



A Case Study of Independent Living Centre at Lahore College for Women University

Dr Saira Taj, Assistant Professor Research and Evaluation Department ,Institute of Education, Lahore College for Women University (LCWU), Lahore, drsairataj@gmail.com

Iqra Akram, MS Scholar, Research and Evaluation Department_Institute of Education LCWU, iqraakram65@gmail.com

Dr Moafia Nader, Assistant Professor Department of Professional Studies, Institute of Education, Lahore College for Women University (LCWU), Lahore, vividmoafia@gmail.com

Abstract: This research study is a case study of the Independent Living Centre (ILC) at a women university at Lahore. It aims to explore the aims and objectives of ILC, investigate the problems of impaired students registered in ILC, analyze the opportunities available for impaired students and to determine the needs and facilities provided to impaired students registered in ILC. This is an interpretive qualitative case study research. Data were collected through semi-structured interviews. The interviews were conducted from 15 students and from the administrator of the ILC. Convenient sampling technique was used to collect data. The data was analyzed through thematic analysis. It was concluded that ILC at the university is providing many facilities to the visually impaired students registered in ILC but there is an immense need to improve this Independent Living Centre. Transport facility should be provided to all students, six volume braille dictionaries should be provided and whole books in braille form should be available in Independent Living Centre of LCWU for the students in the higher-level high-speed braille embossers should be provided so that they can convert their material on their own in the braille form.

Keywords: Independent Living Centre (ILC), semi-structured interviews, women university

I. INTRODUCTION:

According to Elsevier (2009) facility of rehabilitation in which special students can receive special education and training to perform almost daily activities. Independent living is to live independently, to have access when needed. Independent living center(ILC) provide safe environment with minimal assistance, hospitality services, medical care etc.

Before the eighteenth-century impairment and any subsequent impairment was usually explained reference to religious teachings and/or traditional superstitions, myths and legends from earlier times. *Notwithstanding that these mis-interpretations are still evident in some circles, today the prevalent view is that impairment causes disability and that disability is an individual medical problem or 'personal tragedy' with clearly negative economic and social consequences for the individuals concerned, their families and society as a whole* (Morris, J 1999).

At Lahore College for Women University (LCWU), the Independent Living Center (ILC) was structured in 2011, structured for the physically and visually impaired students. The university embarked its mission to make it fully functioning, productive and to make the students an independent member of society.

The aim of establishing ILC was to support special students teaching and studying at the university. It aims to protect the equal opportunities and equal rights during their life at campus. The LCWU stress on the rights of all students to take part in development process with freedom from abuse, neglect and violations of special persons' rights in policy.

In LCWU, for physically impaired persons accessibility and safety are primary issues. Through the Independent Living Centre LCWU provides pick and drop services. The main target for the Independent

Living Centre is to provide access towards building, classrooms, washrooms, corridors and other physical substructure at campus.

LCWU decided to construct/reconstruct physical substructure from Milestone experts for the technical guidance before opening to the access of students. The building corridors, curb cuts and ramps are being built as in order to arrange maximum barrier free movement for the wheelchair more easily and safely. According to DRC's policy statement "Independent living centre is a states that all impaired persons have the same choice, control and freedom as other natives at homes, work and members of community. It does not mean that all disable persons can't do their work on themselves, but it also does not mean that their needs of practical assistance should be of their own choices and aspirations."

There are two main elements of Independent Living Centre:

- 1) The impaired persons should have the equal rights and opportunities as non-disabled students.
- 2) The required support should be controlled by impaired students.

As Simon Brisenden (1989), according to the early pioneer of independent living centre 'Independence is not linked to the physical or intellectual capability to care for oneself without support, independence is created by having support when and how one needs it'.

While this definition is helpful for distinguishing the developments required in the Independent Living Centers to convey independent living, the basic theory of independent living additionally should be well defined so as to put forth the defense for such changes. As Adolf Ratzka, one of independent living development's pioneers has expressed 'Independent Living is a logic and a development of individuals... who work for self-actualization, measure up to self-actualization and self-respect' Independent Living is basically a test to the place of impaired individuals in the public communities.

