "First of all, notes ought to be provided in soft form instead of hard. Secondly, there shouldn't be any compulsion for submission of assignments in hard copy. Thirdly, in departmental library there must be computers in which there ought to be screen reading softwares for visually impaired persons according to their requirement."

Available resources: According to the presumption of researcher, teachers don't assign assignments or projects to PWDA in correspondence to their feasibility and disability. The results represent that 15 respondent's complaint about this problem out of 20. For instance, if teachers give book review it can be difficult for them as they have problem with vision and additionally, they consume more time in making assignments as compared to normal students. "Teachers ought to take into consideration the comfort of Persons with Different Abilities (PWDA). One of the respondents who was male and blind opinionated that if teacher give book review it is easy for normal students but it is difficult for us because at first, I have to listen the whole book prior its review. So, teachers must not give these types of assignments."

Class notes and reading material: Researcher proposed that teachers should provide class notes and reading material in soft form to PWDA especially visually impaired. 15 respondents were in favor of researcher's assumed statement out of the total sample of 20 interviewees. If teachers give notes and reading material in soft form to PWDA then they can easily read them. Visually impaired have limited options as they can't visualize. Teachers should provide notes in book form or pdf. A blind female PWDA told researcher during interview that, "I think for complete visually impaired there are more problems because they can't read in large print and need screen reading software. In screen reader if full soft copy is available online then it can be sent via e-mail attachment. If hard copy is provided to them; it is not feasible at any cost. But it is not possible for us as we have to ask someone to get it photocopied."

Attending lectures and note taking:

This section is inspected on following categories:

Modes of lecture delivery: Researcher conjectures that teachers must adopt different modes of lecture delivery

for blind students. The data depicts 5 blind respondents out of total sample of 20. All of them have consensus on that statement. If teachers explain while writing on the board or showing slides on multimedia it is fine but if they don't explain anything at all then it is difficult for them to attend lectures in normal method as they can't see. In this scenario, either they can record the lecture or take notes from their friends. Recordings are not much feasible for them as all teachers don't allow to record lectures. A male Person with Different Abilities (PWDA) who was blind said that, "Obviously we can't understand visual presentation or the ones written on the board and mostly teachers are habitual of not speaking while writing on the board. They say that we write this and you see. In this scenario visually impaired can't ask from someone; if they ask then how he/she will write his/her own. It is better that teacher must explain orally to all students so that the persons with different abilities do not have to ask from someone."

Expected facilities regarding missed lectures: Researcher has a supposition that teachers don't cooperate if lecture is missed by any PWDA by chance due to any reason. Moreover, they don't give time for discussion of that lecture to compensate it. Apart from that university has not given any facility in this regard as well. According to the results of data, 17 respondents discussed this issue out of 20. Students have to do something by their own to cover up a missed lecture. Either they have to take notes from their friends or to discuss with teachers if they are willing. In online system, there are no problems as recordings are available in Microsoft teams but in physical classes it creates problems. A male interviewee whose left arm was handicapped told researcher that, "Either I discuss with my friends or I take notes of lectures from my friends."

Major issues in framework of note taking: As per researcher's generalization, teachers don't give photocopy directly to Persons with Different Abilities (PWDA) i.e., those having barrier in movement and in soft form to blind students. Only 2-3 students have objection about this problem out of 20; majority don't encounter this challenge. So physically disabled have to get photocopy by themselves and blind students have to scan it. One of the male PWDA who was suffering from line blank discrepancy in which his upside bone of soul is bent said that, "There is a photocopier shop in basement of my department. It is difficult for me to go down from the staircase and if there is crowd, I have to wait. My problem is muscle contraction and if I stand for long time my muscle aches. In this case I can't ask for help so I have to tolerate." Another female PWDA who was blind claimed that, "Teachers don't give us pdf documents and online reading material. I have to ask someone to get photocopy for me and then I have to scan it through OCR scanner."

