

## PROVISION OF EDUCATIONAL FACILITIES FOR VISUALLY IMPAIRED LEARNERS AT TERTIARY LEVEL IN PKISTAN:A REVIEW STUDY

Shazia Malik<sup>1\*</sup>,  
Umi Kalthom Abdul Manaf<sup>1</sup>,  
Nor Aniza Ahmad<sup>1</sup>  
Maimunah Ismail<sup>2</sup>

### ABSTRACT

*The primary purpose of the present study is to describe a detailed review of the capabilities of visually impaired learners at tertiary level from an emic view point. The information was collected from visually impaired learners, who were studying in three universities in Islamabad, Pakistan; Quaid-e-Azam University, International Islamic University, and National University of Modern Languages (NUML). The findings of the research reveal the main issues which were encountered by the visually impaired learners at tertiary level. Further, they explained their educational approaches which were used by their institutes to overcome their difficulties. Regardless their feelings of less importance, they were facing educational atmosphere unfriendly, but experiences and feelings of the visually impaired learners' much emphasized on the opinions of approval by their friends which appeared quite important to them. To enable the visually impaired learners in strengthening their participation at tertiary level, the study prescribes the need to go past incorporation and uniformity models to guarantee the value and equality in universities. To transform this in a routine practice learning institutes have to play a substantial part.*

**Keywords:** Visually impaired, Tertiary level, Review of Educational policies, Educational Facilities

### INTRODUCTION

A child with impaired vision who does not have any further impairments, who is supported and well nourished by his family and is assisted to counteract for his physical impairment may able to grow as other normal children do. Several people have diverse views on physical impairment and for this study visual deficiency (Korir, 2015).

All children must have education, as it promotes economic growth and therefore people are able to live under better and comfortable living conditions play their individual parts in the state progress at large. Pakistan is an emerging nation, having weak economy; lacking governmental strength in the state. (Khan, et al., 2014). Moreover, the state is in the control of increasing governmental disorder, increasing extremism, persistent religious aggression, social uncertainty, and financial collapse. All such evils are in every respect the outgrowth of a feeble, contradictory and incohesive learning structure. At the moment Pakistan is confronted with several challenges, for example security crisis, poverty, sectarianism and extremism. The causes of these evils are the absence of acceptance, the absence of universal perception and illiteracy supported by an unproductive learning method (Ahmad, Rehman, Ali, Khan, & Khan, 2014).

The dynamic part of education has been completely abandoned in Pakistan, which is now occurring as a chaotic and disordered growth in all arenas of life. In the educational system, the quality of education has been considered as a stepchild, which has entirely debilitated the condition of the educational structure (Bowl, 2012). The schooling system, therefore, has miscarried to rear the state economically, administratively and publicly. After the passing of more than half a century and the implementation of over 25 vague educational strategies, still the educational practice has severely flopped to take the country out of the growing financial, administrative and societal dilemma (Ahmad, Rehman, Ali, Khan, & Khan, 2014). However, no considerable and revolutionary effort has been made as yet showing an absolute difference between oratory, policy design and service application. Absence of defined law defending the civil rights of special needs youngsters to obtain admission into conventional schools, additionally worsens the dilemma (Ahmad, Rehman, Ali, Khan, & Khan, 2014). In spite of a few dotted models of finely performing schools in Pakistan, the concept is rather experimental and still in its primary phases and the exclusive consultants of the learning, inclusion seem to be undertaken by the private schools and NGOs (Mujahid-Mukhtar, 2012).

The paper also involves the integration of the Expanded Core Program concept which focuses the understanding and abilities required by learners having a visual impairment because of their exclusive infirmity and particular demands. The different capacities embraced in the expanded core program deliver teachers with a method of focusing the learners' demands with visual deficiencies along with those individuals having other infirmities. The learning needs of particular populace are not constantly satisfied as the absence of vision is thought as "negligible", particularly when the youngster is harshly influenced by physical and perceptible disabilities.

