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1. INTRODUCTION

1.1 Indira Gandhi National Open University

The Indira Gandhi National Open University (IGNOU), established by an Act of Parliament in 1985, has continuously striven to build an inclusive knowledge society through inclusive education. It has tried to increase the Gross Enrollment Ratio (GER) by offering high-quality teaching through the Open and Distance Learning (ODL) mode.

The University began by offering two academic programmes in 1987, i.e., Diploma in Management and Diploma in Distance Education, with a strength of 4,528 students.

Today, it serves the educational aspirations of over 3 million students in India and other countries through 21 Schools of Studies and a network of 67 regional centres, around 2,667 learner support centres and 29 overseas partner institutions. The University offers about 228 certificate, diploma, degree and doctoral programmes, with a strength of nearly 810 faculty members and 574 academic staff at the headquarters and regional centres and about 33,212 academic counsellors from conventional institutions of higher learning, professional organisations, and industry among others.

The mandate of the University is to:

- Provide access to higher education to all segments of the society;
- Offer high-quality, innovative and need-based programmes at different levels, to all those who require them;
- Reach out to the disadvantaged by offering programmes in all parts of the country at affordable costs; and
- Promote, coordinate and regulate the standards of education offered through open and distance learning in the country.
- To achieve the twin objectives of widening access for all sections of society and providing continual professional development and training to all sectors of the economy, the University uses a variety of media and latest technology in imparting education. This is reflected in the formulated vision of IGNOU, keeping its objectives in focus, which reads:

The Indira Gandhi National Open University, the National Resource Centre for Open and Distance Learning, with international recognition and presence, shall provide seamless access to sustainable and learner-centric quality education, skill upgradation and training to all by using innovative technologies and methodologies and ensuring convergence of existing systems for large-scale human resource development, required for promoting integrated national development and global understanding.

The University has made a significant mark in the areas of higher education, community education and continual professional development. The University has been networking with reputed public institutions and private enterprises for enhancing the educational opportunities being offered by it. As a world leader in distance education, it has been conferred with awards of excellence by the Commonwealth of Learning (COL), Canada, several times.

The University is committed to quality in teaching, research, training and extension activities, and acts as a national resource centre for expertise and infrastructure in the ODL system. The University has established the Centre for Extension Education, National Centre for Disability Studies and National Centre for Innovation in Distance Education, to focus on specific learner groups and enrich the distance learning system.

With the launch of EduSat (a satellite dedicated only to education) on 20th September, 2004, and the establishment of the Inter-University Consortium, the University has ushered in a new era of technology-enabled education in the country. All the regional centres and high enrollment study centres have been provided with active two-way video-conferencing network connectivity, which has made it possible to transact interactive digital content.

Emphasis is now being laid on developing interactive multimedia and online learning, and adding value to the traditional distance education delivery mode with modern technology-enabled education within the framework of blended learning.

Over the years, IGNOU has lived up to the country's expectations of providing education to the marginalised sections of society. Free of cost education is being provided to all jail inmates across the country. A large number of SC/ST students have been admitted to various programmes of the University.

1.2 National Centre for Disability Studies

Indira Gandhi National Open University (IGNOU) set up the National Centre for Disability Studies during the 10th plan period, that is operational since November 2006. In order to achieve the goal of universalisation of education (i.e., teaching, training, research, extension and good governance), the National Centre for Disability Studies (NCDS) was established to undertake plethora of academic, research, extension and awareness activities for human resource development to empower the persons with disabilities and create a society that is friendly for them.

National Centre for Disability Studies acts as Nodal Agency and the first National Centre on Disability Studies under open and distance learning system. The centre is mandated to design develop and implement educational, vocational and awareness programmes in disability for the service providers, who are working for the care and cause of children/persons with disabilities for their rehabilitation and mainstreaming in the society. Its vision is to develop human resources in various fields and areas of disability for creating a sustainable friendly society for person with disabilities.

Vision

To develop human resources in various fields and areas of disability for creating a sustainable, friendly society for persons with disabilities.

Mission

The mission of the Centre is to provide quality education at the doorsteps of the learners, including persons with disabilities. The specific mission of the Centre is to strengthen the potentials of such people and build their capacity which may help them connect to the mainstream of the society.

Objectives

The National Centre for Disability Studies has been set up with the following broad objectives:

- To design, develop and implement the training programmes for various categories of professionals/personnel recognized by the Rehabilitation Council of India.
- To promote and facilitate research on various disability-related issues;
- To undertake assignments for documentation and dissemination of information related to rehabilitation of children/people with disabilities.
- To Identify and develop appropriate information and communication technologies and software for education and training in the area of disability and set up a resource centre at IGNOU.
- To develop a database of learners with disabilities enrolled in various programmes of IGNOU.
- To organise national/international seminar/workshop/symposia/lecture on various issues related to disability.
- To adopt innovative approaches and policies for education, training and rehabilitation of children with disabilities.
- To institute award/merit scholarship for outstanding disabled students.
- To develop a network of training, employment, information and guidance centres and share expertise and extend support to other such programmes throughout the country as an apex national resource centre.

1.3 Accessibility

Universal accessibility is a key concept that states that all environments should be accessible by everyone, regardless of ability (University of Ulster, 2003) universal accessibility will benefit all, because people with disabilities, elderly people, people with temporary ailments, parents with buggies, delivery person etc. will have greater access to the built and external environments.

To ensure that the accessibility of the built environment is of the highest standard, there are a number of essential criteria that need to be met. These are highlighted below:

- Rules and Policies on Disability.

- Transport – Getting to the building, location, set down areas.
- External Environment – Car parking, routes, ramps, steps and doors.
- Vertical and Horizontal Circulation – Steps and stairs, lifts, corridors and internal doors.
- Facilities – Reception, toilets, seating areas, canteen, library etc.
- Interior Design – Lighting, colour and contrast, fixtures, furniture, etc.
- Emergency – Emergency equipment, alarms, signage, evacuation equipments, evacuation plans.
- Communication Facilities – Signage, telephones, tactile features, acoustics.
- Self learning materials audio visual programmes etc.

Persons with Disabilities encounter a variety of barriers in their day-to-day life. The students enrolled in Indira Gandhi National Open University are from different places and they need to interact with the University Headquarters or Regional Centres. The students with disabilities find it difficult to access the Regional Centres or even IGNOU campus. Many times the students come to the University and face difficulties in accessing various departments and facilities of the University. Therefore the study of accessibility status of the University will enable us to improve on the various factors related to accessibility.

1.4 Review of Literature

An access audit of five colleges of the University revealed some surprising, and ultimately disappointing, results. National Centre for Promotion of Employment for Disabled People, Delhi (NCPEDP) was given an assignment by HT Horizon to conduct an Access Audit of five Delhi University colleges and to rank them on the basis of their disabled-friendliness.

NCPEDP conducted Access Audits in the three colleges of the North Campus and two colleges of the South Campus. The Colleges that were audited were Hindu College, Miranda House, Shri Ram College of Commerce, Sri Venkateswara College and Gargi College.

The team visited the five colleges and evaluated the areas that the students commonly use, for example, toilets, library, classrooms, canteen, auditorium, etc. The team also took photographs to support its findings. On the basis of the observations, we evaluated the common areas in each college and marked them on a scale of 1-5 on the basis of their disabled-friendliness. The scores were added and the average was taken out, on the basis of which the colleges were ranked. The College that scored the maximum marks was adjudged as the most disabled friendly college.

None of the five colleges that were audited was totally disabled-friendly. However, on the basis of the marks that were given, Sri Venkateswara College scored the highest with 26 marks out of 40. Miranda House was adjudged the second rank with 25 marks. Hindu College and Shri Ram College of Commerce shared the third place with 17 marks. Gargi College featured last on the list with 11 marks.

It was interesting to find that some efforts have been made to create access for disabled students by constructing ramps at a few places. However, due to lack of awareness, the structural changes that have been made are ineffective for disabled students, especially for students on wheelchair.

Interestingly, none of the Principals were aware about the U.G.C. scheme which provides grants for making colleges accessible and for buying equipments and resource materials for disabled students. The scheme also provides for setting up Disability Units in the colleges and for providing fellowships to disabled students.

It was quite sad to note that even during the construction of new structures or during the renovation of the building, accessibility issues concerning disabled students have not been taken into account. For instance, Hindu College is constructing a new toilet on the ground floor but it is not going to be disabled friendly! This is a gross violation of The Disability Act 1995, which mandates that public places, especially educational institutions, should be made disabled friendly.

In Sri Venkateswara College, a student who is a wheelchair user was admitted last year. He had to study from home for one full year. The necessary facilities are now being made available for him this year.

It was revealed by Ms. Hema Raghavan, Dean Students' Welfare, Delhi University that there is huge difference between the number of disabled students who were given admission by way of their centralized admission process and the number of students who actually joined the colleges! "Delhi University although has a policy regarding the admission of disabled students but does not have any policy concerning the infrastructure and other facilities for disabled students in the college premises," admitted Ms. Raghavan.

In conclusion, it is not just enough to give admission to disabled students. It is also important to provide necessary facilities for them in the colleges so that they are part of the mainstream in the true sense of the word.

Status of mainstream education of disabled students in universities in a survey done by NCPEDP

All the 322 Universities in India were sent the research questionnaire. A total of 119 (36.9%) Universities responded.

- In the total of 119 respondent Universities, only 1,635 students with disabilities are enrolled. Therefore, only about 0.1% of the students were found to be those with disabilities. While 3% seats in educational institutions are to be reserved for disabled students, the figure of 0.1% is nowhere close to this figure!
- About 24 Universities (20%) clearly reported that they did not follow the 3% reservation for disabled students as mandated by the law of the nation! While the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 mandates a wide variety of efforts to ensure equal opportunities to disabled students for getting quality education, it also clearly states that 'all Government educational institutions and other educational institutions receiving aid from the Government, shall reserve not less than three per cent seats for persons with disabilities.'
- In all the 119 respondent Universities, only 1,203 students with orthopedic impairments were enrolled. Furthermore, only 18 Universities (15%) reported that they provided

appropriate desks and chairs for students with disabilities, only 11 (9%) provided wheelchairs and only 9 (7.5%) of them provided access to tricycles! It seemed clear that only persons with minor physical impairments, who required minimum physical assistance of any kind, got admission in the Universities.

- In all the 119 Universities, only 311 students with visual impairments were enrolled. While only 16 Universities had special computer software, only 10 (8.4%) Universities provided access to books in Braille!
- In all the 119 Universities, only 38 students with hearing impairments study. Only 9 (7.5%) Universities reported provision of hearing aids for students while 10 (8.4%) of them provided sign language interpreters. Even these figures seem exaggerated as on further investigation one University reported that the sign language interpreters were not provided in classrooms, but arranged for during certain seminars/conferences! Only 11 Universities had students with hearing disability. Most of these had just one such student except Osmania University (Hyderabad) that had 23 of total of 38 students with hearing disability.
- In all the 119 Universities, only 22 students with mental disability were enrolled. Assuming that people with intellectual impairment were unlikely to reach the higher education level, the 1.3 % of students with mental disability in the Universities were likely to be students with mental illness. It was very clear that awareness about the abilities of persons with intellectual impairment and mental illness was lacking.
- Seven Universities (5.8%) categorically mentioned that they do not admit students with disability, conveniently ignoring the law.
- Some of the notable Universities which did not reply to the questionnaire in spite of reminders, were Delhi University, All India Institute of Medical Sciences (New Delhi), Indira Gandhi National Open University (New Delhi), Jamia Millia Islamia University (New Delhi), Bangalore University (Karnataka), University of Calcutta (West Bengal), University of Calicut (Kerala) and Indian Agricultural Research Institute (New Delhi), amongst many others.
- About 76.3% of the disabled students were males, while 23.7% were females. The government focus on educating girls did not seem to have much impact on the education level of girls with disabilities.
- Osmania University (Hyderabad) was the only one that projected a healthier trend in giving opportunities to students with different disabilities - out of its total number of 60 students with disabilities, 13 had orthopaedic disabilities, 3 visual disability, 23 hearing disability and 21 had mental disabilities.
- Banaras Hindu University (U.P.) and Aligarh Muslim University (U.P.) had the number of disabled students in three digits – 208 and 202 respectively. 38 Universities (31%) had no disabled students. These included Tata Institute of Fundamental Research (Mumbai),

University of Allahabad, Guru Nanak Dev University (Amritsar), University of Rajasthan, Rabindra Bharati University (Kolkata), and Manipal Academy of Higher Education (Karnataka) among others. 31 Universities projected less than 5 disabled students, which included National Institute of Mental Health and Neuro Sciences (Bangalore), School of Planning and Architecture (Delhi), Indian Institute of Technology (Kanpur), Punjab Agricultural University (Ludhiana), NorthEastern Hill University (Shillong), and University of Pune. 23 Universities had more than 5 but less than 20 disabled students. These included Tata Institute of Social Sciences, Mumbai, Punjab University, Chandigarh, Indian Institute of Technology, Chennai, Roorkee, Mumbai, and G.B. Pant University of Agriculture & Technology, Uttaranchal.

- While 112 Universities (94%) mentioned that they gave admission to disabled students, only 24 (20%) of them provided special equipment for the students. Clearly, it was just by chance that the others had a few students with disabilities in their institutions.
- When given a chance to explain reasons for not admitting disabled students, very few Universities were forthcoming. Only 6 admitted to the lack of trained staff and only 5 admitted to lack of infrastructure.
- Out of the 119 respondent Universities, 47 Universities mentioned that they gave scholarships to disabled students and 29 gave financial assistance. It was clear from the minimal number of disabled students in these Universities that these facilities were being provided in general for all students and disabled students could get them by sheer chance. For example, though 73 Universities mentioned that they provided hostel facility for disabled students, it was unlikely that any hostel had even a single toilet/ room/ mess area accessible for a wheelchair user! And it is lack of proper hostels and financial constraints that greatly limit the choices disabled students have for higher education.
- Only 50% of the 119 Universities reported being aware of the UGC schemes and only 11 (9%) Universities had received UGC grant under the schemes including Banaras Hindu University, University of Mumbai, Jawaharlal Nehru University (New Delhi), Tata Institute of Social Sciences (Mumbai), and Aligarh Muslim University. The University Grants Commission initiated two schemes in 1998: one for the preparation of teachers for special education at the B. Ed. and M. Ed. levels and the other for the provision of facilities for promoting higher education for disabled students.
- About 80% of the respondent institutions reported that disabled students were easily able to reach the classrooms, offices, toilets, auditorium, sports area, library, canteen, laboratories and the hostels! The institutions obviously did not understand the issue of access and were under the impression that all the places were accessible for all present and future disabled students.