History of Independent Living Movements

The historical background of the independent living movements originates from these bases: individuals with disability have similar rights, alternatives, and decisions as any other person. The historical background of the independent living movement in the United States can be followed back to as right on time as the 1850s, when deaf individuals started building up nearby associations to advocate for their interests. These neighborhood groups converged into the National Association for the Deaf in 1880 (Evans & John. 2003).

The present history of the independent living movement is tied in with the dark social rights battle and with different developments of the late 1970s. A major part of these exercises included the development of group-based gatherings of individuals with various categories of disabled who cooperated to recognize hindrances and holes to give better services. To address hindrances, activity designs were produced to instruct the group and to impact strategy creators at all levels to change controls and to present barrier removing rules (Zarb & Gerry. 2003).

In 1972, the primary Center for Independent Living was built up in Berkeley, California by Ed Roberts and the Rolling Quads. Ed Roberts started classes at the University of California in 1962 in Berkeley. Since there was no housing for impaired students around then, students with disabilities lived in the Student Health Service clinic, a piece of the Cowell Hospital. While living in the clinic, a feeling of group created in light of the boundaries and separation that they all faced. The gathering of students started to call themselves the Rolling Quads. As the Rolling Quads, these students started seeing themselves not as the patient but as the oppressed minority.

Ed Roberts and others challenged and requested that the guide be reallocated and that the students be reestablished at the school. At a certain point in the disability, a therapist from the Department of Rehabilitation undermined to systematize all the Rolling Quads. After the Rolling Quads went to the neighborhood daily papers, the state called it quits, reallocated the advisor and restored the students. In the meantime, Jean Wirth, an English educator at the College of San Mateo in San Mateo California, had built up a program of observing companion directing and underpins for minority students with a specific goal to lessen their dropout rate. Jean moved toward Ed Roberts and the Rolling Quads and requesting that they plan a comparable kind of program for the impaired students (Ed Robert, 1935).

Importance of the Center for Independent Living (CIL) was that it be a support association - not a social administration organization. In the 1970s, the CIL established the Disability Law Resource Center, which turned into the independent Disability Rights Education and Defense Fund (DREDF), a not-for-profit national law and strategy focus committed to growing the social liberties surprisingly with disabilities and their families.

In Lahore, three universities are providing special services to visually impaired students under some special guidance and facilities as these are provided in the Government College University by the name of

Special Student Centre, in Kinnaird College it is provided freely to the special students and in Lahore College for Women University these facilities are provided with the name as Independent Living Centre. According to the prospective of Government College University they organize Special Student Centre for helping impaired students and to facilitate them with equal opportunities. For achieving that purpose, they provide them instructive programs to enhance their abilities. GCU is providing many other facilities to the students like Instruction Courses for Daze PC students it provides significant confidence on the instructive material and enhance their abilities and at this cutting edge, the utilization of innovation has minified the greater part of the issues of the superficially disabled students. The university has organized six Perkins Braille machines, which can be utilized by impaired students to take their exams on grounds. A similar Braille machines may likewise be utilized by the students to interpret books/notes and other material identified with their school courses. The university now offers computers with extraordinary, screen reader software per user programs which empower the impaired students to work freely in their own exceptional lab and not be dependent on others. Using their screen reader program (jaws), an impaired student may likewise have the capacity to surf web freely and in similarly viable way like others. For the pleasure of student GCU provides braille magazines for the students for the specific period of time. To facilitate the learning of visually impaired students Aziz Jahan Begum designed braille dictionary consists of six volume is available in library. Students can find the solutions to their problems in six volume braille dictionaries. This facility is yet not provided in the all universities of Pakistan. The center provides audio books and curricular and non-curricular materials in recorded forms. The center also provides them audio books and tutorials on different subjects. This can help them in getting in-depth knowledge about MS office package. To enable the students to read their books and materials on their own GCU provides high speed scanners along with special software through which students can scan their books on their own. (Murtaza, G. 2017).

II. METHODOLOGY:

The study focuses to explore the aims and objectives of Independent Living Center and to determine the needs and facilities should be provided to impaired students registered in ILC at LCWU. This study was descriptive and exploratory in nature. Qualitative Research was used to uncover trends in thought and opinions, and dive deeper into the problem.

