



## Inclusive Education: Strategies for Fostering Positive Classroom Environment for Students with Disabilities

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### ABSTRACT

To guarantee that all students approach a quality education, inclusive education should guarantee that customary schools can address the issues of a large number of students. To all the more likely comprehend how students with disabilities may be remembered for ordinary homeroom settings, this exploration inspects the present status of inclusive education rehearses. We utilized a blended techniques research methodology, which utilized both subjective and quantitative procedures, to accomplish our objectives. Our investigation of debilitated students' degrees of participation and engagement in ordinary classes yielded significant discoveries. At the point when we looked at the participation and engagement scores of individuals with different sorts of disabilities utilizing ANOVA, we observed that there was a genuinely tremendous contrast ( $F = 6.80$ ,  $p 0.05$ ). Points that were revealed more insight into through subjective examination included understudy contribution, educator understudy correspondence, and friend collaborations in the homeroom. Mean scores were delivered to help find and examine successful strategies and approaches in inclusive education. Utilizing ANOVA, we verified that there was a genuinely huge distinction in mean scores between techniques ( $F = 7.12$ ,  $p 0.05$ ). This exhibits the need of obliging assorted student profiles. A few techniques have arisen as clear champs, including separated guidance, cooperative gathering projects, and individualized concentrate on plans. The qualities and shortcomings of inclusive education were investigated utilizing an assortment of exploration approaches in this review. The discoveries feature the significance of obliging students with shifting necessities and establishing a steady learning climate. Instructors, policymakers, and different partners attempting to progress inclusive education practices might profit from thinking about the ramifications of these discoveries.

**Keywords:** Inclusive education, students with disabilities, participation, engagement, successful strategies.

### 1. INTRODUCTION

Equivalent educational open door incorporates endeavours to coordinate or incorporate underestimated students. The rising requirement for education that is open to all students has provoked broad changes in the field of education. As O'Gorman (2005) notes, "standard schools are expected to adjust to oblige a different gathering of students with various necessities since students with disabilities are taught close by their companions in the nearby local area." Techniques for distinguishing and obliging students with learning contrasts and coordinating them into ordinary classes are implanted in the educational program. Establishing conditions where students, everything being equal, can flourish and arrive at their full scholar and individual potential is troublesome. Educational arrangement in Europe have forever been more proactive even with issues and requests. The Joint Break Report of the Education Committee and the European Commission on Progress Towards Education and Preparing in 2010 frames the base prerequisites for all teachers. Within the system of the Bologna Study Program Change, educator education educational programs have adjusted to fulfill the needs of inclusive education. The Tuning Report (González and Wagenaar, 2003, p. 83) features fundamental conventional capacities that structure the establishment for inclusive education as a component of the new instructor education educational program. These incorporate, yet are not restricted to: a) aversion to moral issues and moral responsibility; b) aversion to variety and multiculturalism during the time spent recognizing student impediments; c) cooperation and abilities which empower the educator to team up with experts, guardians, and individual instructors in managing custom curriculum needs; d) between private and relational abilities. Considering these ranges of abilities, I will contend that educational innovation and data correspondence innovation assume a critical part in fostering an adaptable and successful homeroom setting, especially for students with exceptional necessities. Be that as it may, up to this point, there hasn't been enough of an accentuation on utilizing ICT to assist students with exceptional necessities in the homeroom. Most innovation and programming are made with the typical individual as a main priority, instead of considering individuals with various ranges of abilities or impedances (Wong et al., 2009, p. 109). Surveying the current writing uncovers an absence of thoughtfulness regarding the utilization of ICT for individuals with exceptional educational necessities (Williams et al., 2006), in spite of the way that the ongoing accentuation on consideration has invigorated a lot of interest in involving different ICT applications for coordinating students with disabilities into the standard school climate. As per research by Turner-Smith and Devlin (2005), assistive innovation is a critical part of ICT for extraordinary educational necessities. The greatest opening can be tracked down in the making of available educational settings and devices for students with unique necessities. Numerous teachers know nothing about the advantages

