

## A comparative study of Government and non-government institutions on infrastructural facilities for differently abled students

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■ **ABSTRACT** : The present study was conducted with an objective to identify the differences in infrastructural facilities and student's level of satisfaction among government and non-government institutions. The study was conducted among eight universities offering higher education existing in Lucknow city to explore the infrastructural facilities for the differently abled students. One university which is specially constructed for differently abled students was excluded from the study, so that exact differences among Government and non-Government institutions can be analyzed. To measure the level of satisfaction among students with regard to facilities for differently abled students, 30 students (15 boys and 15 girls) from each university were selected. A self-developed inventory to identify differences in infrastructural facilities was developed. Results revealed that non-government institutions were providing more facilities for differently abled students in comparison to government institutions. It was found that 74.28 per cent the students belonging to government institutions had low level of satisfaction compared to 55.71 per cent of students belonging to non-government institutions. Results may be used to explain suitable and barrier free environment in academic institutions for the convenience of differently abled students

■ **KEY WORDS** : Barrier free environment, Government institutions, Non-government institutions, Infrastructural facilities

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**B**arrier free environment in an academic institutions helps in enhancing the performance and also helps in making a person independent. Differently abled person's requirements for a barrier free environment in terms of infrastructure will be exclusive in terms of making them comfortable, safe and independent. Universities offering higher education where there exists reservation for admission of disabled also has to cater to their special needs. Special emphasis has to be given during construction of buildings, which poses many problems for the differently abled students leading to inability in using various facilities along with normal students. Alqaryouti (2010) in his study tried to identify the obstacles to inclusion of the handicapped students in Sultan Qaboos University (SQU). In addition to highlighting the obstacles they face in the university setting, the study also tried to provide enough information to the decision makers in

the university, so that they are to recognize such obstacles and consider them carefully while planning for inclusion in the University. The sample of the study consisted of 28 physically and visually handicapped students and research used a questionnaire schedule. The results of the study revealed that there were statistically significant differences in these obstacles due to the type of disability among the visually handicapped students who indicated obvious problems within the first domain.

Pivik *et al.* (2000) in their study "Barriers and Facilitators to Inclusive Education" described barriers to inclusive education and underscored the value of parental reports for assessing and evaluating inclusive school environments and practices. Based on a services of focus group meetings, 15 students with mobility limitation (9-15 years) and 12 parents identified four categories of barrier at their school: (a) the