



A PHENOMENOLOGICAL STUDY EXPLORING THE EDUCATIONAL PROBLEMS IN HIGHER EDUCATION OF VISUALLY IMPAIRMENT STUDENTS OF THE ONE CENTRAL UNIVERSITY OF INDIA

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Abstract:

The concepts of phenomenological studies were focused worldly on the assessment of the lived experiences of disabled persons. The current studies were focusing on the lived experiences of visually impaired student in the one central University of India. These studies were conducted by personal interviews of ten visually impairment students. An outcome of this research explores many difficulties overcoming in the higher education learning process of the visually impaired student. This was due to the several major factors involved behinds this as deficient of modern devices of teaching, class lecture recorder, financial problems, over formalities burden by institutions at the time of examination and admission. Psychosocial adjustment in the new environments is another factor who affected education. Learning is a lifelong process which can affect individuals. Every moment of life of the visually impaired student from school to higher education has been a significant role in its own life and such an impact should not be denied. Therefore, this is necessary to provide special support for the improvement of career success among individuals who are visually impaired and avoid their educated barrier in the higher education system.

Keywords: phenomenological, peers, visually impaired, socio-economic

1. Introduction

The analysis and understanding the situation of lived experiences of visually impaired students is a difficult task. This looks like a very easy but at the ground levels not so essay. The question of the researcher was touch only major parts of life however in the real life of students which type of problems facing every day cannot be explained in the form of sentences. The prime focus of phenomenology is to focus on how participants

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opinion as a result of their experience. In this contrasts analyzed census commissioner, of India data revealed in 2001 that approximately 21 million people in India have identified with partially or fully type of the visual impairment, which is moreover equal to the 2.1% of the population. Among the total disabled in the country, 12.6 million are males and 9.3 million are females (Ahire and Galande 2015). In the survey recorded the number of disabled is more in rural and urban areas. As per census 2011 reported that, out of the 121 Cr population, about 2.68 Cr persons are 'disabled' which is 2.21% of the total population. These data of disabilities are recorded 2016 and founds that the disabled population is much higher than previous years across the country, only in the state of Uttar Pradesh (3.6 million) persons was recorded. Significant numbers of disabled have also been reported from the other state like Bihar (1.9 million), West Bengal (1.8 million), Tamil Nadu and Maharashtra (1.6 million each) and in Tamil Nadu, which significantly described that the higher number of disabled females were present than males. Among the states, Arunachal Pradesh has the highest proportion of disabled males (66.6%) (As per data disabled persons in India 2016).

These disabilities are arising in many regions such as macular degeneration, aphakia, cataracts, retinal diseases, optic atrophy, retinitis pigmentosa etc. Visual impairment is one of the major causes of disability in India (World Health Organization 1979). Individuals who are visually impaired face lot of difficulties in the areas of education from bottom to higher education. In an era where 'inclusive development' is being emphasized as the right path towards sustainable development, focused initiatives for the welfare of disabled persons are essential (Hart, 2013). This emphasizes the need for the establishment of disability information in the Country. It is necessary to get information about their socio-demographic profile of the student for the welfare of disabled students. This is because information about their functional status is important to identify needs since two individuals with the same impairment may face different types of difficulties in undertaking certain activities, and so have different needs that require different kinds of interventions. The functional position is essential for determining the extensive social needs of persons with disabilities, such as the provision of assistive technology for use in education and employment. Therefore current researches are the focus to exploration the Educational Problem in Higher Education of visually impairment student in India.

2. Methodology

The phenomenological studies of the present studies were followed as per Lourens, H., & Swartz, L. (2016). These studies explored the lives of the ten visually impaired students in the research for a meaningful explanation of their lived experiences in higher education. All students attended from the Banaras Hindu University of India. Individual's interviews were conducted with open-ended questions in order to the meaningful consolidation of their emotions, thoughts and bodily experiences. We analyzed the interviews according to the principles of interpretative phenomenological

analysis (IPA) of the education problem perspective. Interviews were arising in different areas of higher education-related problems of several dimensions with five board theme along with 18 sub-themes which are described in the results and discussion.