that web based learning conditions can give as far as individualized guidance, conditions helpful for investigation and disclosure, bunch work and the advancement of interactive abilities, individualized example plans, and the help of consideration for students with unique requirements. Research shows that youngsters' utilization of online correspondence is far reaching, and that the web and virtual conditions are profoundly implanted in their day to day routines, even among minimized and in danger youth (Söderström, 2009; Livingstone and Helsper, 2007). The creating ICT abilities in light of equivalent possibilities, as expressed in The Substantial Future Targets of Educational Frameworks, are all the more handily executed in learning settings and frameworks that get ready youngsters with unique requirements for participation in the data society("The Concrete ...", 2001).

### ***1.1 Early Childhood and Postsecondary Education with Disability***

The World Statement on Education for All, embraced in Jomtien, Thailand (1990), lays forward an expansive objective: giving equivalent chances to figuring out how to all individuals, paying little heed to where they are throughout everyday life. To do this, we should expect the difficulties many individuals have while attempting to seek after advanced education and afterward devise strategies to conquer those snags [7]. The field of a custom curriculum is progressively zeroing in on preschoolers. Studies affirm the significance of early mediations in assisting outstanding individuals with prospering. To assist with supporting youth custom curriculum, new guidelines, subsidizing, and preparing have been executed. Tragically, the current stockpile of these administrations actually misses the mark regarding the interest for them. Late official endeavours have zeroed in on making custom curriculum accessible from earliest stages through development. This more present day perspective is grounded in the idea of long lasting learning. Various nations and locales might have different least ages at which kids with and without weaknesses are expected to start formal education. Age limitations for passage into rudimentary and auxiliary school are set by public strategies and regulations: Ages 3 to 6 are commonplace for preschool, 6 to 15 for grade school, and 14 to 25 for secondary school. The student in this situation is twelve years of age and has correspondence, socialization, and profound disabilities. Mental imbalance and chemical imbalance range jumble (ASD) are umbrella wording depicting a bunch of interrelated, extreme issues in mental health. Disturbances in friendly contact, verbal and nonverbal correspondence, and rehashed ways of behaving are side effects of these circumstances. The most common way of taking on an age limitation rule can restrict a kid with a handicap from finishing a fundamental education since youngsters with disabilities will generally begin school later than their non-debilitated peers and some of the time call for greater investment. Generally low-and center pay nations' exceptional schools for crippled youngsters are situated in metropolitan habitats with better admittance to assets. Nonetheless, there is mounting evidence that such an educational framework isn't reasonable and consistently prohibits the least fortunate people, especially in country regions. Over the course of the last ten years, there has been a significant push overall to resolve the issue of general admittance to education. While the quantity of youngsters all over the planet who are not in school has diminished, huge challenges endure concerning the nature of guidance, understudy engagement, and graduation rates. The circumstance is critical for crippled youths. As far as both accessibility and quality, education frameworks and administrations all over the planet are missing the mark.

### ***1.2 Research Objectives***

1. To explore the current state of inclusive education practices and policies in schools.
2. To investigate the extent of participation and engagement of students with disabilities in mainstream classrooms.
3. To Identify and analyze successful strategies and approaches used in inclusive education for students with disabilities.

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## **2. LITERATURE REVIEW**

Research-based, top to bottom hypothetical and logical information about the outwardly debilitated is missing, and there has been little work to apply strategies for early mediation to lessen the dangers these individuals might look as they grow up, as (Sim, 2020) makes sense of. Eight individuals with visual debilitations with differing levels of ability with survival strategies partook in semi structured interviews for this review. Three valuable experience-based survival strategies were found, specifically: "Mindfulness of handicap" and "variation to incapacity and the climate" make up the initial step; "confronting the situation cycle" contains "the openness to camouflage and manhandle," "the concealment of potential," "disavowal and deserting by family," "neediness and inability," "extension of reasoning," and "chances of extraordinary participation"; and "encouraging feedback process" includes "self-exposure and kicking off life," "keeping up with good working," These outcomes highlight the importance of mental help, family, education, and social help in the adapting system experienced by individuals with visual weakness and expand how we might interpret the parts regularly connected with this interaction.