### **Objectives of the Study**

The analysis is performed to accomplish the following purposes:

1. To observe setbacks of learners with visual impairment in communication with their peers with regular vision and teachers while obtaining the education.
2. To discover obscurities faced by learners with visual impairment in obtaining modified material during their education.

**Visual Impairment – Magnitude of the problem**

Isra Postgraduate Institute of Ophthalmology state, there are over 314 million visually marred individuals around the globe. This number embraces about 153 million individuals suffering from “uncorrected refractive error”; 161 million individuals with perfectly “corrected refractive error”. From 314 million visually impaired individuals globally, 45 million are sightless – 37 million with perfectly “corrected refractive error” and 8 million suffering from “uncorrected refractive error”. Though over 82% of the entire blind population, these individuals are 50 years or more, impaired vision in youngsters is a significant challenge all over the worldwide. Around 1.4 million sightless youngsters are under 15 years and over 12 million youngsters between 5 to 15 years; that are visually impaired because of “uncorrected refractive errors”; 87% of the population around the world are visually impaired and exist in the emerging states (Awan, Mahar, & Memon, 2015).

As stated in the Pakistan National Impaired Vision Review (Awan, Mahar, & Memon, 2015), the assessed figure of sightless people in 2003 was 1.25 million. The occurrence of impaired vision among people was 0.9%. The gender and age, outlined the rate of impaired vision, 2.7%, in grownups was 30 years and more. The assessed figures of individuals with impaired vision are of age 30 and more. The data stated below includes the count of people with impaired vision in all provinces of Pakistan.

**Provincial dissemination of assessed figure of Pakistani adults with impaired vision**

Province	Estimated number of blind individuals
Punjab	769,000
NWFP	114,000
Sindh	200,000
Balochistan	53,000
Total	1,140,000

Source: Postgraduate Institute of Ophthalmology, Karachi (Awan, Mahar, & Memon, 2015)

**LITERATURE REVIEW**

Stated by the “Salamanca Statement and Framework for Action on Special Needs Education”, “every child has a vital right to obtain education and must be delivered the chance to attain and continue a suitable level of learning ... those with special needs must have admission to regular schools, which should accommodate them within child centered pedagogy capable of meeting these needs” (Korir, 2015). The World Health Organization states that the assessed sum of individuals is 285 million, suffering from blindness around the globe, including an assessed number of 19 million youngsters under the 15 years of age. These children with Visual Impairment encounter obstacles with educational and social undertakings at their academic institute for instance, unreachability to instructive resources and narrow social contact (World Health Organization, 2016).

The visual deficiencies, comprising full and fractional visual deficiency, are titled as low occurrence disabilities; the incidence of the infirmity is lesser in the school-age people. As a low rate infirmity group, it is occasional that conventional community schools instruct learners with visual deficiencies (Byrne, 2014). Since the rate of visual deficiency is small matched to other debility kinds, for example, extreme rate infirmities, there is a scarcity of study regarding this kind of learners who are appearing in the community educational institutes (Schade & Larwin, 2015). The study has established that youngsters with visual deficiencies feel contemptible as a result of their physical infirmity, absence of social approval and underachievement in academics (Khurshid & Najeeb, 2012).

These blind individuals encounter social and psychological results of impaired vision. Sightless people face social omission and are abandoned from the choice making practice. It is supposed that the adverse leading views about impaired vision are the source of this public elimination (Awan, Mahar, & Memon, 2015). Another element that impacts a sightless person’s public status is the capacity to add to domestic earnings. Visually restricted jobless individuals experience more difficulty in being recognized in the native public. Furthermore, absence of care from government and community organizations deters the delivery of a favorable atmosphere for blind individuals to turn out to be a creative feature of the social order (Awan, Mahar, & Memon, 2015). Undoubtedly visually reduced learners are not merely a part of the public, but also have equal rights to receive same quality education. They want recognition at several levels involving family, public, and academic organizations, so they might able to grow in a positive and effective character with the promise of a prosperous future (Khurshid & Najeeb, 2012).