Top 10 universities						
Name of college	Total students			Number of disabled students		
	Male	Female	Total	Male	Female	Total
Banaras Hindu University	10799	3869	14668	154	54	208
Aligarh Muslim University				156	46	202
Kurukshetra University				55	17	72
Osmania University	74237	61690	135927	49	11	60
University of Hyderabad				46	10	56
Jawaharlal Nehru University, New Delhi				48	6	54
South Gujarat University	-	-	-	34	16	50
Karnataka State Open University	N.A.	N.A.	N.A.	36	13	49
Anna University	N.A.	N.A.	N.A.	41	7	48
Acharya NG Ranga Agricultural University	2414	1448	3862	18	24	42

- List of Universities Based on enrollments of learners with disabilities

1.5 Status of Accessibility in IGNOU

While collecting the data the researcher found that most of the schools/centres/divisions/units/cells are accessible for persons with locomotor disabilities. The Regional Centre Delhi – I, II & Noida are accessible for persons with locomotor disabilities whereas Regional Centre Delhi-III is not accessible for persons with locomotor disabilities. In IGNOU headquarter Electronic Media Production Centre and Convention Centre is not accessible for persons with locomotor disabilities. Most of the schools/centres/divisions/units/cells have ramps lifts and accessible toilets to meetout the basic needs for the persons with locomotor disabilities. However the accessibility for persons with visual impairment, low vision, deafness etc. is not there.

1.6 Need of the Study

IGNOU is an open university catering to the educational needs of learners across India. The learners having any disability have a right to accessibility in IGNOU and access to the Self Learning Material provided to them. The teleconference programme and interactive radio counseling programmes need to be designed keeping in mind the needs of learners with disabilities. The study will enable the researcher to find out the status of accessibility in IGNOU and the gaps will be indentified. The finding of the research will help in making the IGNOU accessible for learners with disabilities. The access needs of diverse disability groups will help in creating fully accessible environment therefore, it is important to understand the nature of the access requirements of diverse disability groups. For the purpose of built environments design there are usually four major disability groups:

- a) Orthopedic: ambulant and non-ambulant (wheelchair users).
- b) Sensory: visual, hearing.
- c) Cognitive: mental, developmental, learning.
- d) Multiple: combination of any or all of the above.

1.7 Objectives of the Study

The objective of research study will be as follow:-

- (i) To find out the status of accessibility in IGNOU in terms of architectural, informational, communication, technology, organizational and attitudinal barriers.
- (ii) To recommend the necessary changes for making IGNOU and Regional Centre's accessible for all.
- (iii) To suggest necessary measures for implementing the recommendations.

2. RESEARCH METHODOLOGY

2.1 Research Design

The research is descriptive in nature and the sample survey method is used for the study. The study will provide the current scenario of the university and the recommendation from the staffs and students with disabilities in order to make IGNOU accessible for all.

2.2 Universe and Sampling Plan

All the Divisions and Departments of IGNOU Headquarter in Delhi and the Regional Centres in India. Purposive sampling method was used to collect data from Regional Centres as well as IGNOU head office.

2.3 Sample Size

Total sample size of the study was decided 450 including Regional Directors, Directors of Schools and division; and persons with disabilities who are the staffs or students of different departments from IGNOU and Regional Centres. Efforts will be made to cover all categories of disabilities at the regional centres and head office. However only 120 filled-in questionnaires were received and analysed.

2.4 Sources of Data

Primary data was collected from the following

- 1 21 Schools of IGNOU
 School of Humanities (SOH)
 School of Social Sciences (SOSS)
 School of Sciences (SOS)
 School of Education (SOE)
 School of Continuing Education (SOCE)
 School of Engineering & Technology (SOET)
 School of Management Studies (SOMS)
 School of Health Sciences (SOHS)
 School of Computer & Information Sciences (SOCIS)
 School of Agriculture (SOA)
 School of Law (SOL)
 School of Journalism and New Media Studies (SOJNMS)
 School of Gender and Development Studies (SGDS)
 School of Tourism Hospitality Service Sectoral Management (SOTHSSM)
 School of Interdisciplinary and Trans-disciplinary Studies (SITS)
 School of Social Work (SOSW)
 School of Vocational Education and Training (SOVET)
 School of Extension and Development Studies (SOEDS)
 School of Foreign Languages (SOFL)
 School of Translation Studies and Training (SOTST)
 School of Performing & Visual Arts (SOPVA)
- 2 Electronic Media Production Centre

- 3 National Centre for Innovations in Distance Education
- 4 National Centre for Disability Studies
- 5 Staff Training and Research Institute of Distance Education
- 6 Academic Coordination Division
- 7 Administration Division
- 8 Inter University Consortium
- 9 Computer Division
- 10 Construction & Maintenance Division
- 11 Finance and Accounts Division
- 12 International Division
- 13 Library & Documentation Division
- 14 Material Production and Distribution Division
- 15 Planning and Development Division
- 16 Regional Service Division
- 17 Student Evaluation Division
- 18 Student Registration Division
- 19 Convention Centre
- 20 Research Unit
- 21 Security Office
- 22 Student Service Centre
- 23 56 Regional Centres
- 24 PNB Bank
- 25 Post Office
- 26 Canteens

2.5 Tools of data collection

The researchers developed two tools. A tool on different dimensions of accessibility including architectural, informational, communication, technology, organizational and attitudinal barriers for getting the information.

Second tool comprised the solutions based on the recommendations of the experts and the respondents were asked to give their comments.

For the purpose of ease in data collection these tools were printed in form of one questionnaire having two parts (part-I and part-II).

The information was collected through:

1. Primary Sources
 - a. Questionnaire
 - b. Demographic Data form
2. Secondary Sources
 - a. Official records – to get the details of students and employees with disabilities of IGNOU

2.6 Validation of Questionnaire

The Researcher prepared a questionnaire having two parts. Part-I consisting of six sections each section carried ten questions and Part – II consisting of twenty questions. The Questionnaire was sent to ten experts having expertise in various disabilities and working in the field of disability for validation of the questionnaire. Their comments were added in the questionnaire.

2.7 Data Processing and Analysis

After collection of the data it was coded and organized in a code book, after the coding was completed the data were tabulated and transferred to a master table in Microsoft excel sheet calculations were done for taking out total and percentage of each item. Based on the percentage of each item it was analysed.

2.8 Pilot

The pilot testing of the questionnaire was done before the actual data collection. The questionnaire was filled by ten faculty members and the feedback received from them was considered accordingly changes were made in the questionnaire.

2.9 Limitations

The Constrains and the challenges faced during this research are perceived as limitations of this study. During the data collection the researcher faced problems in getting the filled-in questionnaires back from the respondents, many times the respondents lost the questionnaires and new questionnaires were given to them. Despite providing the questionnaires twice many of the respondents did not gave the filled-in questionnaires back. The researcher therefore decided to proceed with the small sample size which is 120 questionnaires altogether.

3. ANALYSIS OF DATA

The researcher distributed five hundred questionnaires to the teachers, academics and other staff of IGNOU working in various Schools, Centres, Divisions, Cells and Units apart from this the questionnaires were distributed to IGNOU Regional Centres Delhi – I, II, III, and Noida. A total of 120 filled in questionnaires were received back. 44% of the respondents were males and 40% were females, 16% respondents did not reply. 09% of the respondents were graduate, 08% were post graduate, 69% were Ph.D. holders and 15% did not reply. 08% of the respondents were persons with disabilities. The analysis of the data is as following:

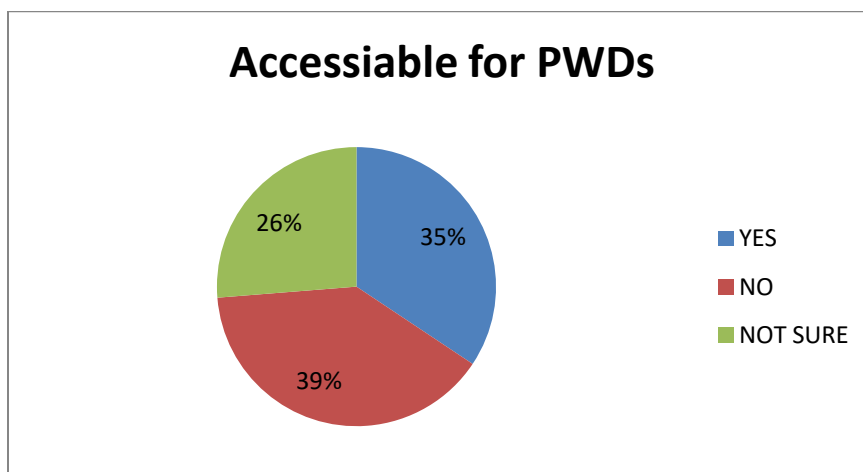
3.1 Architectural barrier – any hindrance in the access of building for persons with disabilities is called architectural barrier.

3.1.1 Meaning of accessibility

The respondents were given a list of various statements about the meaning of accessibility, most of them agreed with the statement that accessibility means that the wheelchair users can move in the campus without difficulty. 50% of the respondent agreed that accessibility means that the persons with visual impairment can move in the campus without difficulty. 35% agreed that if the persons with blindness get self learning material in Braille, Large Print or soft copy then it means accessibility while 37% were not sure about this and 26% did not agree with it. 37% respondent were not sure that if the font and colour of online material of IGNOU can be changed as per the requirement of the learner then it is accessible while 35% agreed with it and 23% did not agree at all. Most of the respondent agreed that if persons with deafness can reach to various schools/centres/units/division/cells with the help of signages then it is accessible.

3.1.2. Weather the school/centre/unit/division/cell is accessible for persons with disability.

35% respondents felt that their school/centre/unit/division/cell is accessible for persons with disabilities while 39% felt it is not accessible and 26% were not sure about this.



3.1.3. Detection of obstacles within the path of travel by a person with visual impairment.

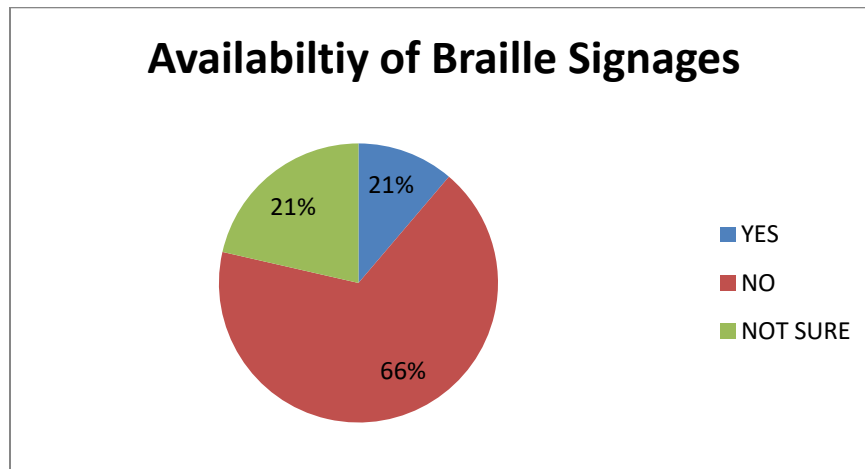
When asked about whether all the obstacles within the path of travel by persons with visual impairment 63% respondents said yes 24% said no and 13% were not sure.

3.1.4 Detection of obstacles within the path of travel by a person with low vision.

39% respondents were not sure about this while 34% said yes and 24% said no and 03% did not respond.

3.1.5. Availability of Braille signages at all important places of schools/centers/divisions/units.

66% respondents said no 21% were not sure while 11% said yes and 02% were did not respond about this.



3.1.6 Placing of signages at proper height.

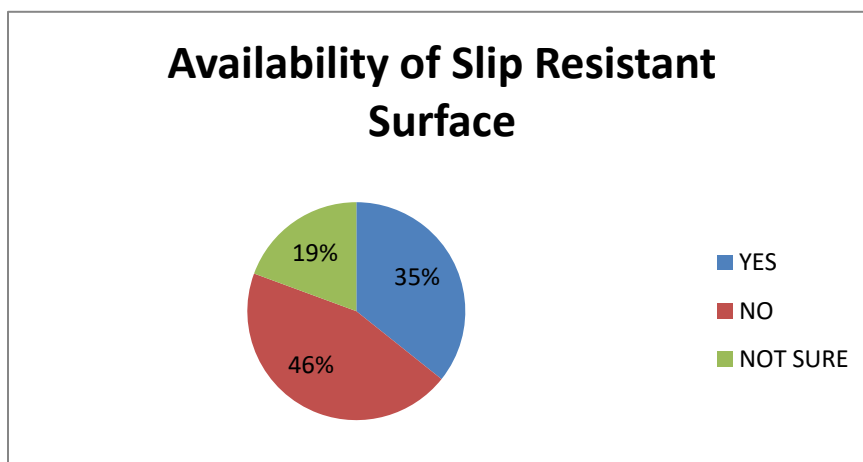
34% respondents were not sure 32% said no, 30% yes and 04% did not respond.

3.1.7. Placing of signages at proper place.

43% respondents said no 38% said not sure and 19% said yes.

3.1.8. Slip resistant surface in schools/centers/divisions/units/cells.

46% said no 35% said yes and 19% were not sure.



3.1.9. Movement of person with locomotor impairment in the campus
42% said yes 29% said no and 29% were not sure about this.

3.1.10. Mounting of tactile tiles on floors.
70% said no 21% were not sure while 06% said yes and 03% did not respond.

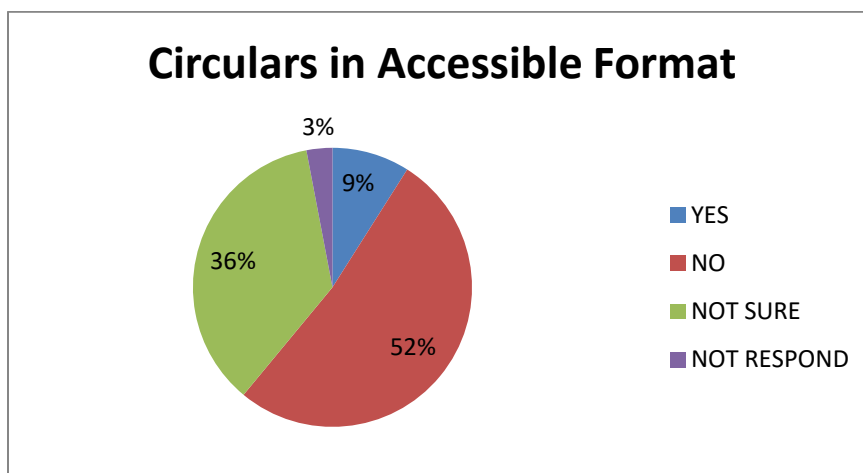
3.2 Informational Barrier – Hindrance in the flow of information is called information barrier.