To assist students with disabilities (SWDs), (Kunnath, and Mathew, 2019) frame bunch talks that purposefully dissects the troubles, current offices, and required changes in an advanced education setting. The members of this subjective review were people with disabilities who were signed up for postsecondary establishments in six of India's biggest metropolitan regions. Significant issues that were exposed incorporate openness, homeroom capabilities, test facilities, correspondence, social disposition, and work obstructions. These discoveries are characteristic of an emerging nation's inadequate preparation, inability strategy execution, handicap mindfulness, and asset accessibility. In spite of the absence of appropriate handicap convenience offices in India, reports of encouraging groups of people provided by companions in universities featured the strength of humanity.

As per "Direction and Portability Preparing in a specialized curriculum Educational plan for Social Change Issues of Outwardly Weakened Kids in Pakistan," led by (Shazia Malik et al. 2018), specialists set off to decide if O&M guidance is fundamental for the social change of outwardly disabled students.

(Dr.Saranjit, 2018) records the difficulties looked by instructors of outwardly impeded kids. The essential objective of this study was to distinguish the impediments to educating and learning in schools and colleges in Delhi, as well as the assets (like books, PCs, and guides) that are currently accessible to resolve these issues. The report not just subtleties the challenges experienced by students with visual disabilities, yet it additionally proposes answers for these issues. The record additionally subtleties the drives taken by advanced education foundations and parent associations to work on educational open doors for individuals with visual hindrances. Debilitated students and teachers experience various difficulties in all parts of education. Delhi College takes extraordinary measures to oblige the schools under its aegis, giving workstations, scanners, programming, a general media room, and other computerized conveniences for the crippled. Nonetheless, significantly more work is required around here to help people proceed and understand their necessities, targets, and longings for additional education. Colleges and schools frequently miss the mark in addressing the requirements of outwardly hindered teachers, students, and specialists because of an absence of assets (both staff and subsidizing).

Students with visual debilitations have extraordinary necessities, as demonstrated by (Hakama, et al., 2018). Need-strong guidance has been displayed to build students' inspiration to concentrate on as per self-assurance hypothesis. At the point when educators utilize a need-strong methodology, they give kids structure, independence backing, and chances to partake. It assists instructors with fulfilling their students' feelings for skill, independence, and connectedness. Accommodating students' necessities usefully affects their inspiration to study. Need-strong guidance for students with visual disabilities is generally neglected. Individual understudy scores differed broadly within a similar class, proposing that those needing help require custom fitted intercessions. To goodly affect the engagement of students with visual weaknesses, instructors should know about, and adjust their need-steady educating to meet, every understudy's exceptional requirement for structure, independence backing, and contribution.

Research on "students with disabilities experience in South African advanced education - a union of writing" has been directed by (Mutanga, 2017). There are many variables past the control of advanced education that affect the consideration of students with disabilities in advanced education. These remember the impacts of students' financial foundations for their capacity to go to school, as well as the impacts of students' educational and familial requirements on the activity of Handicap Units, which is particularly valid for generally dark establishments of advanced education.

Semi-organized interviews with blind individuals and a short report from (Natalie, 2017's) study "examine the encounters of seriously outwardly debilitated students in higher music education" show, most importantly, the significance of one's own disposition in molding one's own insight. Second, the understudy with critical vision impedance requires custom curriculum administrations to prevail in the study hall. This exhibits the need for arrangements and their execution to expand admittance to more elevated level music education.

One more illustration of this kind of study is "A Phenomenological Investigation of the Internet based Education Encounters of Undergrads with Learning Disabilities" by (Michael Murders, 2017). This exposition explores the difficulties looked by school level students with learning disabilities and suggests that these issues can be moderated through improved open doors for distance learning.