Research design: The study was interpretive and qualitative in nature. The purpose of the study was to determine the needs and facilities should be provided to impaired students registered in ILC at LCWU.

Sample and sampling process: Sampling was the process of selecting a number of individuals for the study in such a way that the individual represents a large group from which they were selected. Interviews was conducted from the 14 students of Independent Living Center (ILC) and one administrator of Independent Living Center. Sample of the study was selected randomly.

Instruments: In qualitative research different instruments was used for the purpose of data collection for example (documents, observation, interviews etc.). Interviews were used as a data collection instrument. Two interview protocols were developed by the researcher on the basis of research questions of the study. One for the students of Independent Living Center (ILC) and other for the administrator of the Independent Living Center (ILC). Interview protocol of students were consisting of 09 questions and interview protocol for administrator were consist of 13 questions including prompt questions.

Procedure: Study was qualitative in nature. The population was consist of whole students of Independent Living Center at LCWU. The population was consisted of administrator and students registered in Independent Living Center at LCWU. In case study research of Independent Living Center at LCWU interview was used for data collection. Two semi structured interview protocol were developed by the researcher herself. Interviews were conducted to collect data. After collecting data interviews were transcribed and themes were developed and then the data was analyzed through the developed themes.

Data Analysis: The data analysis was conducted through thematic analysis. The themes were developed to analyze the certain questions inquired by the researcher. The thematic analysis was conducted with the help of themes.

III. RESULTS AND INTERPRETATIONS

The present research was conducted to examine the facilities provided by the Independent Living Centre to the visually impaired students of LCWU and to gain insight into the problems of visually impaired students registered in the Independent Living Centre at LCWU.

Qualitative data Analysis of Students' Responses

Q1: Tell us something about your educational career?

When the researcher asked the question about their educational career they give mixed responses. Most of the students studied from the special schools. Some of the respondents studied from normal schools. R2: she said *"I studied in normal school till eighth class because I have no information about special schools."* While R8 & 14 are in view that they have no information about special schools in spite they are studying in normal schools but suddenly one day they heard a news about special schools and their parents search about that school that are providing more opportunities to them so after that they started studying in a special school. They also told them that their friends are studying in LCWU and they get know about this Independent Living Centre So through them they got admission in LCWU and she was studying through this Independent Living Centre at LCWU. The few students respond that they studied in special schools throughout their educational career.

Q2: How you get know about this Independent Living Centre?

When the researcher asked the question about how they get know about their Independent Living Centre. Most of the respondents know about Independent Living Centre at LCWU through administrative stragies of the ILC I get know about this Independent Living Centre and join this independent living centre. Few students get know about this Independent Living Centre through their family and friends. Some of the students get know about this Independent Living Centre through senior old students of this ILC. One of the students get know about this ILC through television.

Q3: How many years do you spend in this Independent Living Centre?

When the researcher asked the question about how many years they spend in this Independent Living Centre. Most of the students of the students spend 5 years. Some of the students spend 4 years. Few students spend 4 years and one student is from one year in this Independent Living Centre.

Q4: What is the goal of your education?

To take in-depth study of Independent Living Centre when the researcher asked the question about the goal of their education. Some of the respondents' report that they want to be a lecturer in their near future. R1 *I want to educate people especially the especially the in the special education sector.* R3 respond that *"my goal is teaching in special education and to serve special education department".* R7 respond that *I want to achieve better life. When I see my teachers, I feel proud and I think Insha'Allah I will be at this position in future then I support my family will be proud for my family never create hurdle in their life I will be as no one can say that she is blind and her family is suffering because of her. I want to be proud for my family that others will say she is blind and she achieve her goals."* R9 respond that my goal of education is to help visually impaired people because to secure them from the problems that we face in our life and to invent new things as we can feel their problems no other person can understand. R10 respond that it is the dream of her mother to educate me and my goal is to do PhD in International relations. R12 respond that my goal of education let's see where she could fix herself it's not only because limited our trade is created by the society so that we have to destroy the barrier of you know disability and to come forward because there is abide new goals that which we wanted to opt because we wanted to see certain things that whether we can do that or not. R15 respond that she wanted to complete MPhil in Economics. Few respondents respond that they didn't mapped out their future goals.

