

VOCATIONAL NEEDS OF DISABLE STUDENTS

(Islamabad & Rawalpindi)

To 7738



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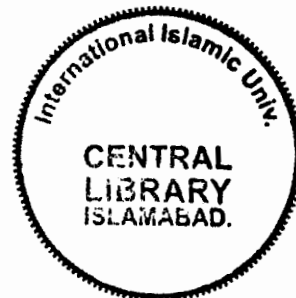
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VOCATIONAL NEEDS OF DISABLE STUDENTS

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36-FSS/MSCSOC2/FO8

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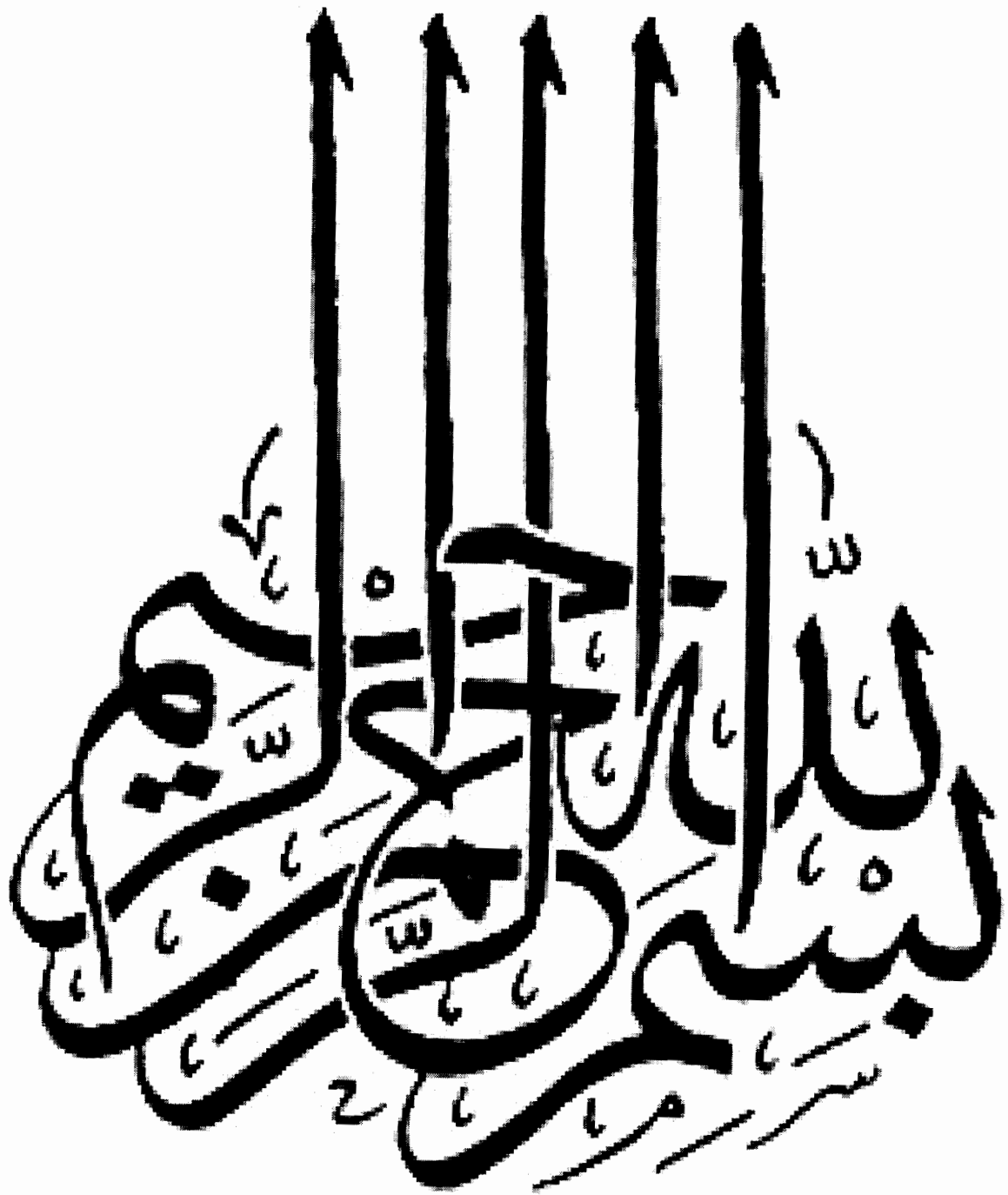
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It is certified that thesis submitted by Ms. Faiza Bibi, Reg.No.36-FSS/MSCSOC/F08 titled "Vocational Needs of Disable Students in Twin Cities" has been evaluated by the following viva voce committee and found that thesis has sufficient material and meets prescribed standard for the award of Degree of "Master in Science" in the discipline of Sociology.