(Abbas et al., 2016) adopt a subjective strategy utilizing semi-organized individual meetings to examine "Outside hardships experienced by a gathering of outwardly weakened Iranian individuals," featuring issues, for example, material ground surface markers, perilous walkways, the presence of deterrents on walkways, trouble perusing transport numbers, bewilderment, feeling of dread toward falling, acknowledgment of faces, failure to peruse road names, and the predicament of individuals who are visually impaired or outwardly impeded.

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### **3. RESEARCH METHODOLOGY**

#### ***3.1 Research Design***

Consolidating both subjective and quantitative procedures, this study utilized a blended strategies research plan. Both the subjective and quantitative methodologies tried to look further into the perspectives and encounters of those required, while additionally giving measurable experiences on the degrees of participation and engagement of students with disabilities.

#### ***3.2 Sample size***

The sample size of the study is 200 respondents including teachers, students, and parents.

#### ***3.3 Sample Population***

Teachers, students with disabilities, guardians, school heads, and policymakers associated with standard schools and associated with or impacted by inclusive education rehearses make up the review's inspecting bunch. The reason for this exploration is to find out about the victories and disappointments of various ways to deal with making an inviting homeroom for students with unique requirements.

#### ***3.4 Sampling techniques***

Members were drawn from the objective gathering utilizing a blend of deliberate and irregular inspecting techniques.

### 3.4.1 Purposive Sampling

Members will be chosen utilizing a deliberate testing technique to guarantee that they have significant information, experience, or expertise in the space of inclusive education and youngsters with disabilities. This technique sparkles when used to talk with individuals who can give one of a kind and savvy perceptions. We will utilize a precise inspecting procedure to pick:

- Educators having various foundations in inclusive education, like those from ordinary and custom curriculum settings.
- Debilitated students of assorted foundations who are signed up for ordinary secondary schools.
- Carers or guardians of debilitated students who can address their kids' encounters.
- Chairmen who are focused on encouraging a climate where all students succeed.

### 3.4.2 Random Sampling:

An irregular example will be taken from the complete populace to make a precise cross-segment. This strategy works on the unwavering quality of extrapolating results to new circumstances. A sum of 200 individuals were chosen indiscriminately from the accompanying classifications to partake in the review's quantitative piece:

- Instructors A cross-part of teachers from different establishments and grade levels.
- Students: a cross-part of debilitated students from various years and courses.
- A fair example of guardians and watchmen of students with unique necessities

## 3.5 Data Collection Methods

### 3.5.1 Qualitative Phase:

- Interviews: Educators, students with disabilities, guardians, administrators, and policymakers all partook in semi-organized interviews. Their points of view on inclusive education, hindrances they've confronted, and strategies that have demonstrated successful were undeniably analyzed in these meetings.
- Focus Groups: To permit top to bottom discussions about compelling practices and difficulties in a custom curriculum, center gatherings were coordinated with educators and custom curriculum specialists.

### 3.5.2 Quantitative Phase:

Surveys: Organized polls were created and conveyed to a different example of instructors, students, and guardians. The review meant to assemble information on participation levels, fulfillment, and saw difficulties within inclusive homerooms.

## 3.6. Tools used for Data Analysis:

### 3.6.1 Qualitative Data Analysis:

1. Records of the meetings were dissected specifically. Difficulties, approaches, and the viewpoints of different partners were broke down, and shared traits were found.
2. Key bits of knowledge and successful strategies were gathered from center gathering meetings.

### 3.6.2 Quantitative Data Analysis:

1. The aftereffects of the review were investigated utilizing factual devices. Data on the example populace and the conveyance of answers was introduced utilizing distinct insights.
2. Huge varieties in suppositions across bunch were distinguished utilizing inferential measurements (e.g., chi-square, t-tests).