Q5: What you want to be in future?

When the researcher asked the question about what you want to be in the future. Some of the respondents wants to be the lecturer. One of the respondent R7 said that *"she want to become.... she wants to get good education so that she will be able to achieve some better post and to support from her family"* respondent R 11 said *"she want to be a diplomate and to be a part of Pakistan's embassy because it is the dream of my mother.* R12 respond that *"she want to be you know in part of my knowledge in any field it can be or in any governmental institution it can be any government job or it can be any job of lectureship, teaching or something else it can be undecided because when you through your laziness everywhere then whatever opportunity it comes one needs to product."* Respondent R13 respond that *"Actually she want to be a tycoon indeed so in it's my childhood she wanted to be a tycoon she wants to have a big business so that she go for a*

big business and starting new company. According to the respondent R14 reported that she want to become a lawyer and wants to give justice to the miserable peoples of the society.

Q6: What type of Facilities you are availing in this Independent Living Centre?

When the researcher asked the question about the facilities, they are availing in the Independent Living Centre. Most of the respondent's report that they are availing many facilities including scanning, printing, taking papers, JAWS (talking software), formatting and editing as well. In response to this question R1 respond that "they give us scanned notes which are from the books, but the notes as girls wrote during the classroom we cannot wrote like them so they gave us in the typed form." R3 respond that "there are computers, scanning, printing, and anything which we need from net teachers help us. She also help us in writing our assignments." R4 added the Braille, Braille pages and transport facility. R6 view that "the Independent Living Centre provided many facilities to us in educational perspective as especially they are giving us moral support which we need most for which we thanked to Allah." R8 respond that "almost everything related to our study is available here for us. You already many interviews so hope so they all introduce the Independent Living Centre very well. There is Perkins, Computers with contains talking software it support us in reading and Miss Sadia support us as she provide us the facility of scanning, printing, formatting, editing and she is very supportive. She did all our works. As know that the handwritten notes which contain lines it is very difficult to type them on computers. So these are rare facilities which is just providing our Living Centre. And you may have idea that there is also a Living Centre in GC as they also give them scanned notes but as they give them scanned notes that's not the proper way. The main thing is not to give them scanned notes but to give them in a proper way which is readable for them. My younger brother is basically also blind and he is studying there but he doesn't have these facilities means providing editing and our Miss Sadia is very hardworking and cooperative overall all are very cooperative and supportive. R9 includes that Independent Living Centre support us even when we have any difficulty in our assignments and provides all facilities which we need. R10 added that Living Centre also provides them transport facility which pick and drop students and also they convert our copy notes into softcopy. R11 further explore the facilities like they provide scanner which scan the books and after that there is an embossers if someone wants to transfer books into braille we can transfer it by using the embossers. R14 respond that "there are so many facilities provided over here aaa like special computers provided along with screen readers installed there is also scanners here available so we can scan our books has to new technology to read our required material without the help of any other person.

Q7: How Independent Living Centre support your disability?

To take in-depth information about how Independent Living Centre support the disability of students. Most of the students quoted that they give us moral support in respect to survive in this university and they talk to our class teachers and respective departments if we have any issue related to their disability. R9 respond that they help us in studies and encourage us. If there is any occasion or seminar held in our college then they motivate us to go there to build a confidence in ourselves and as same in studies. R10 respond that "it support us as it provides the edited notes it support us in our studies there is scanning, editing, printing and formatting that our teachers did for us. If we talk about our studies then it is enough support. R11 respond that it support us as it provide us research notes and also convert them into scanned notes and also they provide us attendant who leave us in our classrooms. R15 respond that "they send different courses. Currently we our doing English language courses from 2-3 pm daily.

Q8: How you cope up with the issues related to your impairment?