Making assignments:

Researcher investigates this section grounded on following main points:

Difficulties in preparation of assignments: In researcher's supposition teachers don't give extra time for making assignments. Results of data shows that 18 students raised

objection about this matter. No doubt they can make assignments by themselves but they require more time than ordinary students and if they hire someone else there might be a spelling and grammatical mistake as everyone is not well educated. If they prepare it by their own then they have to encounter various challenges as someone is having problem with hands or arms. One of the male Persons with Different Abilities (PWDA) whose left arm was disabled stated, "For me trouble in writing is a main issue. I have trouble in writing and it takes more time that's why except timing and typing issues I have faced no other issue."

Evaluation of assignments: As claimed by researcher's assumption, PWDA ought to be given leniency in evaluation. They prepare assignments having disability which is challenging for them. Majority of the interviewees out of 20 are against this statement. Even though students don't ask for it but teachers should take this matter into consideration by themselves. A male PWDA who was suffering from cerebral palsy mentioned, "They should evaluate our assignments normally by providing us other amenities depending on our disability. If not, then marking must be lenient otherwise provision of special facilities should be mandatory. For instance, if a person with different abilities say that he/she can't submit hand written assignment because of trouble then teacher would not insist them for hand written assignment."

Leverages in assignments in terms of preparation and evaluation: In line with researcher's postulation leverages can be accorded to PWDA by offering them alternatives. If the student is facing trouble in preparing assignments due to non-availability of reading material in soft copy or if it is some simulation activity, then teachers can ease them by taking presentation/viva/sessional exam or giving them an extra assignment. Results of data indicates that only 4-5 interviewees are in favor of the above statement. A female PWDA who had retinal disease stated, "One of my teachers facilitate me by assigning me theoretical analysis instead of numerical analysis. Only one teacher facilitates me on my request. It is first time that I have requested for alternative way otherwise I don't request for anything."

Taking examination:

Examination is probed on the foundation of underlying parameters:

Evaluation of examination: On the basis of researcher's interpretation evaluation must be in accordance with the mode of taking examination. If someone is giving paper through writer whose hand or arm is impaired or if someone is blind then they should be evaluated accordingly. Most of the sample out of 20 was in favor of this statement. PWDA with other physical and visual disabilities can give paper by writing themselves because they can see and write on their own. A male PWDA who was blind was of the perspective that, "It must be kept in mind that as we give final papers through writer so it is only dictated by us but written by someone else so there might be spelling mistakes or careless hand writing."

Patterns of examination: According to researcher's study university is following a normal pattern for all PWDA

(Persons with Different Abilities) but for blind they are only following writer mode. Outcomes express those 10 respondents are physically handicapped while other 10 have visual impairments. A PWDA having physical disability can easily give paper as they can see and write by themselves except those having problems with arms or hands. Apart from that blind student need different assistance for taking examination like writer as they can't see but unfortunately university don't cooperate much with them. They have to face challenges with writer. They are not allowed to give examination through laptop. A male PWDA who was suffering from line blank discrepancy said, "Now they are following regular pattern for persons with different abilities whether physically unfit or normal but for blind students they are following a writer mode. University is not concerned about our difficulties."

Major challenges in examination: In researcher's presumption visually impaired students who are full blind experience greater challenges in contrast to physically disabled. Likewise, one of the foremost troubles they have to encounter is taking examination through writer. As per statistics of data, 5 respondents are blind out of 20 and all of them have this challenge. University has a rule of bringing writer junior to a candidate. Besides, university don't provide writer by themselves. That is why PWDA have to encounter troubles with writer *i.e.*, having a lot of spelling and grammatical mistakes, bad and slow hand writing. Eventually there is a bad impression on their paper with regards to paper presentation. While interviewing, a researcher came across a male PWDA who was blind said, "It is not necessary that writer has written what we have dictated. We cannot see so it is possible that he/she has not written whatever is dictated by us because there is no one to keep an eye on the writer and maybe he/she has done a lot of mistakes and is junior as well. Due to this our evaluation is entirely at risk."

CONCLUSION

The researcher concludes the study on the basis of parameters about the nature of challenges that PWDA (persons with different abilities) confront as mentioned below:

Firstly, the researcher wants to know the barriers in transportation sector regarding facilities. There are no facilities for them like they have not given a place to sit on reserved seats; normal students sit on them. That's why they are not very satisfied with university's transport.