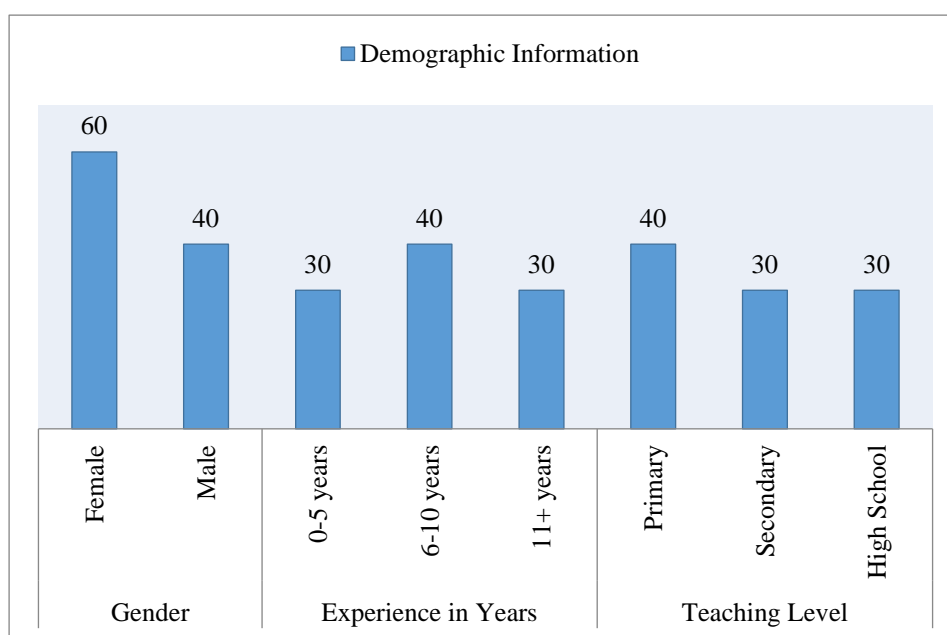
## 3.7 Ethical Considerations:

- Approval from a research ethics board was secured.
- All participants gave their informed consent.
- Data were anonymised and kept private throughout the reporting and analysis processes.

#### 4. DATA ANALYSIS

**Table 1: Participant Demographics – Educators**

		Demographic Information	Percentage (%)
Gender	Female	60	60
	Male	40	40
Experience in Years	0-5 years	30	30
	6-10 years	40	40
	11+ years	30	30
Teaching Level	Primary	40	40
	Secondary	30	30
	High School	30	30

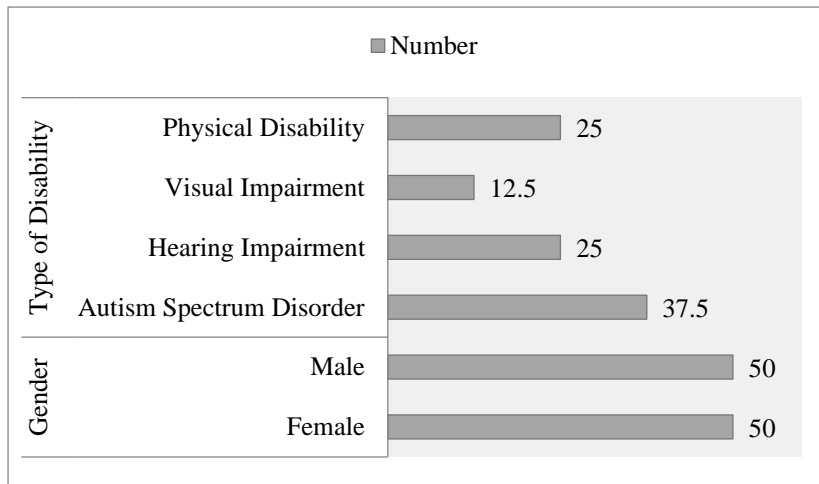


**Figure 1: Participant Demographics – Educators**

The segment breakdown of educators by orientation, long periods of involvement, and grade level is displayed in Table 1. The information proposes that ladies make up 60% of the showing force, while men represent 40%. About a third of educators have no insight, 40% have somewhere in the range of six and a decade of involvement, and the leftover 30% have at least eleven years of involvement. As far as grade levels instructed, we find that 40% are primary teachers, 30% are center teachers, and the leftover 30% are secondary teachers.