Latest analyses in Iran demonstrate that visual deficiency disturbs eminence of life of individuals and diminishes their interactive abilities. For the past decade, the surveys and examination, in the domain of vision and wellbeing emphasized the significance of social associations which are not well-built in a blind individual (Sarabandi & Kamali, 2012). Coaching blind youngsters are far more significant in Pakistan as the education structure, the culture, communal attitude, public activities and socioeconomic domestic circumstances do not offer any care for such incapacity (Ahmed, Khan, & Nasem, 2011).

### ***Policy Level Measures taken in Pakistan***

In Pakistan, the course of action has been engaged to make education inclusive for physically impaired students at a law-making level. In this respect, the National Policy for Persons with Disabilities 2000 and National Policy Education 1998 have intended strategies for delivery of education for physically impaired students (National Report on the Development of Education, 2008).

### ***Seat Allocation and Admission Process for Impaired***

The Higher Education Commission has steadily stressed and developed strategies for inclusive schooling at a higher level. The goal of these strategies is to certify that physically impaired students are delivered nourishing and responsive atmosphere particularly at higher levels. The share system is prepared in academia to certify contribution of physically impaired learners in higher education. Yet, the 2% allocated spaces for incapacitated learners is not a clear method and implicates challenges for these learners while taking admission and also in later phases enhancing the dropout numbers. Similarly the share system mainly under signified the huge amount of impaired learners. Furthermore, the process of enrollment is not clear and fair. Consequently, despite such efforts at the policy level the problems of disabled remain un-addressed since such policies remain on papers (Ali & Hameed, 2015).

### ***Textbook Evaluation***

The assessment, of course book has always been the fundamental part of instructive study, which distributes course books into two key groups. Primarily, academic quality that contains a summary of specific ideas with a precise order and degree. It also contributes to the interaction, visuals, ideas vs. written meanings, inherent and precise communications and their results. The study states that the approaches of textbook exploration could not appear with extraordinary deepness and lucidity, though numerous tools were established to examine the subject, language and text (Ali & Hameed, 2015).

One of the primary obstructions that visually impaired learners face was stated to retrieve and comprehension of the curriculum material. The respondents interpreted that the curriculum material was generally in a print document which was tough for the blind to recognize. Some learners (6/10) stated that they were not provided the soft copy or Braille of the reading resources. These learners looked very disheartened that the academia were paying no heed to this severe issue (Ali & Hameed, 2015). The extracts from the study underlines that the learners had to take individual attempts to conquer matters connected to their education. The young learners, informed that they implicated the practice of a scanner, computer and additional softwares which assisted them to increase retrieval of the class lesson sources.

There are probabilities that course books weaken the hard work of instructors and it obstructs the effortless learning progression, however, it does not signify that course books are an unsuccessful implement of the learning procedure. Course books can be planned adhering to the instructor and the aptitude of the learner for easy perception. Additionally, the usefulness of course books do not completely throw away the class material and other resources, but to indicate that this is negative if notes substitute course books.

More resources and time is exhausted in developing countries, stressing on arrangement than the tangible material of course books. Furthermore, the teaching methods lack the explanation of concepts, insignificant text used and learners are demanded to learn the bookish text by heart, which restrict the skill to learn and exercise particular perceptions. At this point, to develop, course books in native languages be supported and reading habits may be upheld. Researchers may perform to analyze and reshape the course book text, advance the learning method and decrease cost (Praphamontripong & Prachayani, 2011). Formulation of course books and their pattern must follow the conceptions and standards that would be presented during the lesson; basically then the learning procedure can be beneficial.

The concern was not the mere inaccessibility of course sources, but the reluctance of the involved individuals to assist the learners and to expedite them. Evidently such a circumstance exposes the learner to annoyance and apprehension and unsurprisingly causes inferior grades as they do not have adequate time to revise and get dissatisfied of the dominant attitude.