In response to the question that how they cope with the issues related to their impairment. Most of the respondents respond that Allah help them when they have any difficulty. R9 respond that if the issue is departmental then the Living centre talk with our teachers. And if there is any issue in this Independent Living Centre then the faculty members and staff members who are working here thanks God they solve are problems and issues. R11 respond that "no there is no issue till she didn't face any issue. R12 respond that "related to my impairment all issues are different intensities so whenever issues come to you find ways to solve them. R12 respond that "first of all the problem is that when she go somewhere and there is written something she face difficulty to read out because she really wants she can see she don't have another tool to OCR or scan that text to read or for reading. So, that is a problem. Another problem that there are so many curves and hurdles in the way sometime she get confused where should she go to which side she should point out herself and that's it". R15 respond that "in different manners in different ways different issues vary from issues to issues. problems are different.

Q9: How we can improve this Independent Living Centre?

In response to the question that how we can improve the Independent Living Centre all respondents respond differently. R1 told that currently some facilities are missing like photocopy machine as we are telling you there is too much rush here so it is difficult for us to go so more facilities should be provided for us. As other students have books total books as our books in braille form so braille machine should be provided. Further there are just two rooms for us more rooms should be provided but a full building should be reserved for us. R2 agree with R1. R3 reported that through scanners and more computers so students can study more and didn't face any difficulty in attempting papers and nothing they just need these. R5 replied that she thinks that more computers to come or and better up transport facility for them and for it more vans should be provided. One more should be given to us and increase the quantity of our brailleurs. R6 said that "ummmm increase facilities just like computers aaa we need one extra room because we need it. As you know every year the number of students increased and already we required a room otherwise good it is good centre mashaallah we have many facilities here. R7 said that "we can improve it because you see that there are few number of computers which is underestimated and there is scanner and embosser along with the computers which convert our notes into braille form. Embosser scan our notes and convert it into braille form at this time it looks like it comes in a dotted form on the paper we touch it and read whether it is A B or C. Any teacher scan our notes and convert it in the braille form then we can study as cited peoples. Suggestions as we should have at least one more room. As you know there is attach office with our room which is basically for teachers and they have to work so there should be one more room if someone wants to study or spend her free time in chit chat or parties can freely do. R8 said that "it is a new centre gradually it will develop but as some new technologies are entering like scanning layer and some new scanners and software's should be introduced. It will be better if more computers will provided for students. R9 said that "we can improve it just in the way as it have large number of students so a whole building should be allocated to it". R10 said that "staff should be increased because there is only one teacher is available sometimes she is alone and there is a lot of work of scanning. When the semester starts then all students got their notes for scanning so it will take too much time and there is only one scanner in this ILC just because of it we receive our notes after a long time. We are facing this problem. For solving this problem staff and also number of scanners should be increased these are our basic facilities. R10 reported that "ahhh our independent living centre we can improve it by certain new things first of all this centre has a major role in students' academic motivation this centre has a specific role in building up the image of visually impaired people because when they passed through this centre people asked them that the visually impaired people are kept in this centre. She said that no classes are held with the normal peoples. In this centre can play a role by educating the normal people that to consider visually impaired students as some normal part of society without any barrier that they should have no barrier in their lives there is centre play a working role in their lives? R11 said that "you can improve the centre of students by providing the braille books and specially the tools which are required for special students study you know that the news of braille books is great more than a normal books so we should need electronic braille books system like a braille display so visually impaired students can have that braille embossers in his hand and his pocket and he can carried everywhere he wants to get so you can be improve in that way if we talk about it has almost all of the features which we required as special student centre as far as we know there is another special student centre at GCU. R15 said that "we can introduce different new technologies new advancement new computers laptops as well." Few respondents are agreed that there are enough facilities in this Independent Living Centre.

Qualitative Data Analysis of Administration

Q1: Tell us something about the brief history of your institution?

In response to the question that tell us about the brief history of Independent Living Centre "Independent Living Centre is developed in 2011 but it starts working in 2012. It consists of two furnished rooms but gradually we demand from VC that we need Perkins, embossers, slate frames, dispenser, cupboard and lockers. She provide us all the things.

Q2: Through which convention this ILC is came into being?

This Independent Living Centre is developed by the collaboration of Dr Sabiha Manzoor. It doesn't developed by any convention.