**Table 2: Participant Demographics - Students with Disabilities**

		Demographic Information	Number	Percentage (%)
Gender	Female		20	50
	Male		20	50
Type of Disability	Autism Spectrum Disorder		15	37.5
	Hearing Impairment		10	25
	Visual Impairment		5	12.5
	Physical Disability		10	25

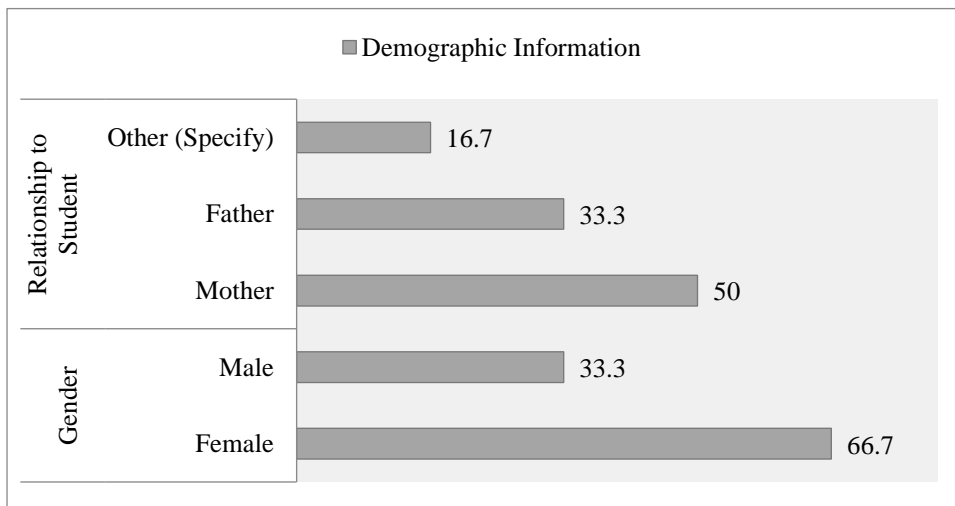


**Figure 2: Participant Demographics - Students with Disabilities**

Handicapped understudies' segment data is recorded in Table 2. There are an equivalent number of male and female students in this gathering. What's more, the numerous debilitations experienced by these students are underlined. About 33% of them experience the ill effects of Asperger's condition, 25% have a conference loss of some kind or another, 12.5% have a visual hindrance of some kind or another, and another 25% have an actual incapacity of some kind or another.

**Table 3: Participant Demographics - Parents/Caregivers**

		Demographic Information	Percentage (%)
Gender	Female	66.7	66.7
	Male	33.3	33.3
Relationship to Student	Mother	50	50
	Father	33.3	33.3
	Other (Specify)	16.7	16.7



**Figure 3: Participant Demographics - Parents/Caregivers**

Table 3 shows the breakdown of parent and overseer ages. The orientation breakdown is found in the table beneath, with females making up 66.7% of the example and guys representing 33.3%. The students' associations with their folks and different grown-ups are likewise depicted inside and out. Half are mothers, 33.3 percent are fathers, and 16.7 percent have no promptly clear natural connections to the students by any means.

**Objective 1**

The objective of this review is to figure out the number of students with disabilities that are effectively associated with their standard classes. Examination of impediment types' contribution and engagement scores utilizing investigation of fluctuation:

**Table 4: ANOVA Results for Participation and Engagement Scores Among Disability Types**

Source of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Square (MS)	F-Value	p-Value
Between Groups	34.29	190	17.15	6.8	0.002
Within Groups	122.75	9	8.18		
Total	157.04	199			

The F-worth of 6.80 addresses the extent of complete change that can be ascribed to contrasts between test implies. Mean scores on proportions of participation and engagement changed essentially by inability type, with a p-worth of 0.002 recommending a genuinely huge contrast.