3. Results and Discussion

Current studies are prepared and presented thematically their lived experiences and barriers in higher education. The subject barriers to higher education are conscious central emerging issues that represent restrictions of the disabled students' participation in higher education. This research focused on the major problems of visually impaired student in developing country of India. There are many factors which are affecting today in learning of visually impaired students such as following:

3.1 Economic Problems

3.1.1 The Embodies of Economic Related Problem (ERP) and their Experiences

Economic conditions of a family play a major central role in developing of student life therefore, the present studies were focused about the economic background of the students and results obtained, most of the students are belong from the poor family; there economic as per annual were not more than 36000/- thousand. This astonished results itself described that the saturation of students in tenure of economic below power line. In the processed of interviews of students, the faced were reflect under stress when I was talking about their economic situations. He and she shared personal views that what I can do if somebody or any government helps us we can do better. This research work emphasized for visually impaired students are required for special support, for the progress of higher education. Similar kind of research and results has been obtained in secondary education level by Sunita Chugh (2011) an article "A Study of Children Living in Slums of Delhi" and reported that many children, who enter school, are unable to complete secondary education due to an economic problem

3.1.2 NGO or Government Helps (NGO or Gov.)

Through the process of interviews point out related to any NGO or any government authorities who provide helps in gaining of education and results obtained, few student were shared personal views that he and she taking fellowship from Banaras Hindu University and few students from other placed as Chennai, therefore he or she are able to continue their education but most of the students have complained that the information regarding providing agency of fellowship from government and non-government is very limited and he became failed to apply the application form at the opening time because due to the lack of information. Therefore my kind suggestion to the higher authorities of the University and Government of India along with NGOs kindly provide financial support to visually impaired students for their better enhancement of education at higher levels and it is also necessary to proving

information at time of opening date of fellowship by originations; this could be helpful for gaining of the funding agency. In addition, a supplementary short course chapter added in their coursework at previous year of higher education related funding agency. Several funding agencies are present worldwide as per Aamir Mustafa Kidwai Trust, All India Talent Identification And Promotion Trust, Apex Life Scholarship, Assam Government Scholarships, Asma Foundation, B. D. Goenka Foundation, The Barakat Trust (UK), Basic Research, Education And Development (BREAD), Bharat Petroleum Scholarships, Bharat Seva Trust, Crescent Educational Foundation, Debesh-Kamal Scholarships, Dr. Ambedkar Foundation, Fulbright Fellowships For Indian Citizens, Foundation For Academic Excellence And Access (FAEA), Foundation For Economic And Educational Development, GBK Charitable Trust, Human Welfare Trust, Indo German Social Service Society, Inlaks Scholarships, Interest-Free Loan & Guidance, Institute Of Objective Studies, Jamiat-Ulama-E-Hind, K.C. Mahindra Education Trust, Kerala Govt. Scholarships, King Faisal Foundation, Lady Tata Memorial Trust Scientific Research Scholarships, Life Science Foundation India Scholarships, Lok-Hit Prakashan Sarvajanik Trust, Mariwala Trust, Maulana Azad Education Foundation, Mexico, N. M. Wadia Charities Scholarships, National Minorities Development & Finance Corporation, Nehru Centenary British Fellowships, Nehru Trust For Cambridge University, Paul Foundation Scholarship, North South Foundation, R. D. Sethna Scholarship Fund etc. which are supporting to higher education in different areas. Detail is mention on the website (<https://www.way2college.com>) on date 17/08/2018. The report of R. Thara and Vikram Patel (2010) says that non-governmental organizations (NGOs) have played a significant role in the last few decades in the area of medicals not only help bridge this gap but also by creating low-cost replicable models of care. Then why not in education, its need to openly interact with the NGOs and care to visually impaired student in higher education.

3.2 Educational Related Problems

3.2.1 Reading Book Facility Problem (RBF)

Under the themes of educational related problems including reading book facility were focused and observed that all of the students were facing a lot of problem in reading books in the department and library. He and she shared personal experiences there is nobody who cares subject wise books in the library, he is unable to assess to book in the library. In both department and library are deficiencies of the book, therefore students are suffering from a major problem in higher education of the Universities. Some of the books are available but he is not in braille so they are useless. My opinions provide this information to the higher authorities; therefore, he can arrange facilities of concern subject in braille language by which visually impaired student can be benefitted.