3.2.1. Meaning of accessible information.

The respondents were asked to give their views on the statements about the meaning of accessible information. 55% respondent agreed that providing information in Braille means accessible information, 20% respondents were not sure, 18% did not agree with it and 07% did not give any response, 54% respondent agreed that providing information in accessible E-Pub-format means accessible information, 29% respondents were not sure, 11% did not agree with it and 05% did not give any response. 55% respondents said that providing information in large print means accessible information, 23% respondents were not sure, 13% did not agree with it and 08% did not give any response. 57% respondents said that providing information in easy language means accessible information, 20% respondents were not sure whereas 16% did not agree with it and 07% respondents did not answer this question.

3.2.2. Circulars in accessible format.

When asked about the provision of circulars in accessible format for employees having disability 52% respondents said that it is not provided, 36% were not sure, 09% said yes and 03% did not give any response. When asked why it is not given the reasons were suggested as (i) no such initiative by administration (ii) unavailability of accessible teaching and equipments (iii) no person with disability in the department (iv) lack of sensitivity (v) no training is provided for this.



3.2.3. Provision for persons with disabilities in IGNOU.

When asked about the provisions for persons with disabilities in IGNOU 39% of the respondents were not aware about it 34% of the respondents were aware about it, 23% were not sure and 04% did not respond.

3.2.4. Support services to employees having disability.

When asked about the support services provided by the University to the employees having disability, the responses were varied. 41% said that the employees having visual impairment are provided computers with special softwares, 34% were not sure 23% said no and 03% did not answer. 36% were aware that the employees having visual impairment are provided escort allowance, 35% were not sure, 27% did not agree with it and 02% did not respond. 39% were not sure whether the escort allowance is provided to employees having locomotor disability, 34% said yes, 24% said no and 03% did not respond. 76% were aware that 03% reservation in jobs/vacancies is provided to persons with disabilities, 16% were not sure, 07% said not and 02% did not respond. 45% said that reader allowance is provided to the employees having visual impairment, 33% were not sure, 20% said no and 02% did not respond.

3.2.5. Support services to students having disability.

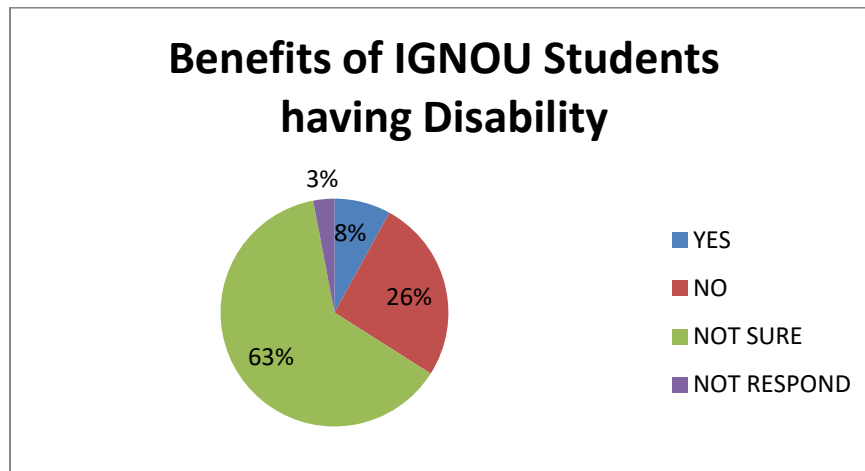
When enquired about the support services for students with disabilities 80% of the respond were aware that reservation in admission is provided to students with disabilities, 70% were aware that extra time is provided to student with disabilities during the examination 66% were aware that sign language interpretation in the seminar, workshops, conference is provided. 43% of the respondents were not sure about the provision of self learning material in Braille, 37% were not aware and 17% were aware. 41% of the respondents were not sure about the provision of soft copy of self learning material to the students, 29% were not aware about this and 25% were aware about it.

3.2.6. Availability of information about various programmes of IGNOU in large font/Braille/accessible E-pub format.

62% respondents were not sure whether the information about various programme is available in accessible format for persons with visual impairment, 32% said no, 03% said yes and 03% did not answer.

3.2.7. Benefits to IGNOU students having disability after enrolment.

When asked whether the benefits are provided automatically to the students having disability 63% were not sure, 26% said no, 08% said yes and 03% did not respond.

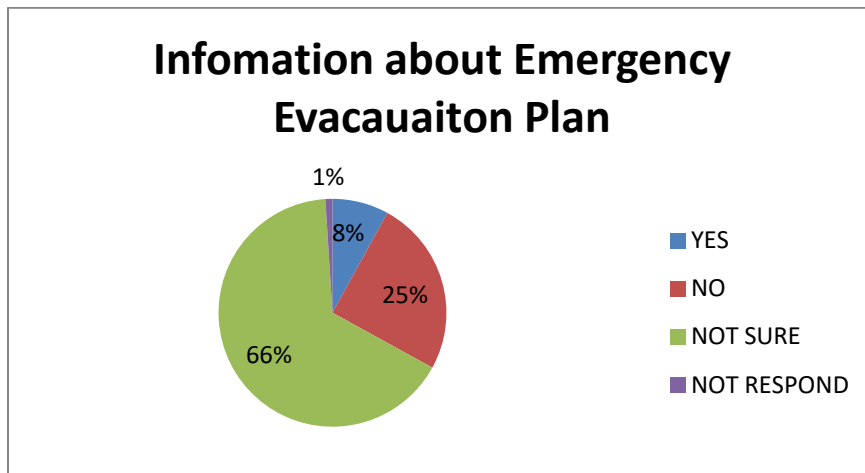


3.2.8. Availability of IGNOU profile & brochures in large print/Braille/accessible E-Pub format.

47% respondent were not sure whether the IGNOU profile and brochure are available in accessible format for persons with visual impairment, 42% said no, 08% said yes and 03% did not respond.

3.2.9. Information about emergency evacuation plan.

66% respondents were not sure about the emergency evacuation plan, 25% said no, 08% said yes and 01% did not reply.



3.2.10. Circulation of agenda items and minutes in Braille or large print.

57% respondents were not sure whether the agenda items and minutes of meetings of various committees are provided in Braille or large print, 38% said no, 03% said yes and 02% did not respond.

3.3 Communication Barrier – Any situation or condition that interferes with effective exchange of ideas and thoughts in called communication barrier.

3.3.1. Mechanism to inform students having hearing impairment about emergency exit in case of fire.

55% respondents were not sure whether there is a mechanism to inform students having hearing impairment about emergency exit in case of a fire, 39% said no and 06% said yes to it.

3.3.2. Mechanism to inform students having visual impairment about emergency exit in case of fire.

55% respondents were not sure whether there is a mechanism to inform students having visual impairment about emergency exit in case of a fire, 39% said no and 06% said yes to it.

3.3.3. Mechanism to inform employees with hearing impairment about emergency exit in case of fire.

56% respondents were not sure whether there is a mechanism to inform employees having hearing impairment about emergency exit in case of a fire, 36% said no and 08% said yes to it.

3.3.4. Mechanism to inform employees with visual impairment about emergency exit in case of fire

59% respondents were not sure whether there is a mechanism to inform employees having visual impairment about emergency exit in case of a fire, 34% said no, 06% said yes to it and 01% did not respond.

3.3.5. Provision of Braille signs on signages.

50% respondents said that the signages does not have Braille signs for persons with visual impairment, 37% were not sure, 12% said yes and 01% did not respond.

3.3.6. Sign language interpreters for deaf in meetings.

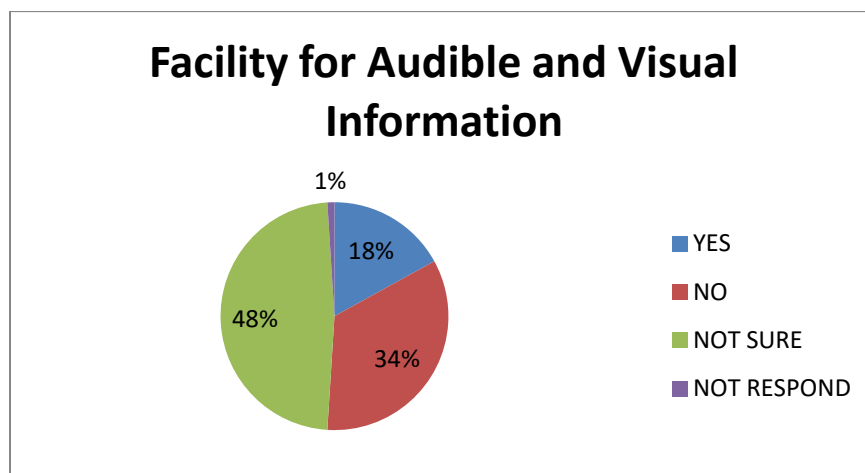
41% of the respondents were not sure whether there is a mechanism for providing sign language interpretation for the deaf in the meetings, 30% said yes, 27% said no and 02% did not respond.

3.3.7. Proper display of signages for guiding persons with disabilities to various departments.

38% respondents said that the signages are not displayed properly for guiding the with disabilities to various schools/centres/division/units/cell or facilities, 35% were not sure, 23% said yes and 04% did not respond.

3.3.8 Facility for audible and visual information during meetings/seminars/workshops.

48% respondents were not sure whether there are facilities available for audible and visual information including power point presentation during the meetings/seminars/workshops for persons with visual impairment and hearing impairment, 34% said no and 18% sand yes to it.



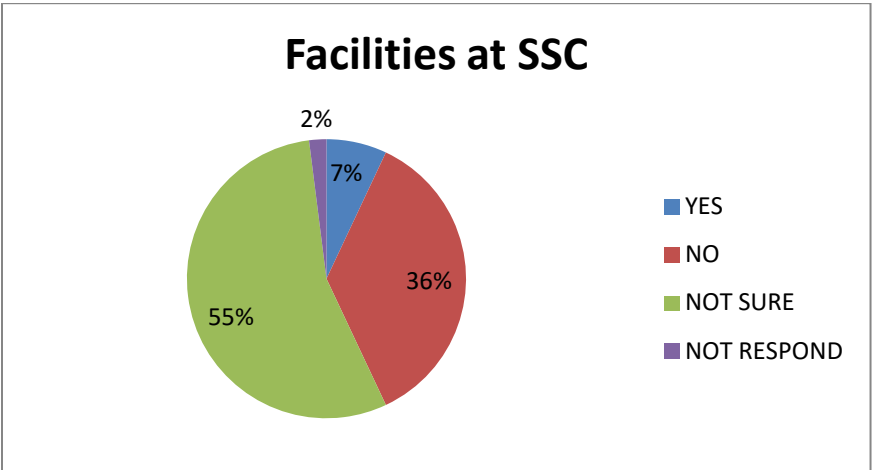
3.3.9. Provision of handouts of conferences/seminars/workshops in accessible format.

47% respondents said that the handouts of conference/seminar/workshop are not provided in accessible format, 45% were not sure and 08% said yes.

3.3.10. Facility at student support centre to communicate and provide information to students with disability in large print/Braille/accessible E-Pub format.

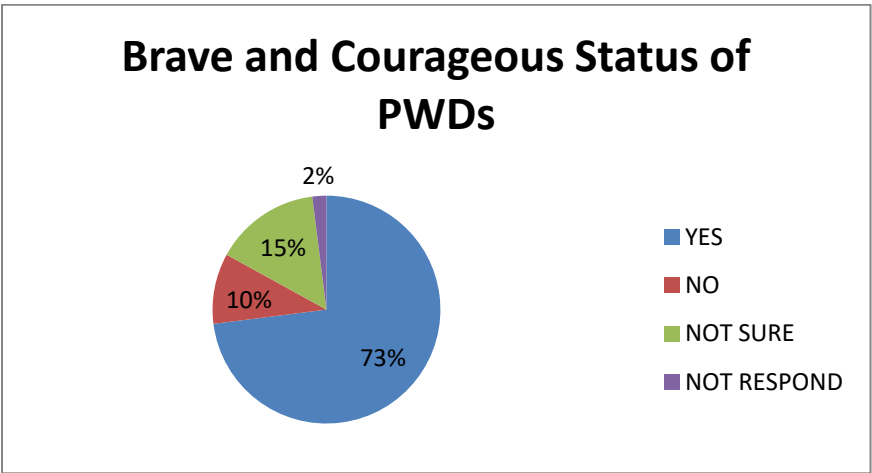
55% respondents were not sure whether the student support centre is able to communicate and provide information to the students with disabilities in large

print/Braille/accessible E-Pub format. 36% said no, 07% said yes and 02% did not respond.



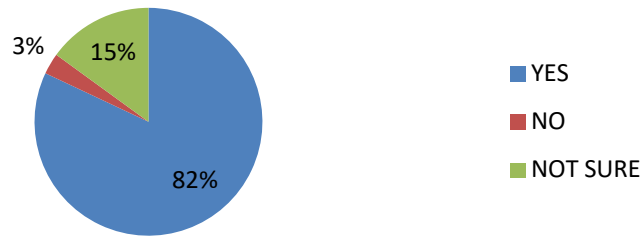
3.4 Attitudinal Barrier - The Barriers that discriminate against persons with disabilities are called attitudinal barriers.

3.4.1. Persons with disabilities as brave and courageous.
73% respondents said that persons with disabilities are brave and courageous, 15% were not sure, 10% said no and 02% did not respond.



3.4.2. Persons with disabilities effective contribution in the office work/teaching.
82% respondents felt that the persons with disabilities can contribute effectively in the office work/teaching, 15% were not sure and 03 said no.

Effective Contribution in Office of PWDs



3.4.3. Persons with disabilities are good musicians.

46% respondents agreed that Persons with visual impairment are good musicians, 42% were not sure and 12% said no it

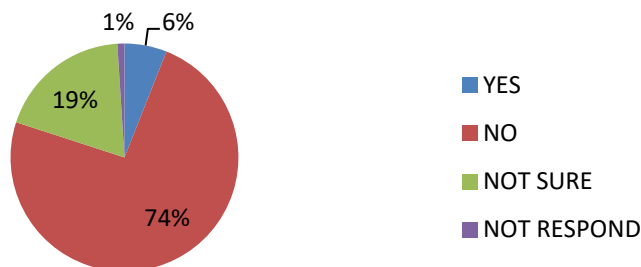
3.4.4. Provision of assistive devices and human assistance to persons with disabilities.

87% respondents agreed that assistive devices and human assistance should be provided to persons with disabilities, 09% were not sure, 03% said no and 01% did not respond.