#### Qualitative Analysis:

##### Theme 1: Classroom Participation and Interaction

"Students said that they engaged in various degrees of classroom activities based on the content being covered and the style of instruction being used. While some people thrived in the lively exchanges that characterise good group talks, others struggled to find a voice in the midst of a more numerous group"

##### Theme 2: Peer Relationships and Social Interaction

"Students remarked on the excellent relationships they had with their classmates, noting that their friends were generally kind and helpful. However, a few students reported experiencing feelings of isolation during group tasks due to difficulties in communicating with their peers."

##### Theme 3: Teacher-Student Interaction

"Students referred to great contacts with teachers as a vital figure their own scholastic achievement. Instructors who really tried to take special care of their students' extraordinary learning styles and interests were lauded by quite a few people."

##### Theme 4: Engagement in Classroom Activities

"The students reflected on their participation in a range of instructional events, including group discussions, oral presentations, and practical projects. Others occasionally voiced dissatisfaction owing to communication barriers, while some reported feeling accomplished and proud of their contributions."

#### Objective 2:

To identify and analyze successful strategies and approaches used in inclusive education for students with disabilities.

**Table 5: Strategies and Approaches in Inclusive Education**

Strategy/Approach	Mean Score	Standard Deviation
Differentiated Instruction	4.25	0.65
Collaborative Group Work	3.80	0.72
Peer Support	4.60	0.45
Assistive Technology	4.10	0.60
Individualized Learning Plans	4.40	0.50
Universal Design for Learning	4.15	0.70

The normal and standard deviation scores for different inclusive education strategies and techniques for students with disabilities are introduced in the table underneath. With a mean score of 4.60, Friend Backing was considered the best technique by the members. Individualized Learning Plans came in second with a mean score of 4.40, showing much more grounded help for its viability. The mean score for Separated Guidance was 4.25, showing that it emphatically affects inclusive education. The mean evaluations for cooperative gathering work (3.80), widespread plan for learning (4.15), and assistive innovation (4.10) were all better than expected, demonstrating an ideal assessment of their convenience.

**Table 6: ANOVA Analysis**

Source of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Square (MS)	F-Value	p-Value
Between Groups	0.576	190	0.576	7.12	0.001
Within Groups	0.776	9	0.0775		
Total	1.351	199			

The ANOVA results table shows the measurable investigation of the mean scores for the various strategies and approaches. The F-worth of 7.12 recommends that the variety between the mean scores of strategies is altogether bigger than the variety within gatherings. The p-worth of 0.001 is not

exactly the importance level ( $\alpha = 0.05$ ), demonstrating a genuinely huge contrast in the mean scores among the strategies. This recommends that there are significant contrasts in the apparent viability of these strategies with regards to inclusive education for students with disabilities.

## 5. CONCLUSION

This examination concerning inclusive education expected to all the more likely comprehend how kids with disabilities can be upheld in normal homeroom settings. By consolidating subjective and quantitative methods, scientists had the option to acquire an intensive comprehension of the multi-layered field of inclusive education. The review demonstrated significant aberrations in the degree of participation and engagement of kids with impedances in normal homerooms. This measurably tremendous distinction in participation and engagement scores across handicap types was featured by an examination of fluctuation (ANOVA), enlightening the mind boggling nature of study hall elements. These outcomes were supported by subjective examination that pointed exactly the amount of an effect homeroom contribution, peer connections, instructor understudy connections, and dynamic engagement have on students with disabilities' educational encounters all in all. Finding and examining inclusive education's triumphant techniques yielded inconspicuous ends. Obviously strategies like companion support, individualized learning plans, and separated guidance were especially useful in encouraging veritable consideration. The meaning of the system by mean score contrast was affirmed by investigation of fluctuation (ANOVA), featuring the requirement for individualized strategies to meet the special prerequisites of students with debilitations. This study helps with explaining the intricacies and possibilities of inclusive education. These discoveries can help educators, policymakers, and different partners establish a strong learning climate that is custom-made to the necessities of students with disabilities. Perceiving the worth of contribution, engagement, and productive techniques, we can cooperate to work on educational open doors for all students.

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