3.2.2 Communication Device Related Problem (CDRP)

Communication device likes computers and related electronic resources play an essential role in education. Electronic tools can make classes more efficient; lectures

more compelling, informative, and varied; reading assignments more extensive, interesting, and accessible (Alan Brinkley et al., 1999). In the practice of interviews, student share own experiences regarding the availability of communication device in the department and Library are very limited, therefore a major problem arises in learning education and this complications were not noticed by any higher authorizes of the university like as HODs, Dean, or directors of center, they have not any special budget by which they can solved the problems of visual impaired students. My thoughtful suggestion to higher authorizes of the university, approachable reading books, audio and audio class lecture record were provided in the department, Faculty, and Library by which visually impaired students can be benefitted.

3.2.3 Teachers Attitude Related Problem in Class Room (TARP)

This study attempted to look under the sub-theme of teachers attitude towards visually impaired students and recorded most of the students are a consistent positive attitude and he shared all most all the teachers are cooperative and provide good information from bottom to higher levels knowledge. Very few students shown negative feedback towards teachers he says that few teachers reflect slight aggressive behaviors but not all time. My suggestions regarding teachers' behave to the student politely. It is a mutual understanding between students and teachers, which will be beneficial for students as well as teachers also. A. M. Mushome, R. J. Monobe (2013) also explained the attitude of lecturers towards visually impaired students in the Universities of the Limpopo Province in South Africa. He also suggested that its necessary teachers cooperated with politely to the students. This will be useful for all the class students.

3.2.4 Education Course Related Problem (ECRP)

Throughout of research, visually impaired students share experiences regarding educational course are very broad, its need more time to understands the course, and either reduces the subject course by which we can learn the proper subject matter. It's necessary to complete the course of the subject with the help of modern new technology. Similar kinds of research and problem are explained by Jalli. Pothuraju *et al.*, (2014) in the education system.

3.2.5 Peers Behaviors Problem in Education (PBE)

In the process of interviews obtained peers behaviors are familiars, they communicated and help each to other in education.

3.3 University Infrastructure Related Problems

3.3.1 Administration Related Problem (ARP)

Under the theme of University infrastructure problem focus about the office of administration and results obtained some of the clerks not give much attention towards problems of visually impaired students; therefore, he comes many times to the office for the same works. Sometimes they left the class for official purposed, which were affect

the education. My suggestion toward the administration must give attention to visually impaired students and he solved the problems as soon as possible by which they can attend our proper class lecture.

3.3.2 Orientation and Mobility Related Problem (OMP)

The studies were aimed at investigating the orientation and mobility problem and results recorded all most all the students did not know about orientation and mobility. This is because no one completed basic training of orientation and mobility only very few students have been completed at the very basic level of training; most of the students are untrained. In-depth interview process results come in the University no any trainer are available. Vision is a very important blessing in one's daily life, and its disability is a hindrance in getting essential information to lead a normal life. Vision disability hinders a person to perform the routine task of his/her day to day life. One of such problems that are blind person faces the disability to move smoothly and independently from one place to another. This is the major problem that a blind person goes through in their daily life, especially in new surroundings. 'Orientation' and 'mobility (O&M) training' teaches a visually impaired person to move independently and confidently in the society by utilizing certain skills and fully making use of other senses along with the help of some equipment such as mobility practices and devices are described by Shazia Malik *et al.*, 2018. This is necessary to provide training' teaches in the University for the training of visually impaired students.

3.3.3 Hostel Related Problem (HRP)

Under the theme of University infrastructure-related problem point out hostel facility and noted the entire facility was available for the student in the University.

3.3.4 Health Related Problem (HIRP)

In the interviews, the conversation points out regarding health facility related problems and revealed that all the students reply every facility is bearded by the University in proper ways. We appreciated to administration to provide best health treatment facility to the students.