After gathering and analyzing the data, researcher arrives at a conclusion that drivers and conductors must ensure the availability of reserved seats or separate buses ought to be arranged for them.

Secondly, researcher want to discover the troubles in infrastructure. There are no ramps and lifts in departments of University of Balochistan. Some departments have more than one floor. They face a lot of hindrances to attend upstairs classes as no special facility has been given to them in this context. After analysis of results, researcher concludes that developments must be made in

infrastructure like ramps should be made and lifts ought to be installed.

Thirdly, researcher wants to explore the difficulties in context of orientation and mobility. PWDA who have spent greater time in university have more orientation in comparison to those who have spent less time. Furthermore, behavior of students is moderate towards them in terms of mobility; some students collaborate while some don't. After examination of results, researcher came to a decision that university ought to arrange training programs for normal students to make them aware regarding the treatment of PWDA.

Fourthly, the researcher wants to inspect the obstacles regarding information technology. No special technological facilities have been given to PWDA for their academic purposes. Not all teachers provide class notes and reading material to them in soft form. Researcher comes to a resolution after inspection of data that the teachers should provide different technological services to PWDA in academics. In fact, teachers should give notes and reading material in soft form as it is feasible for them.

Fifthly, the researcher aims to explore the challenges in attending lectures and note taking. Teachers use normal mode for lecture delivery; they don't adopt any special method. They don't facilitate them if they missed any lecture by chance. To conclude by researcher after accumulation and analysis of data, teachers must adopt special method for PWDA. If they deliver lecture through multimedia or by writing on board then they must explain verbally. Teachers should also allow blind students to record lectures as this is the best way for them. They ought to facilitate PWDA if they miss any lecture by chance.

Sixthly, the researcher intends to chalk out the problems in assignments. Teachers don't give extra time as persons with different abilities acquire more time in preparation of assignments because of their disability. If they are given extra time then they can submit their work on time and can correct mistakes in case if it is written by some other person. In a nutshell, teachers must give extra time for assignments. There is no need to give relaxation in evaluation; only extra time is enough.

Lastly, researcher is interested in finding out the hurdles in taking examination. Blind students have encountered a lot of troubles in taking examination through writer. Neither, teachers cooperate with them nor they facilitate them in this scenario. To sum up by the researcher, after collection and analysis of outcomes the university must provide a writer to blind students by themselves or at least bring flexibility in criteria for hiring a writer.

LIMITATIONS OF THE STUDY

Firstly, researcher has chosen only PWDA who are visually impaired and physically disabled. Secondly, physically disabled included only those who have movement issues like problems of arms, hands, legs and feet. Reason of choosing physically handicapped with mobility complications is that the university from which researcher

has collected sample constituted of only those who have locomotion problems while sample of visually impaired has all categories. Thirdly, the study was conducted only in university of Baluchistan in Quetta and it cannot be generalized to the students in other universities except for the model that can be replicated to other universities.

ETHICAL CONSIDERATIONS

Researcher has taken consent from respondents before conducting interviews. They were not forced to give interview against their will. In fact, that type of questions was not asked which make them feel anxious or uncomfortable. Furthermore, researcher has only explored the challenges of PWDA (Persons with Different Abilities) in accordance to their disability. That's why researcher has asked solely about their disabilities. The researcher has tried not to let them down by highlighting their disability/mocking them/behaving very harshly or making them feel inferior.

SUGGESTIONS

- At the time of admission university ought to provide a form to PWDA (Persons with Different Abilities) in which university should ask about their educational requirements. If their educational demands are known, they can be easily facilitated.
- There should be developments in infrastructure of university of Balochistan such as the construction of ramps and elevators because PWDA experience hurdles especially those who have to attend upstairs classes. In this scenario, they must be given special amenities.
- There should be training programs for teachers in which university must provide training on how to deal with PWDA or how to teach them.
- Teachers should allow blind students to use an examination mode according to their feasibility. Secondly, leniency must be given in examination if they give paper through writer. This population suffers a lot regarding writer.

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