Q3: What are the policies of this Independent Living Centre and who make them?

In response to the question that what are the policies of this Independent Living Centre and who made them she said that "Policies ... it just that to polish students enough to stand them on their own feet's and they become productive part of our society and they didn't face any problem in their lives. We develop our policies

according to the demands of our students we develop our policies as they demand there should be special education for us. Promote us for further study in foreign countries. Then we forward it for implementation.”

Q4: What is the vision of your institution?

In response to the question that what is the vision of your institutions she said that “Vision is just We consider many things during our work so students of other departments learn from them as they are also the students of their institution. Some students are impressed from them and also appreciate from them which work they do.

Q5: What is the agenda of your Independent Living Centre?

In response to the question about what is the agenda of the Independent Living Centre she respond that “our agenda is to enable the students to stand on their own.”

Q6: What are the goals of your Independent Living Centre?

In response to the question that what is the goal of your institution she said that “the goal of our centre is to provide enough facilities to our students. Goal is just to facilitate students enough in respect to their education to give them the equality with the other students as they didn’t face any difficulty in achieving their goals. They feel their selves as important as sighted peoples.

Q7: How your Independent Living Centre facilitates disable students?

In response to the question that how they facilitate their disable students she said that “many facilities they get free education from class1 to till PhD these are computers which tells commands verbally through JAWS system they can record everything and listen them. These are Perkin machines through which they can make their notes. Twenty-five Perkin machines are there and the students are taken their papers on them. Further if any student is willing, we send her for further studies. We also deployed a maid for them. We also provide them pick and drop facility, dispenser, cupboards they have their own lockers to save their things as well as slate frames on which they learn braille. If the students give us the recordings, we change it in typed form and then gave them scanned copy of the recording. If anyone have any difficulty we provide them the recording of whole books, if there is any need we also call to her teacher.

Q8: How students access this Independent Living Centre?

In the new admissions of first year we mention our independent living centre in prospectus and also we provide information on the official website of LCWU they can get information from there. The students who comes after their matriculation because there mostly friends are studying here so they told them and provide information about this Independent Living Centre. They told them that LCWU provides free pick and drop facility and there is Independent Living Centre at LCWU there you can complete your notes on time also we can met there and discuss our problems.

Q9: Is computer training is provided for blind learner?

In response to the question that is the centre provide computer training for blind students she said that “Yes I personally train them when the students comes in first year they didn’t know about how to operate a computer I train them and also taught some skills about perkin and braille through slate frames”

Q10: How you cope with issues related to Braille system?

When the researcher asked that how you cope with issues related to braille system she argue that “There are many problems they are facing because they didn’t have their books so we provide them the recording of books but now we order braille books for them and their problem is solved. We also provide them the computers with JAWS system the system told them which they search and wants to get information about.”

Q11: What are the challenges you are facing in running this Independent Living Centre?

In response to the question that what are the challenges you are facing in running this Independent Living Centre she said that “the big challenge we are facing we didn’t have our own department. We have a large number of students but just have two rooms for them one for students to took their exams and other for staff members. So I can’t listen the things you are discussing with me. You know that we have 76 number of students from the whole university at this time they can’t work in the single room and the other thing is all students didn’t have their separate computers to complete their tasks as during their exams the number of students should be increased- University should provide a separate advisor to the Independent Living Centre. We just have 5 Perkin machines but our need is of 15 Perkin machines we are facing many problems in this respect. We request to VC and she provide them to us but at the same time we are lacking many things as the pick and drop facility we just provide pick and drop facility to just few students so we sent some students through other busses.

Q12: How the administration cope up with the problems students facing in learning process?

In response to the question that how they cope with the problems of students in learning process she argue that “yes, there are learning problems. Sometimes the students record their lectures in their mobiles and sometimes we order them from Islamabad for their convenience. Administrator personally check their assignments and papers.

Q13: How you are improving this Independent Living Centre?