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Dedicated
to my
Loving and Dearest
Family, Teachers and Friends
who have encouraged
and helped me
at
every stage of life

ABSTRACT

The present study was conducted in Rawalpindi and Islamabad to find out the Vocational Needs of Disable Students. Eight institutions were randomly selected from government sector. From these eight institutions 220 respondents were selected by using simple random sampling technique. 52 percent students have visual disability and 48 percent of hearing impaired. Major findings of research revealed that majority of the respondents belonged to middle socio-economic status. A large number of respondents were satisfied with the training imparted to them and said that they were feeling confident after getting vocational education.

The present study also revealed that majority of the respondents perceived that by receiving vocational training they may be able to get some job which will ultimately lead towards their economic independence. On the basis of the present study, it is recommended that there should be more vocational training and technical education centers for disable students to make it easy accessible, and particularly in rural areas. Moreover, there is a need to offer advance skills and diploma courses for disable students.

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ACRONYMS

B-Tech	Baccalaureates Degree in Technology
CWDS	Categories of Children with Disability
NCRDP	National Council of Rehabilitation for Disable Persons
DGSE	Directorate General of Special Education
NTCD	National Training Center for Disabled
UNDP	United Nations Development Programe
VREDP	Vocational Rehabilitation and Employment of Disabled Persons
ILO	International Labor Organization
PWDs	Persons with Disability
RVQ	Recognition of Vocational Qualification
HALS	Health and Activity Limitation Survey
NIH	National Institute of Handicapped
NISE	National Institute of Special Education
PVTC	Punjab Vocational Training Council
SPSS	Statistical Package for Social Sciences
CBR	Community Based Rehabilitation
IRPDPP	Inter Regional Program for Disabled People
WHO	World Health Organization

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CHAPTER 1

INTRODUCTION

The word education has been derived from the Latin word Education and educate means to retain to bring up and to nourish, while education means handout. ARISTOTLE, 335 BC defined education as a process for the creation of sound mind in a sound body.

Dewey, 1885 defines education as a process of living throughout a continuous reconstruction of experience.

Education is a process, designed to inculcate the knowledge, skills and attitude necessary to enable individuals cope respectively with their environment. Its primary purpose is to self-realization for all people. The fulfillment of this function will depend largely upon the affectness of the educational system society makes certain demand of his members every normal persons entitled to enquire as his birth right, an education that enables to meet his demand.

Technical –vocational educational may be defined as the part of once education in indented to the health. One chooses an occupation, prepare to enter income-generating employment, mold employment, secure promotion, or to change occupation.

Education is central to socio-economic development of a country. It plays a crucial role in building human capabilities and accelerates economic growth through knowledge, skills and creative strength of a society. Education also creates awareness, tolerance, self-esteem and confidence, which empowers people to defend their rights.

A person with disability means a person who, on account of injury, diseases or congenital deformity, is handicapped in understanding any gainful profession or employment and include,

person who are visually impaired, hearing impaired and physically and mentally disable. On the other hand, developmental disability is a term used in the United States to describe life-long, disabilities attributable to mental and/or physical or combination of mental and physical impairments, manifested prior to age 18.

People with disabilities are estimated to form 7-10 percent of the population in any country, and around 2 percent need some form of rehabilitation services. Yet only 0.01percent to 0.02 percent of the population in developing countries actually get such services. There are presently about 200 million moderately and severely disabled people in developing countries, where disabilities are mostly poverty related. The incidence of disability has always been on the increasing trend, and about 60 percent of disabilities could have been prevented (WHO Expert Committee, 1981; Murthy, 1992).