3.4.5. Disability as a result of previous birth.

74% respondents said that disability is not the result of previous birth, 19% were not sure, 06% said yes and 01% did not respond.

Disability as a result of previous birth



3.4.6. Engagement of persons with disabilities in office work.

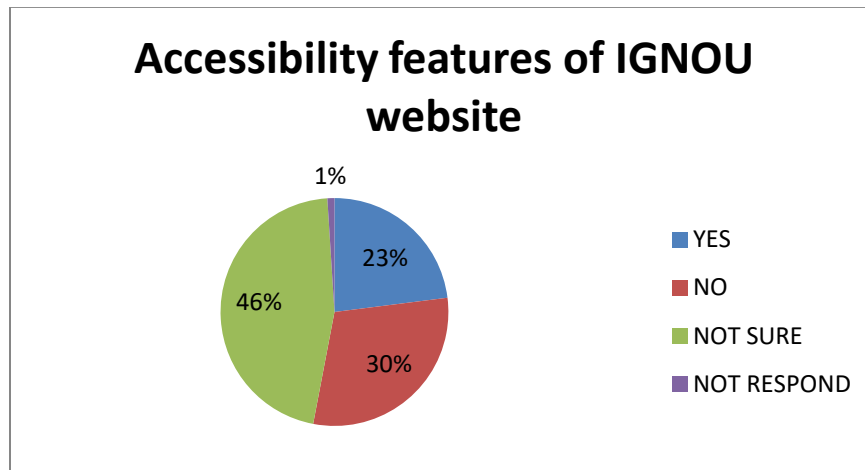
74% respondents said that it is not difficult to engage persons with disabilities in office work as they do not keep well, 20% were not sure and 06% said yes to it.

- 3.4.7. Approaching all concerned schools/centres/units/divisions/cells by students with disability.
50% respondents were not sure whether the students with disabilities can approach all concerned schools/centres/units/divisions/cells without difficulty and get help immediately, 29% said yes, 20% said no and 01% did not respond.
- 3.4.8. Persons with various disabilities to participate fully in life.
The respondents were asked about the participation of persons with various disabilities in life 36% felt that persons the intellectual disabilities may not be able to participate fully in life, 35% said they may participate fully in life, 24% were not sure and 05% did not respond. 66% respondents said that the persons with visual impairment may not be able to participate fully in life 18% said yes 12% were not sure and 04% did not respond. 69% respondents said that the persons with hearing impairment may not be able to participate fully in life 18% said yes 12% were not sure and 01% did not respond. 57% respondents said that the persons with locomotor impairment may not be able to participate fully in life 18% said yes 20% were not sure and 04% did not respond. 36% respondents agreed that the persons with cerebral palsy may not be able participate fully in life, 34% were not sure, 24% said no and 06% did not respond. 34% respondents agreed that the persons with cerebral palsy may not be able participate fully in life, 34% said no, 27% were not sure and 05% did not respond. 48% said no to the question whether the persons with deafblindness may not be able to participate fully in life, 29% said yes, 20% were not sure and 03% did not respond. 38% said yes to the question whether the persons with disabilities may not be able to participate fully in life, 29% said no, 29% were not sure and 03% did not respond. 53% respondents said no to the question whether the persons with learning disabilities may not be able to participate fully in life, 23% said yes, 21% were not sure and 03% did not respond.
- 3.4.9. Contribution of employees with disability in all types of work with assistive devices & human assistance.
79% respondents felt that the employees with disabilities can do all types of work if assistive devices, human assistance and accessible work environment are provided to them, 14% were not sure, 04% said no and 03% did not respond.
- 3.4.10. Use of computers by students with visual impairment in examinations.
77% respondents felt that the students with visual impairment should be allowed to use computers for writing the examinations, 15% were not sure, 05% said no and 03% did not respond.

3.5. ICT Barriers – If a technology does not support various assistive devices then it is called ICT barrier.

3.5.1. Accessibility features of IGNOU website.

46% respondents were not sure whether the IGNOU website is accessible, 30% said no, 23% said yes and 01% did not respond.



3.5.2. Accessibility features in the computers in the school/centre/unit/division/cell.

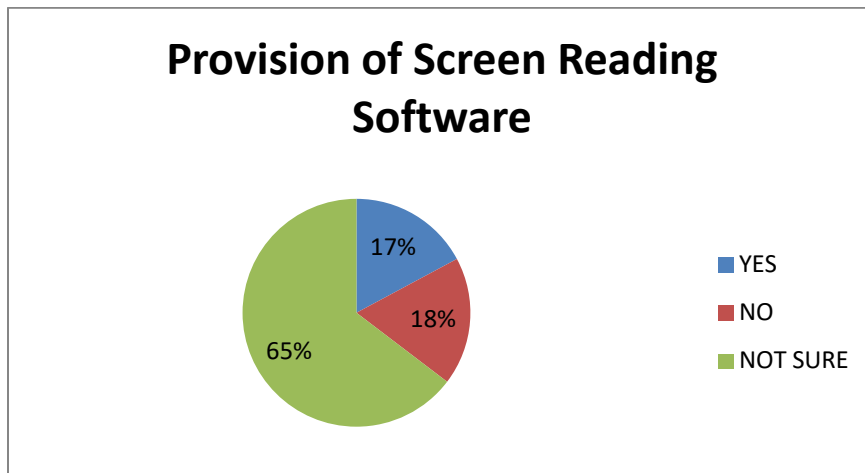
46% respondents said that the computer in their school/centre/unit/division/cell do not have accessibility features, 40% were not sure, 13% said yes and 01% did not respond.

3.5.3. Accessibility of material in e-gyan kosh.

58% were not sure whether the material of e-gyan-kosh is accessible to employees and learners with visual impairment, 30% said no, 08% said yes and 04% did not respond.

3.5.4. Provision of screen reading software and other assistive technology to employees having visual impairment.

65% respondents were not sure whether the employee of IGNOU having visual impairment are provided screen reading software or any other assistive technology, 18% said no and 17% said yes to it.

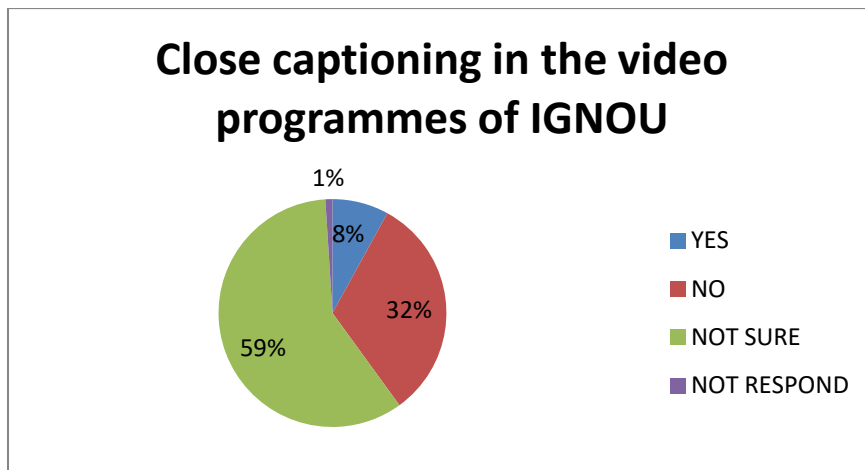


3.5.5. Regular updation of the accessible software.

72% respondent were not sure whether there is a facility to upgrade the accessible software regularly for the employees having visual impairment, 19% said no, 08% said yes and 01% did not respond.

3.5.6. Close captioning in the video programmes of IGNOU.

59% respondents were not sure about the availability of facility to provide close captioning in the video programmes of IGNOU for deaf, 32% said no, 08% said yes and 01% did not respond.



3.5.7. Audio Description of non-verbal portion of the video programmes.

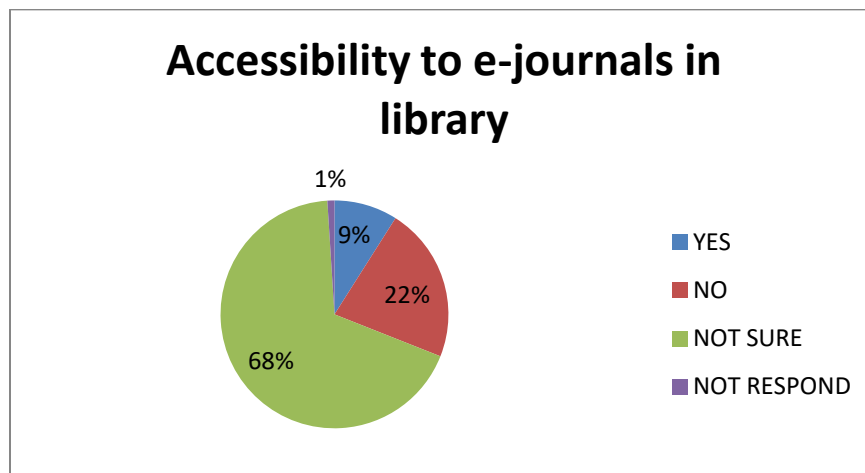
68% respondents were not sure whether a facility of audio description of non-verbal portions of the video programmes for persons with visual impairment, 24% said no, 06% said yes and 02% did not respond.

3.5.8. Navigation of information on IGNOU website for persons with visual impairment.

61% respondents were not sure whether the information of IGNOU website is easy to navigate for person with visual impairment, 34% said no, 04% said yes and 01% did not respond.

3.5.9. Accessibility to e-journals in library.

68% respondents were not sure whether the IGNOU library has facilities for access to e-journals through computers having accessibility features for students with disabilities, 22% said no, 09% yes and 01% did not respond.



3.5.10. Sign language interpretation during teleconferences of IGNOU.

46% respondents were not sure whether there is a facility to provide sign language interpretation during the various regular teleconferencing programmes of IGNOU, 42% said no, 11% said yes and 01% did not respond.

3.6. Organisational Barriers – If the policies, practices and procedures of an organization discriminate against persons with disabilities then it is called organizational barrier.

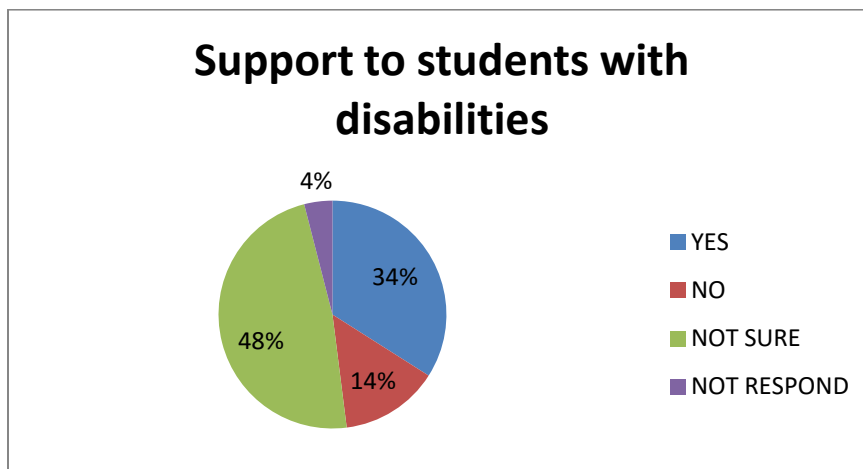
3.6.1. Awareness about the benefits and facilities to IGNOU employees.

43% respondents were not aware of the benefits and facilities provided by IGNOU to its employees having disabilities, 34% were not sure and 23% were aware about it.

3.6.2. Awareness about the benefits and facilities to IGNOU students.

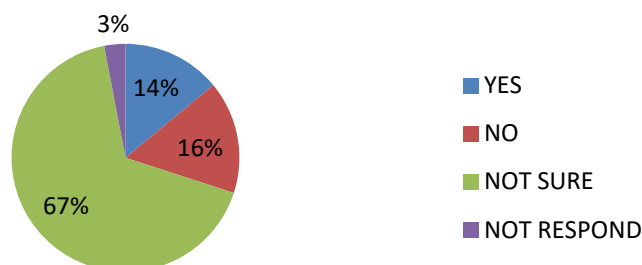
38% respondents were not aware about the benefits and facilities provided by IGNOU to its students having disabilities, 36% were not sure, 25% were aware about it and 01% did not respond.

- 3.6.3. Support to students with disabilities by school/centre/unit/division/cell.
48% of the respondents were not sure whether the students having disabilities are provided adequate support by the respective school/centre/unit/division/cell, 34% said yes, 14% said no and 04% did not respond.



- 3.6.4. Benefit of Distance Education to students with disabilities.
73% respondents felt that the students with disabilities can be benefitted by the distance education, 19% were not sure and 08% said no. The Respondents justified their agreements with the statements i.e. (i) They can learn on their own place and pace. (ii) They can get higher education. (iii) Distance Education allows need based programmes. (iv) Distance Education is meant for special group of learners. (v) Use of technology. (vi) It provides them access and facilities. (vii) Enhances opportunities and (viii) Credit accumulation.
- 3.6.5. Association of employees having disabilities in IGNOU.
59% of the respondents were not sure whether there is any association of employees having disabilities in IGNOU, 37% said no and 04% said yes.
- 3.6.6. Meeting of employees having disabilities.
65% of the respondents were not sure whether a meeting of employees with disabilities ever been organized in IGNOU to know their difficulties 27% said no, 05% said yes and 03% did not reply.
- 3.6.7. Mechanism for facilitating the employees having disabilities.
67% of the respondents were not sure whether there is a mechanism for facilitating the employees having disabilities in IGNOU, 16% said no, 14% said yes and 03% did not reply.

Mechanism for facilitating the employees having disabilities



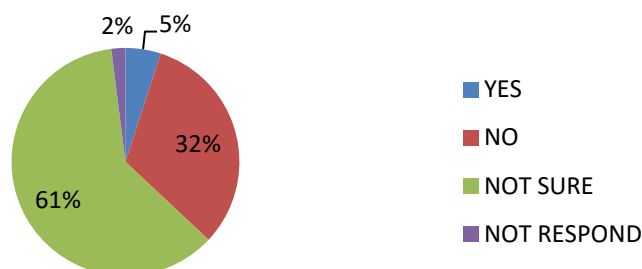
3.6.8. Single window support system for student with disabilities.

55% of the respondents were not sure about availability of a single window support system for students with disabilities, 34% said no, 05% said yes and 05% did not respond.

3.6.9. Accessible SLM to students having disabilities.

61% of the respondents were not sure whether there is a facility available for IGNOU students to get their self learning material in Braille/large print/talking books/accessible E-Pub format, 32% said no, 05% said yes and 02% did not respond.