In response to the question that how you are improving this independent living centre she responded that “when we have our separate department we can held their classes more flexibly and we should have a playground, canteen, library separately for them. They should be sent for further studies. Braille books should be provided in the library and medical team should be provided for their regular check-up. More vans should be provided for them because one van cannot provide transport facility in all Lahore. All books should be provided in the braille books, if they have printed books we should firstly scan them and then convert them in braille books. More staff members should be provided.

IV. FINDINGS

To understand the phenomenon under study interviews were analyzed. This section of the study presents the findings of interviews to attempt the answers of the study. The findings of the case study of Independent Living Centre at LCWU are listed below:

- Most of the respondents get know about this Independent Living Centre through Mam Perveen, some of the respondents get know through friends and family relatives, some of the respondents get know through university ADs and few of the respondents get know about this Independent Living Centre through television.
- It was found that (40%) students are availing facilities in Independent Living Center from 3 years, (33%) students are availing facilities in Independent Living Center from 5 years, (13%) students are availing facilities from 4 years, and 13% students are availing facilities from 1 year.
- Findings showed that(32%) students wants to be a lecturer, (14%)visually impaired students want to study,(11%)visually impaired students wants to get a job, (7%)visually impaired students want to teach in special schools, (7%)visually impaired students wants to help other impaired students, (7%)visually impaired students wants to destroy the barriers of disability, (4%) wants to achieve some better post and to support their family, (7%)didn't think about this, (4%) want to be a diplomat, (4%) want to be a tycoon, (10%) want to be an Economist.
- Findings showed that (24%)visually impaired students said that they are availing the facility of scanning, (30%) students availing the facility of computers(with JAWS system, (7%) students states that they are availing the paper taking facility, (13%) students states they are availing the facility of braille machine, (11%) students are availing the transport facility, (9%) students states that they are availing the facility of editing and formatting, (4%) students are availing the facility of embosser and (2%) are also availing the facility of good sitting arrangement.
- Findings showed that(13%)visually impaired students are agreed that the Independent Living Center provide them notes in typed form, (13%) argued that the Independent Living Center resolve the issue through connecting the respective department, (13%) students stated that the Independent Living Center support their disability through different courses like Spoken English courses, (13%) said that the Independent Living Center provide good support organize functions of extracurricular activities and give good moral support, (7%)stated that Miss Sadia supports them, (7%) are agreed that Allah helps them, (7%) are agreed that the Independent Living Center support their disability through providing them the facility of editing, scanning and formatting, (7%) stated that the Independent Living Center provide them attendant to support their disability, (7%) argued that there is no difficulty.
- Findings showed that(60%) replied that Allah helps us in a right way, (20%)visually impaired students replied that they cope with issues through different ways, (7%)reported that if the issue is departmental then the faculty member resolve the issue, (7%)argued that they are facing difficulty in reading hand written material and in crossing the hurdles.
- Findings showed that (14%)visually impaired students suggest that more rooms should be provided to the Independent Living Center, (14%) students suggest that more computers and scanners should be provided in Independent Living Center, (12%) students suggest that more embosser machines should be provided in Independent Living Center, (12%) students suggest that the whole building should be provided to

the Independent Living Center, (9%) students suggest that new technologies and software's should be introduced in Independent Living Center to facilitate the students, (12%) students suggest that the Independent Living Center should provide whole books in braille, (6%) students suggest that the photocopy machine should be available in the Independent Living Center, (6%) students suggest that the quantity of braille and Perkin machines should be increased, (6%) students suggest that the Independent Living Center should provide them braille books, electronic braille books and electronic braille embossers, (3%) students suggest that the staff of Independent Living Center should be increased, (3%) students suggest that the Independent Living Center should develop the center to educate the people to consider visually impaired people as normal persons, (3%) students stated that there is enough facilities for them.