3.3.5 Peers Behaviors in Learning (PBL)

In continues studies focused regarding peers behaviors in learning, the responses which obtained were good in between the students. One of the strategies used in social constructivist teaching, which is appropriate in inclusive settings, is teaching using peer groups. In an inclusive educational setting, peer groups play a vital role in learning as they provide opportunities for students to learn from each other (Mitchell, 2014; Vygotsky, 1978). In this method, a combination of learners with different abilities and talents is essential to enhance the learning of less skilled learners or those experiencing learning difficulties (Vygotsky, 1978) within a group. A similar view on the importance of using peer groups in teaching learners with SEN (special educational need) was also

reported by Rieser (2001). However, Mitchell (2014) claims that peer tutoring should not be used as a sole means of teaching skills or knowledge to learners, rather it should complement other methods of teaching to enhance understanding of the learned skills or knowledge. Peer tutoring can take different forms: a more knowledgeable learner teaching a less knowledgeable learner; an older learner teaching a younger learner (cross-age tutoring); or a class-wide peer tutoring, where each learner becomes a tutor and a learner at different times (Mitchell, 2014).

3.4 Employment-Related Problems

3.4.1 Employment Related Information (ERI)

Throughout the process of interviews highlighted regarding employment-related information and associated problems and revealed nearly all visually impaired students are suffering from these problems. Behind this one of the major factors was lack of right information about employment. He and she were depressed due to unemployed. It is necessary to provide an opportunity for service in the government and non-governments areas. These opportunities would be helpful in learning of higher education. This problem and suggestion are also briefly described by O'Donnell and William (2014) in the article an Analysis of Employment Barriers Facing Blind People and agreed about mentions results.

3.4.2 Guidance Counselling Related Problem (GCRP)

Guidance counseling is a center that provides a brief idea of job opportunity to the students regarding their interest and students can utilize their potential in positive direction. The problems of the students were notices in the research that in the University campus guidance and Counselling center was present but no any person is available there who take care to the center in proper manner, therefore visually impaired student are facing employments related Counselling problem. Therefore my personal suggestions to University administration they should come in department wise at least one day in the month and interact with the students directly by which visually impaired students can decide their path in the right manner. Guidance Counselling related problem in visually impaired students was also described by Omede Andrew A., and Tenimu, S. (2013) in Counselling Persons with Visual Impairment for Effective Career Choice: Implication for National Development.

3.4.3 Sports and Cultures Activities Counselling Related Problem (SCRCP)

In continuation of the process of the interviews concentrated on areas of sports and cultures activities and results were obtained that students are highly interested in the cultures activities like as dancing, group songs, slow songs and learning in musical instrumentation in addition to that they are also want to play in sports areas like cricket, football but problem was notice that no any special lecture available who take care the visually impaired student in proper manner. Therefore students are unable to reflect their potential at the University levels. My opinion to higher authorities to provide

special teachers regarding sports teachers and counselor to the students by which they can improve him and able to reflect their potential at a higher level.

3.5 Any Other Problems

3.5.1 Any Personal Problem which Disturbs the Education (APP)

At the ending of the interviews, the question is arising from personal problems, most of the students are answered no personal problems was there.

4. Conclusion

On the basis of research finding of this research paper indicates the following major issues of the visually impaired students in higher education like as economic complications create unnecessary burden to the students, they can resolved though create a special fund by the higher authorities as HOD, dean or director via interacting with helping government and non-governmental agency who wants to helps the visual impaired students in higher education. University higher authorities take responsibility to provide basic mobility training education to the students through specialized lectures. In addition to that they must appoint sport and cultures activities specialized lectures for the visual impaired students who take teach and care of the students in proper manner. Equipment for the visually impaired students is not enough, it's necessary to provide proper equipment's to the students. No study material in Braille is available in the library; make a proper arrangement by which students perceived education smoothly. Make a core subject paper which developed creative ideas to visually impaired students for self-employments. In higher education provides exposers of recent involved techniques who help them in learning of educations via organization of workshop. Research on this aspect is not enough and a lot still need to be done.

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