Accessible SLM to students having disabilities



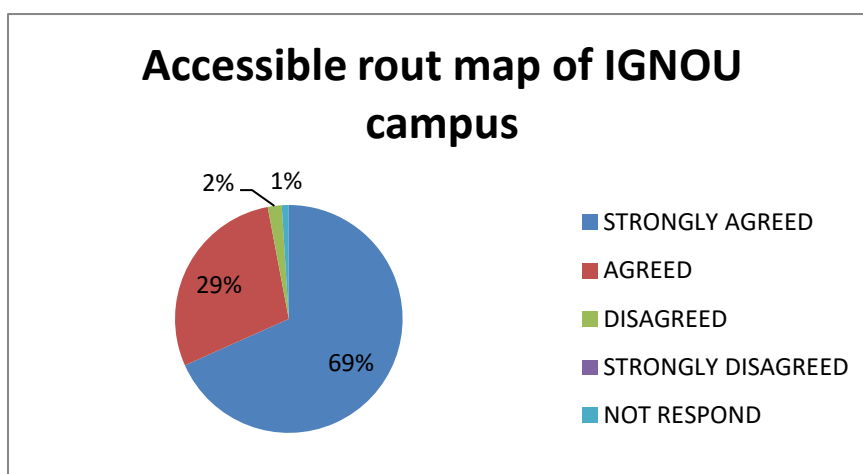
3.6.10. Scribe facility to students having disabilities.

54% of the respondents were not sure whether the university provides scribe (writer) facility to all eligible students having disabilities on its own, 25% said yes there is a facility for scribe, 18% said no and 03% did not respond.

3.7. Improving accessibility in IGNOU – The part-II of the questionnaire contained some statements for making IGNOU campus accessible for persons with disabilities. The respondents were asked to give their views by marking yes to the most appropriate answer on a five point scale such as Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. The Analysis of these statements is as following: -

3.7.1. Accessible rout map of IGNOU campus.

69% respondents strongly agreed with the statement that the accessible rout map of IGNOU camps should provided at the entrance of the University, 29% respondents agreed with it, 02% disagreed with it and 01% did not respond.

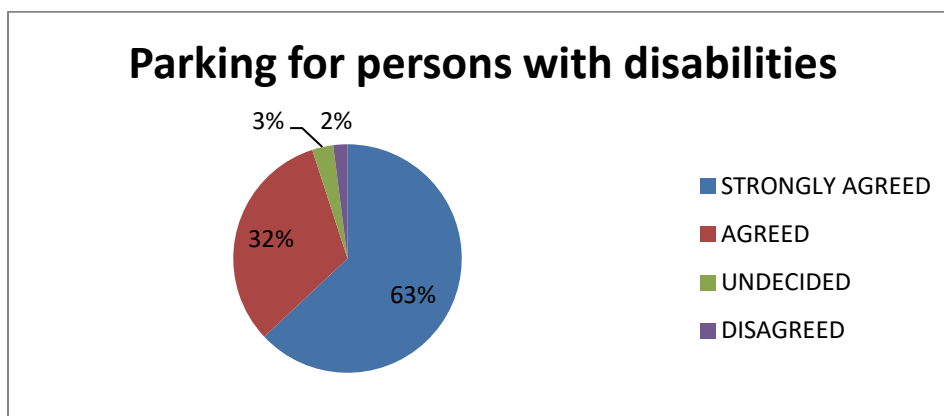


3.7.2. Colour contrast of the doors.

59% respondents strongly agreed with the statement that the doors at the entrance should be painted with a colour contrasting with the surrounding surface, 34% agreed with it, 02% were undecided, 02% disagreed with it, 01% strongly disagreed and 02% did not respond

3.7.3. Parking for persons with disabilities.

63% of the respondents strongly agreed with the statement that the parking for persons with disabilities should be available near the entrance of each block with a signage, 32% agreed with it, 03% were undecided and 02% disagreed.



3.7.4. Drop off zone for persons with disabilities.

62% of the respondents strongly agreed with the statement that a drop off zone near the entrance should be earmarked for persons with disabilities, 31% agreed with it, 03% were undecided, 02% were disagreed with it, 02% did not respond.

3.7.5. Accessible parking space only for persons with disabilities.

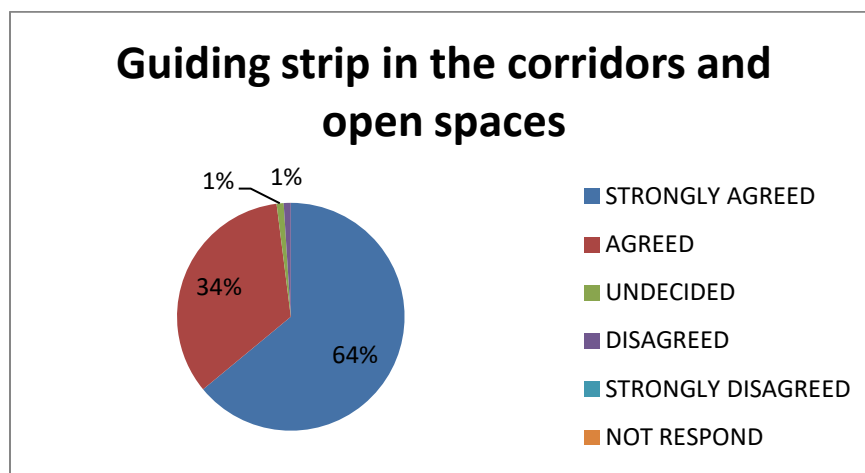
60% of the respondents strongly agreed with the statement that only the vehicles of persons with disabilities should be allowed to park at the accessible parking space, 29% agreed with it, 06% were undecided, 04% disagreed with it and 01% did not respond.

3.7.6. Coloured band on glass doors and glass partitions.

60% of the respondents strongly agreed with the statement that a coloured band on glass doors and glass partitions should be added to make it easy to indentify for persons with low vision, 33% agreed with it, 03% were undecided, 01% disagreed, 01% strongly disagreed and 02% did not respond.

3.7.7. Guiding strip in the corridors and open spaces.

64% respondents strongly agreed with the statement that guiding strips should be built in the corridors and open spaces for guiding persons with visual impairment to various Schools/Centres/Units/Divisions/Cells, 34% agreed with it, 01% were undecided and 01% disagreed with it.



3.7.8. Slip resistant rubber mat at the slippery floors.

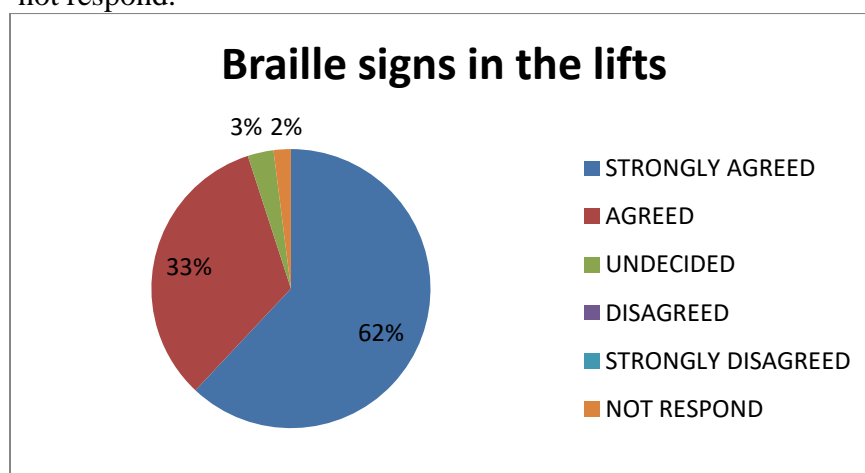
62% respondents strongly agreed with the statement that slip resistant rubber mat should be installed at the slippery floors, 31% agreed with it, 03% were undecided, 01% disagreed with it and 03% did not respond.

3.7.9. Obstacles in corridors to be removed or marked with tactile markings.

61% of the respondents strongly agreed with the statement that the obstacles from the corridors should be removed or marked with tactile marking, 31% agreed with it, 02% were undecided, 03% were disagreed, 01% were strongly disagreed and 02% did not respond.

3.7.10. Braille signs in the lifts.

62% respondents strongly agreed with the statement that Braille signs should be installed in the lifts, 33% agreed with it, 03% were undecided with it and 02% did not respond.



3.7.11. Delay in motion of the doors in the lifts.

47% respondents strongly agreed with the statement that the lifts should have an option for delay in motion of the doors, 40% agreed with it, 08% undecided, 02% were disagreed with it and 03% did not respond.

3.7.12. Bells and flashing light signals in the lifts.

54% of the respondents strongly agreed the statement that Bells and flashing light signals should be added in the lifts, 38% agreed with it, 04% were undecided, 01% were disagreed and 03% did not respond.

3.7.13. Tactile marking strips at the stairs for facilitating persons with visual impairment.

58% of the respondents strongly agreed with the statement that tactile marking strips should be added to all the stairs for facilitating persons with visual impairment and low vision, 35% agreed with it, 03% were undecided, 01% were disagreed and 03% did not respond.

3.7.14. All signages at eye level and accessible.

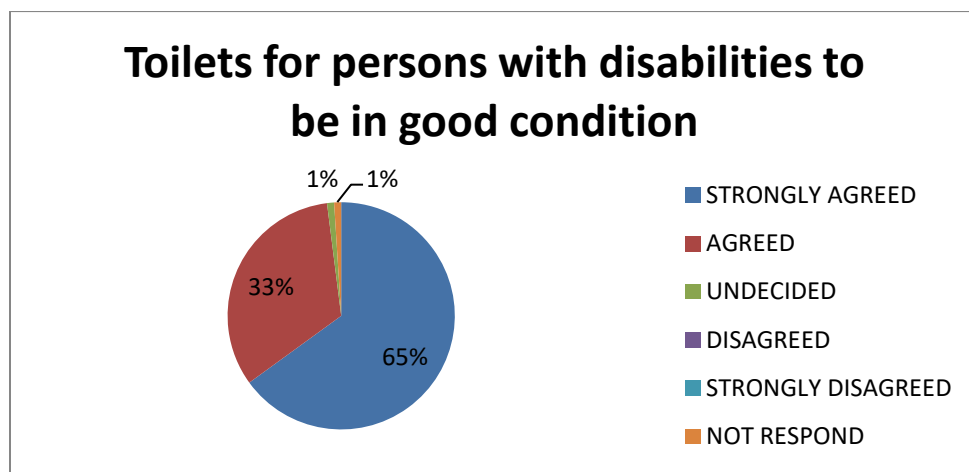
61% respondents strongly agreed with the statement that all the signages should be at the eye level and accessible, 32% agreed with it, 03% were undecided, 02% disagreed and 02% did not respond.

3.7.15. Old signages to be immediately removed.

58% respondents strongly agreed with the statement if a School/Centre/Unit/Divison/Cell is shifted to another place then the old signages should be immediately removed to avoid confusion for persons with disabilities, 36% agreed with it, 03% were undecided and 03% did not respond.

3.7.16. Toilets for persons with disabilities to be in good condition.

65% of the respondents strongly agreed with the statement that the toilets for persons with disabilities should be in working condition and unlocked, 33% were agreed, 01% undecided, and 01% did not respond.



3.7.17. Accessibility in bank and canteen.

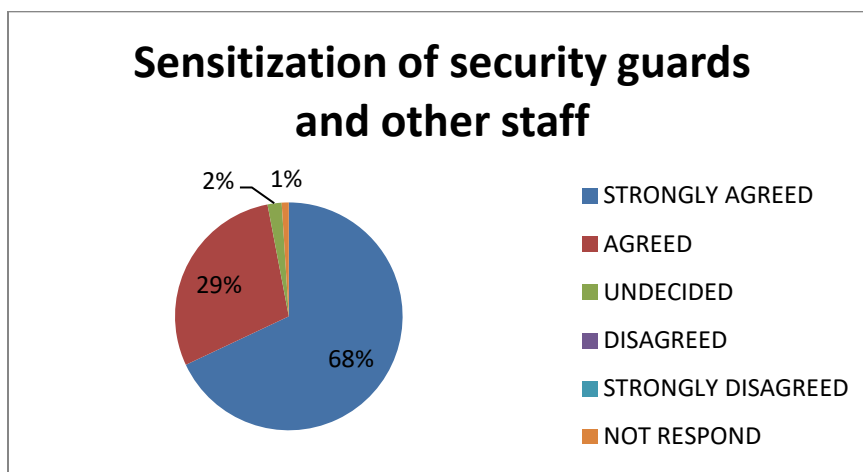
59% of the respondents strongly agreed the statement that the bank and canteens located in IGNOU should have accessibility features for persons with disabilities, 38% agreed with it, 01% were undecided and 02% disagreed with it.

3.7.18. Bus in IGNOU campus to be accessible.

62% of the respondents strongly agreed with the statement that the bus running in IGNOU campus should be accessible to persons with disabilities, 35% agreed with it, 01% disagreed with it and 02% did not respond.

3.7.19. Sensitization of security guards and other staff.

68% of the respondents strongly agreed with the statement that the security guards and other staff dealing with students need to be sensitized on disabilities issues, 29% agreed, 02% were undecided and 01% did not respond.



3.7.20. IGNOU profile, brochures and prospectus of various programmes to be made accessible.

59% of the respondents strongly agreed with the statement that the brochure, prospectus of various programmes and IGNOU profile should be made available in Braille, large print and accessible E-Pub format, 34% agreed with it, 03% were undecided, 03% disagreed and 01% strongly disagreed with it.

3.7.21. 36% of the respondents gave suggestion for making IGNOU accessible for persons with disabilities which are as following

1.	Sensitization of all IGNOU employees and families on disability issues to be organized.
2.	Training/Workshop for faculty members on disability to be organized.
3.	Accessibility in campus to be ensured by Administration.
4.	Provide circulars in Sign Language

5.	All IGNOU employees to undergo certificate programme in disability.
6.	Availability of trained human resources for taking care of the needs of persons with disabilities in Campus.
7.	Information about facilities for persons with disabilities in the University to be widely disseminated.
8.	Grievance redressal mechanism for students with disability to be on place.
9.	Facilities at study centres should be monitored by the headquarters particularly during examinations.
10.	Outcomes of this study to be implemented and intimated to entire university.
11.	Collaboration with other institutions in creating & sharing resources.
12.	The information on IGNOU website may be translated in Sign Language.
13.	Accessible SLM for learning may be provided to the students having disability.
14.	Regional Centres should take care of the requests for appointment of writers/scribes during the examinations for students with disabilities.
15.	Special education, therapies and multiple skill training may be provided to persons with disabilities. They should be considered as an asset to our society.
16.	A Stock taking of Softwares available for students with disabilities may be carried out and shared with all concerned.
17.	The students with specific learning disabilities may be provided tutorial support and focuse should be on course design and assessment methods to suit the needs of students with disabilities.
18.	Case studies of students having disabilities in ODL may be communicated for policy decisions.
19.	University may develop mobile applications for facilitating students with disabilities enrolled in IGNOU.
20.	Annual access audit by independent agency to ensure quality of services for persons with disabilities.
21.	Single window support system for students having disability must be on place.
22.	Feedback from students having disabilities to be taken annually.
23.	A common facility centre for persons with disabilities should be in place with all relevant facilities.
24.	Information brochures containing all the relevant information about various schemes, support services etc. provided to employees & students with disability in IGNOU may be prepared.
25.	Disability day may be celebrated.
26.	Lifts may be installed in EMPC & Convention Centre.
27.	Courses on Sign Language may be introduced.
28.	More courses which are useful for persons with disabilities may be introduced after taking views of persons with disabilities so that proper need assessment is there.