- Independent Living Center is developed in 2011 but functional in 2012, we are working for it from 1984 in starting it is based on two rooms with furniture, computers, Perkin machine, embossers, slate frame, dispenser, cupboard and lockers.
- Results indicate that the administration of Independent Living Centre develop its policy on its own and its major policy is to polish students enough to stand them on their foot and the vision of Independent Living Center is to give awareness to the other students that they are also the students of this university as them.
- Findings showed that the goal of the Independent Living Center is to facilitate students in respect Of education, to give equal importance to the impaired students as normal students.
- Results showed the Independent Living Centre provides many facilities like computers with JAWS system, scanning, printing, editing, Perkin machines, Embossers, transport facility, attendant, paper taking facility, Paper checking facility and also give computer training to the computer illiterate students.
- Findings showed that the students access Independent Living Center through prospectus and website of the LCWU.
- The results showed that the problems of students are solves through braille books and JAWS system.
- In context of eleventh question one respondent (administrator) told that they are facing the challenges in giving transport facility to all students and to check papers of students in the form of braille because of less number of staff members and they cope up with the problems students facing in learning process through connecting with respective department.
- One respondent (Mam Perveen) told that she is making efforts for the separate department, separate playground, canteen, library and common room for these students, free medical checkup should available all time in ILC, and more vans should be provided for pick and drop and for the availability of full braille books.

V. RECOMMENDATIONS

If you are an administrator

- ❖ A whole building should be provided for the students of Independent Living Centre.
- ❖ Electronic braille machines should be provided in the Independent Living Centre at LCWU.
- ❖ Braille books, braille magazines including Braille dictionary should be provided in the library for the visually impaired students registered at Independent Living Centre at LCWU.
- ❖ Extra courses should be introduced for the visually impaired students which helps them to cope with their impairment.
- ❖ Audio books and tutorials for learning of curricular and extracurricular activities should be provided for visually impaired students.
- ❖ Full material of books should be provided in braille form.

REFERENCES

1. Allan, J. (1999). *Actively seeking inclusion: Pupils with special needs in mainstream schools*. Psychology Press.
2. Barnes, C. (2003). Independent living, politics and implications.
3. Barnes, C. (2008). Independent living: a social model account. *Understanding Health and Social Care: An Introductory Reader*, 89.
4. Barnes, C. (2014). Independent living, politics and policy in the United Kingdom: A social model account. *Review of Disability Studies: An International Journal*, 1(4).

5. Barton L (1996) Sociology and disability: some emerging issues in: L. Barton (Ed.) *Disability and society: emerging issues and insights*(London, Longman) [[Google Scholar](#)], p. 1
6. Beauchamp-Pryor, K. Disabled Students in W. DeJong, G. (1993). Three trends to look for in the American Independent Living movement in the 1990's. *Independent Living: an agenda for the '90's*, 109-120.
7. Gibbs, D. (2013). Public policy and organisations of disabled people. In *Text of a seminar presentation (Leeds: Centre for Disability Studies)*, accessed September (Vol. 27).
8. Gillinson, S., Green, H., Miller, P.,& Demos (Organization: London, England). (2005). *Independent Living: The right to be equal citizens*. Demos.
9. Hewett, R., Douglas, G., Keil, S., & Williams, H. Longitudinal Transitions Study of Young People with Visual Impairments: Methodology Summary (November 2015).
10. Hutchison, P., Pedlar, A., Lord, J., Dunn, P., McGeown, M., Taylor, A., & Vanditelli, C. (1996). The Impact of Independent Living Resources Centres in Canada on People with Disabilities. *Canadian Journal of Rehabilitation*, 10, 99-112.
11. MacAulay, S. (1995). Community Economic Development and Persons with Disabilities: A Case Study and Critical Issues for Organizations. *Active Partners: Education and Local Development*, 183.
12. Mihailović, N., Kocić, S., Radovanović, S., Popović, P., Simić Vukomanović, I., & Radević, S. (2011). Status of people with disabilities through history. *Zdravstvena zaštita*, 40(5), 72-78.
13. Morris, J. (2004). Independent living and community care: a disempowering framework. *Disability & Society*, 19(5), 427-442.
14. Murtaza, G. (2017) *Centre for Special Students (CSS)*; GC University.
15. Northway, R. (2015). What does independence mean?
16. Simpson, A. (1993). Individual advocacy through the Independent Living Centre. *Independent living: An agenda for the '90's*, 5-14.
17. Yang, C. (2014). Being independent from whom? Analysing two interpretations in the paradigm of 'independent living'. *Disability & Society*, 29(5), 671-684.