Regardless of the element that Braille learning is significant to get work and full involvement among the public, instructing visually weakened youngsters is not significant in advancing republics involving Pakistan. In Pakistan, maximum institutes for visually compromised are in an extremely meager condition, missing basic amenities. The figure of learning organizations for visually compromised individuals and skilled Braille instructors in progressing nations is quite unimportant. The majority of the devices obtainable for visually compromised individuals is either difficult to function, or expensive. The mainstream residing in progressing states is surviving under \$1.25 daily, difficult for the family to teach their visually compromised offspring. The designed system serves as Braille writing and reading tutor, so visually impaired people can enhance their Braille writing and reading skills without the assistance of a Braille teacher. However, the designed Braille device receives the response through Braille control panel and creates the output in a dialog. This device also has the competence to read out the written text. It is assumed that by employing the devised Braille method in the institutes and households, the Braille learning rate can be amplified and visually compromised individuals can work and can completely contribute in society (Khidri, Memon, & Jameel, 2014).

### **METHODOLOGICAL DESIGN**

The procedure for this review will be a content material examination of the course books, as it would as the basis of the entire study. It is a qualitative study of the course books to examine whether the social standards are combined through the literature. The numerous expertise has been provided by The Ministry of Education that are believed to incorporate the syllabus. An entire competency has been offered to support the societal elements and standards in addition in the syllabus. This analysis is essentially a relative content review of the course books at a primary level concerning the existence of social ethics. It is to find

whether the at course books have been planned as per the requirements of the community pertaining to social standards chiefly to the recommended criteria. It presents a review about the comparative content study of the course books of 'English' Class I-5 chosen by the Federal Board and Punjab Textbook Board. This textbook has been authored by the Punjab Textbook Board while the Oxford Press 'New Active English' has been chosen by Federal Board for Islamabad Model Educational Institutes. The entire lesson will be an element of study. The content, subject and closing of the lesson have been composed through the data (Bano, Akhter, & Anjum, 2013).

#### **Method used**

The detailed interviews from visually impaired students both men and women, helped to collect data for this study from three universities in Islamabad involving the Quaid-e-Azam University, International Islamic University, and National University of Modern Languages. The nominated participants were registered in numerous departments and in diverse curriculums. The participants belonged to various economic and local backgrounds to overcome the variety of issues encountered by learners with visual deficiency in inclusive learning.

#### **Participants**

The amount of learners registered at tertiary level was fairly small, whereas the chosen and accessed universities did not have an accurate record of the learners with infirmity. The researchers often experience such issues in order to pull out a sample size. However, the expected accessible students in the nominated universities were 30 visually compromised learners. Ten learners out of these were nominated for this analysis, observing numerous aspects, as well as the process of review, such as Interpretative Phenomenological Analysis (IPA) and the readiness of the contestants to contribute to the study. Out of selected students six were day students and four were hostel residents (Ali & Hameed, 2015).

#### **Measures/procedures**

The non-probability sampling approach was chosen because of the type of the analysis in this research and for data gathering purposive sampling method was used, since it is a time saving and economical procedure. Within the model of purposive random sampling, to classify more participants in the universities, a snowball sampling technique was engaged. To gather data, semi-structured interviews were applied one of the most adaptable data gathering instrument (Palinkas, et al., 2015).

#### **Data Collection**

As the sample size was little and the type of the analysis preferred comprehensive and thorough descriptive explanation of the instances; the IPA has proven to be the most suitable technique of review. It supported a comprehensive analysis of the contributors' lives and their individual involvements concerning and varying with phenomenological source and society. IPA approved to identify the perspectives of the participants as they comprehend and construe it. This technique produced an extensive variety of reactions and agreed to unforeseen subjects because of its adaptability (Atkinson & Hutchinson, 2013). It also allowed surveying the involvements of the contributors as supposed and known by them. Through the study development endeavors were made to fathom the contributors' familiarities in respect to the background where they lived (Ali & Hameed, 2015).