29.	Collaboration with placement agencies for providing employment opportunities to the special students of IGNOU.
30.	IGNOU Act must mention all the facilities that are available for persons with disabilities.
31.	List of employees having disabilities & the facilities given to them must be put on IGNOU website.
32.	Equal opportunity cell/division must be created and it may headed by a person with disabilities.
33.	03% reservation and its implementation details must be put on IGNOU website.
34.	BOM and other statutory bodies should have a member from persons with disabilities.
35.	NCDS must be headed by a person with disabilities.
36.	Audio programmes for visually impaired should be prepared & provided to the students having visual impairment.
37.	A unit in SSC for students with disabilities and managed by persons with disabilities might help improve IGNOU facilities & response to these students.
38.	IGNOU may have a clear cut policy on disabilities covering all aspects of accessibility with time bound implementation strategies.
39.	Library, canteens & computer division must have easy access for persons with disabilities.
40.	EMPC has more then 100 audio programmes prepared for the courses like – FEG, EEG & PSS and six deaf friendly video programmes for the course ECO. The information about the availability of these should be provided to all faculty and on out website also.
41.	IGNOU may depute the staff/faculty to the study centres where students having disability are enrolled in the beginning of a session and they should provided constant support to these students.

4. SUGGESTIONS FOR MAKING IGNOU ACCESSIBLE

4.1. Key findings of the research study

Based on the analysis of data the following key findings emerged: -

1. The respondents are not aware about all the architectural barriers in the University
2. Most of the Schools/Centres/Units/Divisions/Cells are not fully accessible for persons with disabilities.
3. Braille Sinages are not displayed in IGNOU campus.
4. The placing of sinages in IGNOU Campus is not at proper height and place.
5. The old sinages in the campus are not removed immediately even after shifting the department at another place.
6. Slip resistant surface is not available in Schools/Centres/Units/Divisions/Cells.
7. Tactile tiles are not mounted on floors in IGNOU campus.
8. Circulars are not available in accessible format.
9. Support services to students with disabilities are available in terms of providing extra time during the examinations and facility for scribe.
10. Self Learning Material in Braille is not provided to the students however a few students have been provided soft copies of the SLM.
11. The Information about various programmes of IGNOU is not available in accessible format.
12. Information about emergency evacuation plan is not available for persons with disabilities.
13. Sign Language Interpretation during the meetings/conferences is provided in IGNOU.
14. Persons with disabilities are employed in IGNOU and provided all the facilities as per Govt. of India rules and they are contributing effectively in the office work.
15. IGNOU website is not fully accessible for persons with disabilities and the audio visual material developed by EMPC is also not accessible for persons with disabilities.

16. There is not single window support system for student with disabilities.
17. Parking space for persons with disabilities has been earmarked but mostly other people park their vehicle at this place.
18. No guiding strips and slip resistant rubber mat is installed at the floors.
19. Lifts does not have bells and flashing lights signals and delay in motion facilities for persons with disabilities.
20. Bus in IGNOU campus is not accessible for persons with disabilities.
21. Toilets for persons with disabilities are not in good conditions most of the time they are locked, dumped with cleaning material and the grab bars are not strong enough to bear the weight of a person.

4.2. Recommendations For Making IGNOU Accessible

Recommendations – based on the analysis of the research study the following recommendations emerged.

Architectural Barrier:

1. The Corridors and open space within the path of travel should not have obstacles like almirah, pots, ACs, doors opening outside and other obstacles in case it is not possible to remove a warning sign should be there for the benefit of persons with visual impairment and low vision.
2. Braille signages may be available at all important places in the University for the benefit of persons with disabilities.
3. The signages should be placed at proper height for the benefit of persons with disabilities.
4. The floor of block-15, VC block, and other such places should be slip resistant.
5. Tactile tiles may be mounted on the floor for guiding the persons with visual impairment to various palces in the campus (as done in the Delhi metro stations).

Informational Barriers

1. There should be a provision for providing the circulars to the employees having disability in accessible format i.e. Braille, large print, softcopy etc.
2. The information about various programmes of IGNOU should be made available in large print/Braille/softcopy.
3. All the information on the support services provided to students and employees having disabilities should be compiled.
4. The emergency evacuation plan should be provided to all the employees having disability.
5. The agenda items and minutes of the meetings should be provided in Braille/large print and softcopy to the members having visual impairment.

Communication Barrier

1. The Students and employees having disability may be informed about the emergency exit in case of a fire.
2. Sign language interpretation should be provided for the deaf in the meetings/seminars/conferences etc.
3. There should be a facility available for audible and visual information including power point presentation during the meetings/seminars/conferences etc. for persons with visual impairment and hearing impairment.
4. The Student support centre should have all the information regarding various issues related to the student at one place and provide the information to students with disabilities through verbal communication/large print/Braille/softcopy.

Attitudinal Barrier

1. The Students with disabilities approaching any school/centre/unit/division/cell may be provided necessary help immediately and wherever possible the solution to their problem may be provided at one place.
2. Persons with Disabilities engaged in office work as regular or contractual employee may be provided assistive devices/human assistance so that they can contribute effectively.

ICT Barrier

1. IGNOU website should be made accessible for Persons with Disabilities including the features like large font, colour contrast, speech engine, voice search and slow scrolling.
2. The Computers in the school/centre/division/unit/cell should have accessibility features for facilitating persons with disabilities.
3. The audio visual programmes produce by EMPC should have facility to provide close captioning, audio description of non-verbal portions of the video programmes for facilitating persons with disabilities.
4. Library should have facilities for access to e-journals through computers having accessibility features to student with disabilities.
5. There should be a facility to provide sign language interpretation during the various regular tele-conferencing programmes of IGNOU.

Organizational Barrier

1. A brochure containing all the information on the benefits, facilities, support system and redressal mechanism provided to employees/students with disabilities should be developed.
2. A single window support system for students with disabilities should be available at the student support centre.
3. An initiative may be taken by competent authority of the university to arrange meeting of employees with disabilities to know their difficulties.
The Self Learning Material of IGNOU should be available in Braille/Large Print/Talking Book/Accessible E-pub format.

Improving Accessibility

1. The accessible route map of IGNOU campus should be provided at the entrance of the University for facilitating the students with disabilities approaching the University.
2. The doors at the entrance of all the schools/centres/divisions/units/cells should be painted with a colour contrasting with the surrounding surface specially the entrance door of VC office should have a colour strip for facilitating persons with low vision.
3. The parking and drop off zone for persons with disabilities should be available near the entrance of each block with a signage and only the vehicles of persons with disabilities should be allowed to park their vehicle.

4. Guiding strips should be built in the corridors and open spaces for guiding persons with visual impairment to various Schools/Centres/Units/Divisions/Cells.
5. Slip resistant rubber mat should be installed at the slippery floors, especially the floor at Block – 15, Convention Centre and VC Office should have slip resistant rubber mat.
6. The obstacles from the corridors should be removed or marked with tactile markings especially the almirahs/furniture/AC from the corridors in Finance, NCIDE, School of Computers Sciences, Schools of Sciences, School of Education, Academic Coordination Division, SRD, and School of Agriculture may removed or marked with tactile marking otherwise persons with visual impairment may get hurt.
7. Braille signs, Bells and flashing light signals should be installed in the lifts and it should have an option for delay in motion of the doors.
8. Tactile marking strips should be added to all the stairs for facilitating persons with visual impairment and low vision.
9. All the signages should be at the eye level and accessible for facilitating persons with low vision and if a School/Centre/Unit/Division/Cell is shifted to another place then the old signages should be immediately removed to avoid confusion in persons with disabilities.
10. The toilets for person with disabilities should be in working condition and unlocked.
11. The Bank and canteen located in IGNOU should have accessibility features for persons with disabilities.
12. The bus running in IGNOU campus should be accessible to persons with disabilities.
13. The security guards and other staff dealing with students needs to be sensitized on disability issues.
14. The brochures, prospectus and Self Learning Material of various programmes and IGNOU profile should be made available in Braille, large print and accessible E-Pub format.

Other Recommendations

1. Sensitization of all IGNOU employees and families on disability issues to be organized.
2. Training/Workshop for faculty members on disability to be organized.
3. All IGNOU employees to undergo certificate programme in disability.
4. Availability of trained human resources for taking care of the needs of persons with disabilities in Campus.
5. Information about facilities for persons with disabilities in the University to be widely disseminated.
6. Outcomes of this study to be implemented and intimated to entire university.
7. Collaboration with other institutions in creating & sharing resources.
8. A Stock taking of Softwares available for students with disabilities may be carried out and shared with all concerned.
9. The students with specific learning disabilities may be provided tutorial support and focus should be on course design and assessment methods to suit the needs of students with disabilities.
10. Case studies of students having disabilities in ODL may be communicated for policy decisions.
11. University may develop mobile applications for facilitating students with disabilities enrolled in IGNOU.
12. Annual access audit by independent agency to ensure quality of services for persons with disabilities.
13. Collaboration with placement agencies for providing employment opportunities to the special students of IGNOU.

4.3. OBSERVATIONS OF THE RESEARCHER

During the course of research study the researcher had some experience and observations about the University and the respondents which are as following: -

1. Some of the respondents were very keen about providing the necessary support and facilities to the employees and students having disabilities whereas one or two had a

negative view about their colleagues they felt that the contribution of persons with disabilities is not at par with them and despite that they are getting more attention and importance.

2. A few respondents among the employees having disability felt that the attitude of their fellow colleagues is not positive for persons with disabilities and they are not getting the benefits as provided by the Government of India i.e. Special Casual Leave, Assistive Softwares etc.
3. The Researcher visited the whole campus of IGNOU and Regional Centres of Delhi and NCR, during the visit she found that most of the toilets earmarked for persons with disabilities are either locked or being used as a store for keeping the cleaning material bucket.
4. The Emergency exits of most of the places were locked and there was hardly any hammer near the emergency exit. In case of emergency it can be very harmful and dangerous for the University.
5. The most disheartening experience was with a senior professor who said that the views of teachers and staff having disability should be taken for this research study despite explaining the objective of the research study and importance of the views of each respondent the questionnaire was got filled by a colleague having disability.
6. The researchers observed that most of the respondents were in favour of providing accessible environment to persons with disabilities and they wanted that NCDS should sensitize the IGNOU employees about disabilities.

Topic of the Research Study

“A study on the status of accessibility for persons with disabilities in IGNOU headquarter and regional centers.”

Introduction

Universal accessibility is a key concept that states that all environments should be accessible by everyone, regardless of ability (University of Ulster, 2003 universal accessibility will benefit all, because people with disabilities, elderly people, people with temporary ailments, parents with buggies, delivery person etc. will have greater access to the built and external environments.

To ensure that the accessibility of the built environment is of the highest standard, there are a number of essential criteria that need to be met. These are highlighted below:

- Rules and Policies on Disability.
- Transport – Getting to the building, location, set down areas.
- External Environment – Car parking, routes, ramps, steps and doors.
- Vertical and Horizontal Circulation – Steps and stairs, lifts, corridors and internal doors.
- Facilities – Reception, toilets, seating areas, canteen, library etc.
- Interior Design – Lighting, colour and contrast, fixtures, furniture, etc.
- Emergency – Emergency equipment, alarms, signage, evacuation equipments, evacuation plans.
- Communication Facilities – Signage, telephones, tactile features, acoustics.
- Self learning materials audio visual programmes etc.

Persons with Disabilities encounter a variety of barriers in their day-to-day life. The students enrolled in Indira Gandhi National Open University are from different places and they need to interact with the University Headquarters or Regional Centres. The students with disabilities find it difficult to access the Regional Centres or even IGNOU campus. Many times the students come to the University and face difficulties in accessing various departments and facilities of the University. Therefore the study of accessibility status of the University will enable us to improve on the various factors related to accessibility.

Review of Literature

An access audit of five colleges of the University revealed some surprising, and ultimately disappointing, results. National Centre for Promotion of Employment for Disabled People, Delhi (NCPEDP) was given an assignment by HT Horizon to conduct an Access Audit of five Delhi University colleges and to rank them on the basis of their disabled-friendliness.

NCPEDP conducted Access Audits in the three colleges of the North Campus and two colleges of the South Campus. The Colleges that were audited were Hindu College, Miranda House, Shri Ram College of Commerce, Sri Venkateswara College and Gargi College.

The team visited the five colleges and evaluated the areas that the students commonly use, for example, toilets, library, classrooms, canteen, auditorium, etc. The team also took photographs to support its findings. On the basis of the observations, we evaluated the common areas in each college and marked them on a scale of 1-5 on the basis of their disabled-friendliness. The scores were added and the average was taken out, on the basis of which the colleges were ranked. The College that scored the maximum marks was adjudged as the most disabled friendly college.

None of the five colleges that were audited was totally disabled-friendly. However, on the basis of the marks that were given, Sri Venkateswara College scored the highest with 26 marks out of 40. Miranda House was adjudged the second rank with 25 marks. Hindu College and Shri Ram College of Commerce shared the third place with 17 marks. Gargi College featured last on the list with 11 marks.

It was interesting to find that some efforts have been made to create access for disabled students by constructing ramps at a few places. However, due to lack of awareness, the structural changes that have been made are ineffective for disabled students, especially for students on wheelchair.

Interestingly, none of the Principals were aware about the U.G.C. scheme which provides grants for making colleges accessible and for buying equipments and resource materials for disabled students. The scheme also provides for setting up Disability Units in the colleges and for providing fellowships to disabled students.

It was quite sad to note that even during the construction of new structures or during the renovation of the building, accessibility issues concerning disabled students have not been taken into account. For instance, Hindu College is constructing a new toilet on the ground floor but it is not going to be disabled friendly! This is a gross violation of The Disability Act 1995, which mandates that public places, especially educational institutions, should be made disabled friendly.