According to 1998 population census of Pakistan, out of 132 million-country populations, the disabled accounts 3.3 million (constituting 2.54% of the population). Out of 3.3 million disabled Pakistanis, 0.265 million were blind, 0.244 million had hearing impairment, 0.626 million were crippled, 0.210 million as insane, 0.250 million were mentally retarded, 0.270 million had more than one disability and 1.227 million had other disabilities. By regions, 55.7% of disables are present in Punjab, 28.4% in Sindh, 11.1% in NWFP, 4.5% in Balochistan and 0.3% in Islamabad. By gender, the number of disable males is higher than females in both rural and urban areas (Bureau of Statistics, 1998). It can be easily perceived that today this population is certainly increased, thus causing increase in dependence burden on the society and their respective families, if they are not productively educated for economically contributing citizens of Pakistan. In past disabled persons used to survive on begging, but now begging is discouraged. Now, they have to work like normal people for their survival. In past people have time to take care them but

now they themselves responsible for care themselves because society can change in dynamisms. No one have time for others. And we need vocational institution to make these people as a productive part of the society.

Population censuses of Pakistan, 1998 shows that of the total 3.3 million disabled Pakistanis, 0.24 million suffer from hearing loss which is around 7.4% of the overall disabled population in the country. Also further analysis of figures reveals that 55% of the disabled are aged between age group of 5 years to 29 years. This means that age structure among disabled persons is predominantly either youthful or middle aged, just like the general population trends.

During the 1998 Census disability related questions appeared for the first time. It is anticipated that during the next census, scheduled for 2008, questions of disability will be included. No other Government surveys or studies have been conducted. According to the 1998 Census, it was estimated that a total 2.49% of the population had some form of disability. It is recognized by the Government that the prevalence rate is higher than indicated by the census.

Bureau of statistics, 1998, The number of people with disabilities is greater in urban areas than rural areas. However, the number of people with hearing and physical disability is greater in the rural areas as compare to the urban areas.

Vocational education/training is one of the means of helping disabled person to become settled in employment. It is not an end in itself, but a mean to an end (Sajjad, 2004).

Vocational education prepares learners for job that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation in which the learners participates. It is some time referred to as Technical education, as the learner directly

develops expertise in a particular group of Techniques or technology. From the standpoint of the vocational needs or rehabilitation and employment a clear distinction must be drawn between disabilities in the medical sense. Which can often be precisely evaluated and concern a broad category of person and disadvantages resulting from such disability and affecting an individual occupational prospects.

Vocational Training Technical Education is defined as an educational activity that prepares the learner for job that are based in manual or practical activities traditionally, non academic and totally related to a specific trade, post, and occupation, or a professional activity or vocation which provide the knowledge and skills in the labor market. It is sometimes referred to as technical education, as group of techniques of technology. (International Labour Organization 2000)

In Pakistan vocational training facilities are available at almost all the special schools of the country. The independent training centers are also established in private as well as government sector. The vocational training centers were developed three to four decades ago and are now presenting a scene of haunted houses. This indicates the urgency of government's serious attention of our policy makers and development planner to not only develops the necessary infrastructure with state of the art vocational training related equipment and highly professional and qualified staff. Moreover, its curriculum should be compatible with the requirement of business and manufacturing sector.

Types of disability

Disability means the lack of ability to perform an activity in a manner, which is considered to be normal.

Major types of disability are:

- Hearing Impairment
- Visually Impairment
- Mental retardation
- Physical Impairment

Types of vocational education:

Vocational training and technical education in Pakistan can be divided into three parts;

1. Pre-vocational / School Level.
2. Technical-Vocational Level.
3. Higher-Level Engineering and Technology Education.

1. Pre-Vocational/School Level

The policy (1972-80) suggested a major scheme “Agro-technical studies” was introduced. In this scheme the including courses and subjects like wood working, metal work and electric etc, agriculture and home economic scheme in rural and urban areas vocational education encouraged. Five agro-technical teachers training centers were introduced for training of teachers and their relevant equipment worth 30 million rupees, which was provided by the Federal Government through Ministry of Education.

2. Technical Education

In Pakistan vocational training and technical education has been mainly responsibility of education and Labour Manpower Departments. Technical education as a separate stream started in mid fifties with the establishment of polytechnic institutes.