#### **DATA ANALYSIS & FINDINGS**

The analysis is determined on discovering social ideals, i.e., patience, various cultures, fairness, righteousness, morality and compassion combined within the 'English' subject from class I to 5 selected by the Federal Board and the Punjab Textbook Board. The sample unit was a lesson while the content, subject and the closing of the lesson was chosen as an indicator. There are 69 lessons incorporated into the Punjab Textbook Board, whereas 63 lessons were included in the Oxford University Press from class I to class 5.

However, the main concerns met by the participants were associated with the process of admission, lesson sources, assessments, housing, movement and the problem of handling the disrespect from others through their study course which leave them to feel disregarded. Some features of their lives were underlines during the interviews which the learners mentioned as their asset. For instance, they valued to be part of the community units and exalted in being capable to maintain powerful links, particularly when the common awareness about individuals with disabilities was not very optimistic (Ali & Hameed, 2015).

#### **Discussion**

The learners with deficiencies, separated from the conventional and they are asked to study in special need organizations. Research demonstrates that the approach of the visually compromised to regular colleges often ostracizes the learners rather than enabling them. Students with deficiencies do not feel comfortable to participate in the supposed inclusive schooling systems as the numerous problems and hostile atmosphere usually leaves them unwilling to carry on their education. In western countries, this was chiefly the instance where deficient learners earlier separated in special institutes were then, combined with their fellows in normal schools (Polat, 2011).

The review exemplified that learners with infirmity have admission to tertiary level education in Pakistan via the open merit and share system. This specifies that actions are being taken to instill inclusive education at the tertiary level. Besides discussions of inclusion it is essential to certify fairness and equivalence at tertiary level and which must be done. As the model size of this analysis was restricted, so this cannot be generalized to a wider student population. Yet, the outcomes of the report can be exploited as a preliminary point to devise significant strategies concerning impaired learners. For instance, it is vital that academia must have printed legal approaches for learners with debilities that would be thoughtful to the students with the special needs. The teachers should be skilled to manage the requirements of learners with debility and at the admission time special care

should be delivered to these learners to alleviate and simplify the admission procedure. The present facilities must be revised to intensify the prospect for impaired learners to gain higher education.

### Conclusion

This paper presented an exhaustive study in relevance to the concerns of visually compromised learners at tertiary level in Pakistan. The results demonstrate that in addition to physically approach the unseen hurdles of arrogance and classification were conveyed to be the main problems for the visually compromised learners.

It is seen that several analyses underpin the view that any kind of debility, involving blindness, distresses the poor. The economic suffering of impaired vision causes additional collapse of the financial position of the person, along with, the whole clan. The social unfairness with the blind people isolate and influences them with hopelessness and suicidal thoughts.

The government should invest in the communal sector; prospects for learning and sustenance of the blind for joining educational institutes should be delivered. Other prospects should also be generated for the visually impaired include them in the normal society; and equip them with coaching to live self-sufficiently. In this scenario, they should be given support in their domestic environment, there should be some instruction and direction at the community level so the families could take look after the communication needs and sensitive requirements of their visually impaired member. If the suggestions are applied, our nation would be capable to confirm that the visually impaired are provided an approach to elementary civil rights to enjoy their lives with self-respect and to be dynamic supporters of society and their families.