In Sri Venkateswara College, a student who is a wheelchair user was admitted last year. He had to study from home for one full year. The necessary facilities are now being made available for him this year.

It was revealed by Ms. Hema Raghavan, Dean Students' Welfare, Delhi University that there is huge difference between the number of disabled students who were given admission by way of their centralized admission process and the number of students who actually joined the colleges! "Delhi University although has a policy regarding the admission of disabled students but does not have any policy concerning the infrastructure and other facilities for disabled students in the college premises," admitted Ms. Raghavan.

In conclusion, it is not just enough to give admission to disabled students. It is also important to provide necessary facilities for them in the colleges so that they are part of the mainstream in the true sense of the word.

Status of mainstream education of disabled students in universities in a survey done by NCPEDP

All the 322 Universities in India were sent the research questionnaire. A total of 119 (36.9%) Universities responded.

- In the total of 119 respondent Universities, only 1,635 students with disabilities are enrolled. Therefore, only about 0.1% of the students were found to be those with disabilities. While 3% seats in educational institutions are to be reserved for disabled students, the figure of 0.1% is nowhere close to this figure!
- About 24 Universities (20%) clearly reported that they did not follow the 3% reservation for disabled students as mandated by the law of the nation! While the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 mandates a wide variety of efforts to ensure equal opportunities to disabled students for getting quality education, it also clearly states that ‘all Government educational institutions and other educational institutions receiving aid from the Government, shall reserve not less than three per cent seats for persons with disabilities.’
- In all the 119 respondent Universities, only 1,203 students with orthopedic impairments were enrolled. Furthermore, only 18 Universities (15%) reported that they provided appropriate desks and chairs for students with disabilities, only 11 (9%) provided wheelchairs and only 9 (7.5%) of them provided access to tricycles! It seemed clear that only persons with minor physical impairments, who required minimum physical assistance of any kind, got admission in the Universities.
- In all the 119 Universities, only 311 students with visual impairments were enrolled. While only 16 Universities had special computer software, only 10 (8.4%) Universities provided access to books in Braille!
- In all the 119 Universities, only 38 students with hearing impairments study. Only 9 (7.5%) Universities reported provision of hearing aids for students while 10 (8.4%) of them provided sign language interpreters. Even these figures seem exaggerated as on further investigation one University reported that the sign language interpreters were not provided in classrooms, but arranged for during certain seminars/conferences! Only 11 Universities had students with hearing disability. Most of these had just one such student except Osmania University (Hyderabad) that had 23 of total of 38 students with hearing disability.
- In all the 119 Universities, only 22 students with mental disability were enrolled. Assuming that people with intellectual impairment were unlikely to reach the higher education level, the 1.3 % of students with mental disability in the Universities were likely to be students with mental illness. It was very clear that awareness about the abilities of persons with intellectual impairment and mental illness was lacking.
- Seven Universities (5.8%) categorically mentioned that they do not admit students with disability, conveniently ignoring the law.
- Some of the notable Universities which did not reply to the questionnaire in spite of reminders, were Delhi University, All India Institute of Medical Sciences (New Delhi),

Indira Gandhi National Open University (New Delhi), Jamia Millia Islamia University (New Delhi), Bangalore University (Karnataka), University of Calcutta (West Bengal), University of Calicut (Kerala) and Indian Agricultural Research Institute (New Delhi), amongst many others.

- About 76.3% of the disabled students were males, while 23.7% were females. The government focus on educating girls did not seem to have much impact on the education level of girls with disabilities.
- Osmania University (Hyderabad) was the only one that projected a healthier trend in giving opportunities to students with different disabilities - out of its total number of 60 students with disabilities, 13 had orthopaedic disabilities, 3 visual disability, 23 hearing disability and 21 had mental disabilities.
- Banaras Hindu University (U.P.) and Aligarh Muslim University (U.P.) had the number of disabled students in three digits – 208 and 202 respectively. 38 Universities (31%) had no disabled students. These included Tata Institute of Fundamental Research (Mumbai), University of Allahabad, Guru Nanak Dev University (Amritsar), University of Rajasthan, Rabindra Bharati University (Kolkata), and Manipal Academy of Higher Education (Karnataka) among others. 31 Universities projected less than 5 disabled students, which included National Institute of Mental Health and Neuro Sciences (Bangalore), School of Planning and Architecture (Delhi), Indian Institute of Technology (Kanpur), Punjab Agricultural University (Ludhiana), NorthEastern Hill University (Shillong), and University of Pune. 23 Universities had more than 5 but less than 20 disabled students. These included Tata Institute of Social Sciences, Mumbai, Punjab University, Chandigarh, Indian Institute of Technology, Chennai, Roorkee, Mumbai, and G.B. Pant University of Agriculture & Technology, Uttaranchal.
- While 112 Universities (94%) mentioned that they gave admission to disabled students, only 24 (20%) of them provided special equipment for the students. Clearly, it was just by chance that the others had a few students with disabilities in their institutions.
- When given a chance to explain reasons for not admitting disabled students, very few Universities were forthcoming. Only 6 admitted to the lack of trained staff and only 5 admitted to lack of infrastructure.
- Out of the 119 respondent Universities, 47 Universities mentioned that they gave scholarships to disabled students and 29 gave financial assistance. It was clear from the minimal number of disabled students in these Universities that these facilities were being provided in general for all students and disabled students could get them by sheer chance. For example, though 73 Universities mentioned that they provided hostel facility for disabled students, it was unlikely that any hostel had even a single toilet/ room/ mess area accessible for a wheelchair user! And it is lack of proper hostels and financial constraints that greatly limit the choices disabled students have for higher education.

- Only 50% of the 119 Universities reported being aware of the UGC schemes and only 11 (9%) Universities had received UGC grant under the schemes including Banaras Hindu University, University of Mumbai, Jawaharlal Nehru University (New Delhi), Tata Institute of Social Sciences (Mumbai), and Aligarh Muslim University. The University Grants Commission initiated two schemes in 1998: one for the preparation of teachers for special education at the B. Ed. and M. Ed. levels and the other for the provision of facilities for promoting higher education for disabled students.
- About 80% of the respondent institutions reported that disabled students were easily able to reach the classrooms, offices, toilets, auditorium, sports area, library, canteen, laboratories and the hostels! The institutions obviously did not understand the issue of access and were under the impression that all the places were accessible for all present and future disabled students.

Top 10 universities						
Name of college	Total students			Number of disabled students		
	Male	Female	Total	Male	Female	Total
Banaras Hindu University	10799	3869	14668	154	54	208
Aligarh Muslim University				156	46	202
Kurukshetra University				55	17	72
Osmania University	74237	61690	135927	49	11	60
University of Hyderabad				46	10	56
Jawaharlal Nehru University, New Delhi				48	6	54
South Gujarat University	-	-	-	34	16	50
Karnataka State Open University	N.A.	N.A.	N.A.	36	13	49
Anna University	N.A.	N.A.	N.A.	41	7	48
Acharya NG Ranga Agricultural University	2414	1448	3862	18	24	42

- **List of Universities Based on enrollments of learners with disabilities**

Need of the Study

IGNOU is an open university catering to the educational needs of learners across India. The learners having any disability have a right to accessibility in IGNOU and access to the Self Learning Material provided to them. The teleconference programme and interactive radio counseling programmes need to be designed keeping in mind the needs of learners with disabilities. The study will enable the researcher to find out the status of accessibility in IGNOU and the gaps will be indentified. The finding of the research will help in making the IGNOU accessible for learners with disabilities. The access needs of diverse disability groups will help in creating fully accessible environment therefore, it is important to understand the nature of the access requirements of diverse disability groups. For the purpose of built environments design there are usually four major disability groups:

- a) Orthopedic: ambulant and non-ambulant (wheelchair users).
- b) Sensory: visual, hearing.
- c) Cognitive: mental, developmental, learning.
- d) Multiple: combination of any or all of the above.

Operational Definitions

- (a) **Access**
Means to enable persons with or without disability to approach, enter and leave a building, and to reach and use its facilities without assistance and undue difficulties.
- (b) **Universal Design**
Universal design means design for all. The design of products and environments to be usable by all people to the greatest extent possible without the need for adaptation or specialized design.
- (c) **Person with Disability (PWD)**
A person who, as a consequence of physical disability or impairment is either ambulant disabled; a wheelchair user; has visual, speech and hearing impairment; is mentally challenged or has learning disability.
- (d) **Orthopedic Disabilities**
People with orthopedic disabilities are generally those with loco motor disabilities, which affect mobility. This can mean impairment of the trunk, the lower limbs, or both of these. People with orthopedic disabilities may also have impairment of the lower limbs and the trunk as well as the upper limbs. People with orthopedic disabilities are divided into two subgroups, namely
 - i. **Ambulant disabled** persons are those who are able, either with or without assistance, to walk and who may walk with or without the aid of devices such as crutches, sticks, braces or walking frames.

- ii. **People who use wheelchairs** are unable to walk, either with or without assistance, and who, except for the use of mechanized transport, depend solely on a wheelchair for mobility.
- (e) **Sensory Disabilities**
People with sensory disabilities are those who, as a consequence of visual or hearing impairment may be restricted or inconvenienced in their use of the built environment. They are divided into two subgroups:
 - (i) **Visually-Impaired/blind persons** who rely solely on their sense of hearing, touch and smell.
 - (ii) **Hearing-impaired persons** who rely solely on their sense of sight and touch and need signs, color and texture to be incorporated in the built environment to assist them in moving around their surroundings. However, some people can partially hear and benefit from clear audible sound information.
- (f) **Cognitive Disabilities**
People with cognitive disabilities are generally those with a mental illness, a developmental or a learning disability.
- (g) **Multiple Disabilities**
People with multiple disabilities are generally those with a combination of orthopedic, sensory and/or cognitive disabilities.

Objectives of the study

The objective of research study will be as follow:-

- (i) To find out the status of accessibility in IGNOU in terms of architectural, informational, communication, technology, organizational and attitudinal barriers.
- (ii) To recommend the necessary changes for making IGNOU and Regional Centre's accessible for all.
- (iii) To suggest necessary measures for implementing the recommendations.

Research Questions:-

- i. What are the architectural barriers in IGNOU and its regional centres for persons with disabilities?
- ii. What are the informational barriers in IGNOU and its regional centres for persons with disabilities?

- iii. What are the communication barriers in IGNOU and its regional centres for persons with disabilities?
- iv. What are the technology barriers in IGNOU and its regional centres for persons with disabilities?
- v. What are the organizational barriers in IGNOU and its regional centres for persons with disabilities?
- vi. What are the attitudinal barriers in IGNOU and its regional centres for persons with disabilities?
- vii. What may be the solutions for architectural, informational, communication, technology, organizational and attitudinal barriers in order to make IGNOU accessible for all?

Research Methodology

The Research will be conducted by using the questionnaire and interview schedule prepared during the workshop. The data will be collected from all the Divisions, Schools of IGNOU, the employees having disability in IGNOU. A few students with visual impairment, hearing impairment and locomotor impairment will be invited to use various facilities of IGNOU and give their comments.

The study will be conducted in two phase. First phase will cover IGNOU head office, RC – Delhi I, RC – Delhi II, RC – Delhi III and RC – Noida.

Second phase will cover all the remaining RCs in India.

Research Design

The research is descriptive in nature and the sample survey method will be used for the study. The study will provide the current scenario of the university and the recommendation from the staffs and students with disabilities in order to make IGNOU accessible for all.

Universe and Sampling Plan

All the Divisions and Departments of IGNOU Headquarter in Delhi and the Regional Centres in India.

Sampling Plan

Purposive sampling method will be used to collect data from Regional Centres as well as IGNOU head office as per decided phase manners.

Sample Size

Total sample size of the study will be 450 including Regional Directors, Directors of Schools and division; and persons with disabilities who are the staffs or students of different departments from IGNOU and Regional Centres. Efforts will be made to cover all categories of disabilities at the regional centres and head office.

Sources of Data

Primary data will be collected from the following

- 1 21 Schools of IGNOU
School of Humanities (SOH)
School of Social Sciences (SOSS)
School of Sciences (SOS)
School of Education (SOE)
School of Continuing Education (SOCE)
School of Engineering & Technology (SOET)
School of Management Studies (SOMS)
School of Health Sciences (SOHS)
School of Computer & Information Sciences (SOCIS)
School of Agriculture (SOA)
School of Law (SOL)
School of Journalism and New Media Studies (SOJNMS)
School of Gender and Development Studies (SGDS)
School of Tourism Hospitality Service Sectoral Management (SOTHSSM)
School of Interdisciplinary and Trans-disciplinary Studies (SITS)
School of Social Work (SOSW)
School of Vocational Education and Training (SOVET)
School of Extension and Development Studies (SOEDS)
School of Foreign Languages (SOFL)
School of Translation Studies and Training (SOTST)
School of Performing & Visual Arts (SOPVA)
- 2 Electronic Media Production Centre
- 3 National Centre for Innovations in Distance Education
- 4 National Centre for Disability Studies
- 5 Staff Training and Research Institute of Distance Education
- 6 Academic Coordination Division
- 7 Administration Division
- 8 Inter University Consortium
- 9 Computer Division
- 10 Construction & Maintenance Division
- 11 Finance and Accounts Division
- 12 International Division
- 13 Library & Documentation Division

14	Material Production and Distribution Division
15	Planning and Development Division
16	Regional Service Division
17	Student Evaluation Division
18	Student Registration Division
19	Convention Centre
20	Research Unit
21	Security Office
22	Student Service Centre
23	56 Regional Centres
24	PNB Bank
25	Post Office
26	Canteens

Tools of data collection

The researchers will develop two tools. A tool will be developed on different dimensions of accessibility including architectural, informational, communication, technology, organizational and attitudinal barriers for getting the information.

Second tool will comprise the solutions based on the recommendations of the experts and the respondents will be asked to give their comments.

**Questionnaire for IGNOU
Employees/Students**
Research Study on Accessibility for Persons with Disabilities in IGNOU
Personal Details

Name -

Age -

Gender -

Educational Qualifications -

Designation -

Work Experience -

School/Centre/Division/Unit/Cell -

Extension No. -

Phone No. -

Mobile No. -

Email ID -

Whether Person with Disability -

Yes		No	
-----	--	----	--

If yes,

Type of Disability -

Extent of Disability

Part-I

Given below are some questions based on the domain areas. Kindly indicate your opinion by marking √ at the appropriate answer.