3. Higher Level Engineering and Technology Education

A three years courses leading to Diploma of Associate Engineer (DAE) is the main program of the polytechnic institutes in the country. The objective of the DAE Program is to operate technicians to perform a broad rang of jobs at middle supervisory level. To advancement the diploma of DAE is called the Baccalaureates Degree in Technology (B-Tech). The B-Tech is two years duration, one year on the job experience and one year teaching for DAE holders and B-Tech (Honors) is of two years duration. Only college of technology through affiliation offers this program with recognized university in the province of the award of the degree.

Education and Training contribute to an individual's personal development, increase her/his productivity and incomes at work, and facilitate everybody's participation in economic and social life. Education and training can also help individuals to escape poverty by providing them with the skills and knowledge to raise their output and generate income. Investing in education and training is therefore an investment in the future; knowledge and skills is the engine of economic growth and social development.

Vocational Education:

Vocational education/Training is a mode of skills training catering to the unemployment youth who lack skills and those who either drop outs of the school system or fail to qualify for admission in the polytechnic institutes and colleges of technology.

Vocational needs focus on the development of basic skills, good work habits, personally meaningful work-values, self-understanding, skills aptitude, occupational opportunities and the locating or securing of employment.

Disabled

It is defined as a person with functional limitation to carry out the normal activities of daily living caused by either a permanent physical or mental impairment. Thus, it is implied that there is standard of activities, which is normal and those fall below it, are regarded as disabled.

Vocational needs:

Vocational education may be defined as part of one's education in intended to the health. One chooses an occupation, prepaid to enter income-generating employment, mold employment, secure promotion, or to change occupation.

Special Students:

Special students are referred to all categories of children with disability (CWDS) studying in special school or getting in any institute for disabled.

Special Schools:

A special school is a school catering for students who have special educational needs due to severe learning difficulties, physical disabilities or behavioral problems. ...

A special school is a school for children who have some kind of serious physical or mental problem.

Prevocational education:

The training or education which gives primary education with reference to special skills. Like communication, mathematical skills and social skills.

Functions of vocational education

1. It provides the chance to achieve the achievement of the societal goals of greater democratization and social, cultural and economic development, while at the same time developing the potential of all individuals, both men and women, for active participation in the establishment and implementation of these goals, regardless of religion, race and age.
2. It is the necessity for new relationships between education, the world of work and the community as a whole.
3. Vocational training is use to abolishing barriers between levels and areas of education, between education and the world of work, and between school and society. The appropriate integration of technical/vocational and general education at all levels:
 - a) The creation of open and flexible educational structures;
 - b) The taking into account of individuals' educational needs, the evolution of occupations and jobs recognizing work experience as a part of learning;
 - Improving the quality of life of individuals to expand their intellectual capabilities, to acquire and to constantly improve professional skills and knowledge, and to engage positively in society to utilize the fruits of economic and technological change for the general welfare.
 - It provides the chance to choose freely and positively chosen as the means by which people develop talents.

- It is available to people with disabilities and to socially and economically disadvantaged groups such as physical disabled, immigrants, refugees, minorities, and underprivileged and marginalized youth in special forms adapted to their needs in order to integrate them more easily into society.
- It helps to develop capacities for decision-making and the qualities necessary for active and intelligent participation, teamwork and leadership at work and in the community as a whole.

Education and vocational Education:

Education contributes to an individual's personal development, increase her/his productivity and incomes at work, and facilitate everybody's participation in economic and social life. Education and training can also help individuals to escape poverty by providing them with the skills and knowledge to raise their output and generate income. Investing in education and training is therefore an investment for the future; knowledge and skills is the engine of economic growth and social development.

Quality Vocational Training helps develop the individual's knowledge and professional competencies and specific occupational skills. Vocational education develop the knowledge and skills that will help the workforce become more flexible and responsive to the needs of local labor markets, while competing in the global economy. The opportunity for people in urban and rural communities to equip themselves to lead productive and satisfying lives will undoubtedly be critical to the prosperity and well-being of the community.