### REFERENCES

- Ahmad, I., Rehman, K. U., Ali, A., Khan, I., & Khan, F. A. (2014). Critical Analysis of the Problems of Education in Pakistan: Possible Solutions. *International Journal of Evaluation and Research in Education (IJERE)*, 3(2), 79-84.
- Ahmed, M., Khan, A. B., & Nasem, F. (2011, February). Policies for Special Persons in Pakistan. *Berkeley Journal of Social Sciences*, 1 (2), 1-11.
- Ali, R., & Hameed, H. (2015). Dealing with Visual Impairment: Experiences of Youth in Tertiary Education. *Social Sciences Review*, 3 (1), 1-24.
- Atkinson, K. & Hutchins, J. O. (2013). Transition from higher education to National Health Service for Visually impaired physiotherapist: An interpretative phenomenological exploration. *British Journal of Visual Impairment*, 31, 32-46.
- Awan, Z. H., Mahar, P., & Memon, M. S. (2015, January - June). Blindness and Poverty. *Social Sciences Review: Bi-annual Research Journal*, 3 (1).
- Bano, H., Akhter, N., & Anjum, N. (2013). Analysis of Educational Facilities and Opportunities for Students with Special Needs at University of the Punjab. *Journal of Educational Research*, 16 (1), 1-62.
- Bowl, M. (2012). *Post-compulsory higher education and training*. (J. Arthur, & A. Peterson, Eds.) London, United Kingdom: Routledge.
- Byrne, B. (2014). Getting In and Getting On? The Experiences of Young People with Visual Impairments and Hearing Impairments in Third-Level education. *International Journal of Disability, Development and Education*, 61(2), 119-133.
- Khidri, S. A., Memon, S. H., & Jameel, A. (2014, June-July). Blind Aid: A Self-Learning Braille System for Visually Impaired. *International Journal of Engineering Research and General Science*, 2(4).
- Khurshid, F., & Najeeb, F. (2012). Perceived Social Acceptance Among Visually Impaired Teenagers. *Pakistan Journal of Education*, 29(1&2), 1-11.
- Korir, B. C. (2015). The Perception of Students and Teachers on the Integration Programme of Students with Visual Impairment in Secondary Schools: A Case of Ainamoi Sub County, Kericho County, Kenya. *Journal of Education and Practice*, 6 (12).
- Malik, S. (2015). Orientation and mobility training in special education curriculum on the social adjustment problems of visually impaired children in family. Prague, Malaysia.
- Mujahid-Mukhtar, E. (2012). Situation Analysis Of The Education Sector. Pakistan.
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research. *Springer*, 42 (5), 533-44.
- Polat, F. (2011). Inclusion in education: A step towards social justice. *International Journal of Educational Development*, 31, 50-58.
- Praphamontripong & Prachayani. (2011). *Evaluating efficient textbooks for lower income countries*.
- Sarabandi, A., & Kamali, M. (2012). The relationship between visual problem and quality of life among blind people. *Journal of Research in Rehabilitation Sciences*, 8 (6), 1015-1023.
- Schade, B., & Larwin, K. H. (2015, September). The Impact of Visual Impairment on Perceived School Climate. *International Journal of Evaluation and Research in Education (IJERE)*, 4 (3), 101-105.
- World Health Organization. (2016). *Global data on visual impairment*. Retrieved from World Health Organization: <http://www.who.int/blindness/publications/globaldata/en/>

Shazia Malik<sup>1\*</sup>,

<sup>1</sup>*Department of Foundation Education,  
Universiti Putra Malaysia, 43400, UPM,  
Serdang, Selangor Darul Ehsan, Malaysia*

*\*Corresponding author: shazia11malik@hotmail.com*

Umi Kalthom Abdul Manaf<sup>1</sup>,

<sup>1</sup>*Department of Foundation Education,  
Universiti Putra Malaysia, 43400, UPM,  
Serdang, Selangor Darul Ehsan, Malaysia*

Nor Aniza Ahmad<sup>1</sup>

<sup>1</sup>*Department of Foundation Education,  
Universiti Putra Malaysia, 43400, UPM, Serdang,  
Selangor Darul Ehsan, Malaysia*

Maimunah Ismail<sup>2</sup>

<sup>2</sup>*Department of Professional Development and Continuing Education,  
Faculty of Educational Studies, Universiti Putra Malaysia, 43400,  
UPM, Serdang, Selangor Darul Ehsan, Malaysia*