A. Architectural Barrier - Any hindrance in the access of building for persons with disability is called architectural barrier

1. Accessibility means

S. No.	Statements	Yes	No	Not Sure
A	The wheelchair users can move in the campus without difficulty			
B	The persons with visual impairment can move in the campus without difficulty			
C	The person with blindness get self-learning material in Braille, large print or soft copy			
D	The font and colour of online material on IGNOU can be changed by the learners as per their requirement			
E	The persons with deafness can reach to various Schools/Centres/Units/Divisions/Cells with the help of signages			

2. Do you feel that this School/Centre/Unit/Division/Cell is accessible for persons with disabilities?

Yes		No		Not Sure	
-----	--	----	--	----------	--

3. Can all obstacles within the path of travel be detected by a person with visual impairment with a cane?

Yes		No		Not Sure	
-----	--	----	--	----------	--

4. Can all obstacles within the path of travel be indentified by a person with low vision?

Yes		No		Not Sure	
-----	--	----	--	----------	--

5. Are the braille signages available at all important places of School/Centre/Unit/Division/Cell?

Yes		No		Not Sure	
-----	--	----	--	----------	--

6. Are the signages placed at a proper height?

Yes		No		Not Sure	
-----	--	----	--	----------	--

7. Do you feel that all the signages are put at appropriate places and the person with low vision, visual impairment and hearing impairment can reach to the desired places in IGNOU with the help of these signages?

Yes		No		Not Sure	
-----	--	----	--	----------	--

8. Is the surface of floor slip-resistant in School/Centre/Unit/Division/Cell?

Yes		No		Not Sure	
-----	--	----	--	----------	--

9. Does the persons with locomotor disabilities find difficulty in moveing around in the campus due to architectural barrier?

Yes		No		Not Sure	
-----	--	----	--	----------	--

10. Are there tactile tiles (tiles that can be perceived using the sense of touch) mounted on the floor for guiding the persons with visual impairment to various School/Centre/Unit/Division/Cell?

Yes		No		Not Sure	
-----	--	----	--	----------	--

B. Informational Barrier – Hindrance in the flow of information is called informational barrier

1. The accessible information means: -

S. No.	Statement	Yes	No	Not Sure
A	Providing information in Braille			
B	Providing information in accessible E-Pub format (special format for persons with visual impairment)			
C	Providing information in large print			
D	Providing information in easy language			

2. Does this School/Centre/Unit/Division/Cell provide all the circulars to the employees having disability in accessible format?

Yes		No		Not Sure	
-----	--	----	--	----------	--

If no, why _____

If yes, which format _____

3. Are you aware about the provisions for persons with disabilities in IGNOU?

Yes		No		Not Sure	
-----	--	----	--	----------	--

4. Do you know that the university provides the following support services to employees having disabilities?

S. No.	Statements	Yes	No	Not Sure
A	Computer with Special Software to employees having visual impairment			
B	Escort allowance to employees having visual impairment			
C	Escort allowance to employees having locomotor disability			
D	03% reservation in jobs/vacancies			
E	Reader allowance to employees having visual impairment			

5. Do you know that the university provides the following support services to students having disabilities?

S. No.	Statements	Yes	No	Not Sure
A	Reservation in admissions			
B	Extra time during examinations			
C	Sign language interpretation in the seminars/workshops/conferences			
D	Self learning material in Braille			
E	Soft copy of self-learning material			
F	Scholarship of Rs.5000/- to the students with disabilities enrolled in Ph.D. Programme of IGNOU			

6. Is the information about various programmes of IGNOU available in large print/Braille/accessible E-Pub format?

Yes		No		Not Sure	
-----	--	----	--	----------	--

7. Are all the benefits provided to students with disabilities in IGNOU automatically after enrolment by the respective Regional Centres?

Yes		No		Not Sure	
-----	--	----	--	----------	--

If yes kindly elaborate _____

8. Is IGNOU profile and brochures available in large print/Braille/accessible E-Pub format?

Yes		No		Not Sure	
-----	--	----	--	----------	--

9. Are the employees having disabilities provided written/verbal information on emergency evacuation plan?

Yes		No		Not Sure	
-----	--	----	--	----------	--

10. Does IGNOU circulate the agenda items and minutes of various committee meetings in Braille or large print to members having visual impairment?

Yes		No		Not Sure	
-----	--	----	--	----------	--

C. Communication Barrier – Any situation or condition that interferes with effective exchange of ideas and thoughts is called communication barrier.

1. Is there any mechanism to inform students having hearing impairment about emergency exit in case of a fire?

Yes		No		Not Sure	
-----	--	----	--	----------	--

2. Is there any mechanism to inform students having visual impairment about emergency exit in case of a fire?

Yes		No		Not Sure	
-----	--	----	--	----------	--

3. Is there any mechanism to inform employees having hearing impairment about emergency exit in case of a fire?

Yes		No		Not Sure	
-----	--	----	--	----------	--

4. Is there any mechanism to inform employees having visual impairment about emergency exit in case of a fire?

Yes		No		Not Sure	
-----	--	----	--	----------	--

5. Does the signages also have braille signs for persons with visual impairment?

Yes		No		Not Sure	
-----	--	----	--	----------	--

6. Is there a mechanism for providing sign language interpreter for the deaf in the meetings?

Yes		No		Not Sure	
-----	--	----	--	----------	--

7. Are the signages displayed properly for guiding the person with disabilities to various Schools/Centres/Units/Divisions/Cells or facilities?

Yes		No		Not Sure	
-----	--	----	--	----------	--

8. Are there facilities available for audible and visual information including power point presentation during the meetings/seminars/workshops for the persons with visual impairment and hearing impairment?

Yes		No		Not Sure	
-----	--	----	--	----------	--

9. Does IGNOU provide the handouts of conference/seminar/workshop in accessible format?

Yes		No		Not Sure	
-----	--	----	--	----------	--

10. Is the 'Student Support Centre' able to communicate and provide information to the students with disabilities in large print/Braille/accessible E-Pub format?

Yes		No		Not Sure	
-----	--	----	--	----------	--

D. Attitudinal Barrier – The Barriers that discriminate against persons with disabilities are called attitudinal barriers.

1. Do you feel that persons with disabilities are brave and courageous?

Yes		No		Not Sure	
-----	--	----	--	----------	--

2. Do you feel that persons with disabilities can contribute effectively in the office work/teaching?

Yes		No		Not Sure	
-----	--	----	--	----------	--

3. Do you feel that the persons with visual impairment are good musicians?

Yes		No		Not Sure	
-----	--	----	--	----------	--

4. Do you feel that assistive devices and human assistance wherever required should be provided to persons with disabilities?

Yes		No		Not Sure	
-----	--	----	--	----------	--

5. Do you feel that disability is the result of previous birth?

Yes		No		Not Sure	
-----	--	----	--	----------	--

6. Do you feel that it is very difficult to engage persons with disabilities in office work as they do not keep well?

Yes		No		Not Sure	
-----	--	----	--	----------	--

7. Do you feel that the students with disabilities can approach all concerned Schools/Centres/Units/Divisions/Cells without difficulty and get help immediately?

Yes		No		Not Sure	
-----	--	----	--	----------	--

If Yes, write the names of Schools/Centres/Units/Divisions/Cells

.....

If No, write the names of Schools/Centres/Units/Divisions/Cells

.....

8. Do you feel that persons with the following disabilities may not able to participate fully in life?

• Intellectual disabilities	Yes		No		Not Sure	
• Visual Impairment	Yes		No		Not Sure	
• Hearing Impairment	Yes		No		Not Sure	
• Loco-motor Impairment	Yes		No		Not Sure	
• Cerebral Palsy	Yes		No		Not Sure	
• Autism	Yes		No		Not Sure	
• Deafblindness	Yes		No		Not Sure	
• Multiple Disabilities	Yes		No		Not Sure	
• Learning Disabilities	Yes		No		Not Sure	

9. Do you feel that the employees with disabilities can do all types of work if assistive devices, human assistance wherever required and accessible work environment are provided to them?

Yes		No		Not Sure	
-----	--	----	--	----------	--

10. Do you feel that the students with visual impairment should be allowed to use computers for writing the examination?

Yes		No		Not Sure	
-----	--	----	--	----------	--

E. ICT Barrier – if a technology does not support various assistive devices then it is called ICT barrier.

1. Do you feel that the website of IGNOU has accessibility features?

Yes		No		Not Sure	
-----	--	----	--	----------	--

If Yes, Indicate

_____	Large font
_____	Colour contrast
_____	Speech engine
_____	Voice search
_____	Slow scrolling

2. Do the computers in this School/Centre/Unit/Division/Cell have accessibility features?

Yes		No		Not Sure	
-----	--	----	--	----------	--

3. Is the material on E-Gyan Kosh accessible to employees and learners with visual Impairment?

Yes		No		Not Sure	
-----	--	----	--	----------	--

4. Are all the Employees of IGNOU having visual impairment provided screen reading software or any other assistive technology?

Yes		No		Not Sure	
-----	--	----	--	----------	--

5. Is there a facility to upgrade the accessible software regularly for the employees having visual impairment?

Yes		No		Not Sure	
-----	--	----	--	----------	--

6. Is there a facility to provide close captioning in the video programmes of IGNOU for deaf?

Yes		No		Not Sure	
-----	--	----	--	----------	--

7. Is there a facility of audio description of non-verbal portions of the video programme for persons with visual impairment?

Yes		No		Not Sure	
-----	--	----	--	----------	--

8. Is the information on IGNOU website easy to navigate for persons with visual impairment?

Yes		No		Not Sure	
-----	--	----	--	----------	--

9. Does the IGNOU library have facilities for access to e-journals through computers having accessibility features for students with disabilities?

Yes		No		Not Sure	
-----	--	----	--	----------	--

10. Is there a facility to provide sign language interpretation during the various regular teleconferencing programmes of IGNOU?

Yes		No		Not Sure	
-----	--	----	--	----------	--

F. Organizational Barrier – if the policies, practices and procedures of an organization discriminate against persons with disabilities then it is called organizational barrier.

1. Are you aware of the benefits and facilities provided by IGNOU to its employees?

Yes		No		Not Sure	
-----	--	----	--	----------	--

If yes, kindly elaborate _____

2. Are you aware of the benefits and facility provided by IGNOU to its students?

Yes		No		Not Sure	
-----	--	----	--	----------	--

If yes, kindly elaborate _____

3. Are the students having disability provided adequate support by the respective School/Centre/Unit/Division/Cell?

Yes		No		Not Sure	
-----	--	----	--	----------	--

4. Do you feel that the students with disabilities can be benefitted by the distance education?

Yes		No		Not Sure	
-----	--	----	--	----------	--

If yes, kindly elaborate how? _____

5. Is there any association of employees having disabilities in IGNOU?

Yes		No		Not Sure	
-----	--	----	--	----------	--

6. Has a meeting of employees with disabilities ever been organized in IGNOU to know their difficulties?

Yes		No		Not Sure	
-----	--	----	--	----------	--

7. Is there a mechanism for facilitating the employees having disabilities in IGNOU?

Yes		No		Not Sure	
-----	--	----	--	----------	--

8. Is there a single window support system for student with disabilities?

Yes		No		Not Sure	
-----	--	----	--	----------	--

9. Is there a facility available for IGNOU students to get their self-learning material in Braille/large print/talking book/accessible E-Pub format?

Yes		No		Not Sure	
-----	--	----	--	----------	--

10. Does the university provided scribe (writer) facility to all eligible students having disabilities on its own?

Yes		No		Not Sure	
-----	--	----	--	----------	--

Part-II

Improving Accessibility in IGNOU

Some statements for making IGNOU campus accessible are given below. Give your views by marking √ at the most appropriate answer: -

1. The accessible route map of IGNOU campus should be provided at the entrance of the University.

Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
----------------	--	-------	--	-----------	--	----------	--	-------------------	--

2. The doors at the entrance should be painted with a colour contrasting with the surrounding surface.

Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
----------------	--	-------	--	-----------	--	----------	--	-------------------	--

3. The parking for persons with disabilities should be available near the entrance of each block with a signage.

Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
----------------	--	-------	--	-----------	--	----------	--	-------------------	--

4. A drop off zone near the entrance should be earmarked for persons with disabilities.

Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
----------------	--	-------	--	-----------	--	----------	--	-------------------	--

5. Only the vehicles of persons with disabilities should be allowed to park at the accessible parking space.

Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
----------------	--	-------	--	-----------	--	----------	--	-------------------	--

6. A coloured band on glass doors and glass partitions should be added to make it easy to identify for persons with low vision.

Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
----------------	--	-------	--	-----------	--	----------	--	-------------------	--

7. Guiding strips should be built in the corridors and open spaces for guiding persons with visual impairment to various Schools/Centres/Units/Divisions/Cells.

Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
----------------	--	-------	--	-----------	--	----------	--	-------------------	--

8. Slip resistant rubber mat should be installed at the slippery floors.

Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
----------------	--	-------	--	-----------	--	----------	--	-------------------	--

9. The obstacles from the corridors should be removed or marked with tactile markings.

Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
----------------	--	-------	--	-----------	--	----------	--	-------------------	--

10. Braille signs should be installed in the lifts.

Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
----------------	--	-------	--	-----------	--	----------	--	-------------------	--

11. The lifts should have an option for delay in motion of the doors.

Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
----------------	--	-------	--	-----------	--	----------	--	-------------------	--

12. Bells and flashing light signals should be added in the lifts.

Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
----------------	--	-------	--	-----------	--	----------	--	-------------------	--

13. Tactile marking strips should be added to all the stairs for facilitating persons with visual impairment and low vision.

Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
----------------	--	-------	--	-----------	--	----------	--	-------------------	--

14. All the signages should be at the eye level and accessible.

Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
----------------	--	-------	--	-----------	--	----------	--	-------------------	--

15. If a School/Centre/Unit/Division/Cell is shifted to another place then the old signages should be immediately removed to avoid confusion for persons with disabilities.

Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
----------------	--	-------	--	-----------	--	----------	--	-------------------	--

16. The toilets for person with disabilities should be in working condition and unlocked.

Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
----------------	--	-------	--	-----------	--	----------	--	-------------------	--

17. The Bank and canteen located in IGNOU should have accessibility features for persons with disabilities.

Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
----------------	--	-------	--	-----------	--	----------	--	-------------------	--

18. The bus running in IGNOU campus should be accessible to persons with disabilities.

Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
----------------	--	-------	--	-----------	--	----------	--	-------------------	--

19. The security guards and other staff dealing with students needs to be sensitized on disability issues.

Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
----------------	--	-------	--	-----------	--	----------	--	-------------------	--

20. The brochures, prospectus of various programmes and IGNOU profile should be made available in Braille, large print and accessible E-Pub format.

Strongly Agree		Agree		Undecided		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

21. Do you have any other suggestions for making IGNOU accessible for persons with disabilities?

Yes		No		Not Sure	
-----	--	----	--	----------	--

If yes, kindly elaborate _____

[illegible]

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