It is useful tool for an occupational field should provide the foundation for productive and satisfying careers which lead to the acquisition of broad knowledge and generic skills applicable to a number of occupations within a given field so that the individual is not limited

in his/her choice of occupation and is able to transfer from one field to another during his/her working life. At the same time offer both a thorough and specialized preparation for initial employment, including self-employment, and also training within employment.

It can also help the students which are out-of-school and unemployed youth and children of socially disadvantaged groups such as minorities, migrant workers, refugees, disabled etc. with little or no primary education, as well as for those not entering education or training programmes after completion of compulsory schooling, in order that they may acquire skills for wage- or self-employment.

It plays a significant role for that people who are disadvantaged due to physical and intellectual disabilities into society and its occupations, the same educational opportunities should be available to them as to those without disabilities in order that they may achieve qualification for an occupation to realize their potential and optimize their participation in the work force; special measures or special institutions may be required.

VOCATIONAL TRAINING FOR DISABLED IN ASIAN COUNTRIES

The problem of disability needs special attention in the developing countries of Asian region. Many disabled people belong to remote areas in the developing countries. They mostly live in extremely poor condition. In many countries disability cannot remove on time, even they have not enough resources to detect disability and to meet the needs for rehabilitation and supportive services of the disabled population. However, some vocational rehabilitation services are available in almost all developing countries.

All special school were carriedout various vocational education programs aimed at improving the social adaptability of disables children and helping them to be independent socially as soon as possible, according to the disability and talent of the each child.

In Japan Vocational education in schools covers a very wide range as compare to the blind due to the characteristic of the hearing disabilities. In May 1987, there were seventy-five schools for the deaf with upper secondary department. The specialized Vocational course offers industrial craft, dressmaking and hairdressing. Some additional courses are printing, homemaking, beauty culture, laundry ceramics, design and mettle work. To meet the need of modern industry it also required some new ideas and practical work. Schools for Handicap classified into three different types, which are as under

- Schools for Mentally Retarded
- Physically Handicapped
- Hearing Impaired

It provides some courses as agriculture, commerce, art and home making. There are some traditional profession for blind such as massage and figure pressure and acupuncture.

In Korea the rehabilitation act for the physically handicapped people promulgated in 1982, provided legal bases for the promoting their welfare. From the end of 1988, registration system has been initiated to provide the financial support for the handicapped. According to the statistic of the Korean association for special education, as of 1990, there are 102 special schools, 57 for mentally retarded students.

In Iran Ministry of social welfare responsible for education and employment of disable and runs workshops. Government training centers provide full time courses of 6 to 12 months. Education

for mentally retarded children enables them to act with confidence, even in unfamiliar surroundings. The major courses are swing, making simple dress, knitting, carpet making, wrapping round with colored paper, cooking etc.

In Tehran laboratory school for exceptional children taught handicraft and prevocational activities. The department of special Education does its best for hearing impaired children into special classes. A kindergarten school runs under the ministry of hearing impaired children from small town and villages where education is not available. It is oriented towards training deaf children for careers in modern industry. They also work for visually impaired children separately. In vocational schools for blind the curriculum comprises the traditional crafts of the blind i.e. brush making, basketwork.

In India the Directorate General of Employment and Training, Ministry of Labor has established vocational training rehabilitation centers for physically handicapped persons in the country. These are Ahmadabad, Banglor, Calcutta, Delhi, Hyderabad, Kanpur, Ludhiana, Madras, and Trivandrum. The main objectives of the schools are to evaluate and the adjustment of physically handicapped person. Assessment of the medical, vocational psychological rehabilitation needs of special persons and refer them to appropriate agencies for rehabilitation services. Educational society has been established the center for equal opportunities for the handicapped in India. It is basically a vocational center for all kind of disables. This institute was being completed with the help of Government and semi-gov organizations.

SPECIAL EDUCATION IN PAKISTAN:

In Pakistan Ministry of Education and Social Welfare is responsible for the recruitment of disable persons. In 1906 Amerson institute was established in Lahore and 1922 the British missionary opened IDA-RIO school for blind person in Karachi.

In the period of Zia-ul-Haq disable person were motivated towards the education more as compare to the others. His daughter was also disabled but his religious grounding with emphasized on sympathy for the deprived. In our country non-governmental organizations also plays an important role to create awareness and movements for the disable students side by side with the Government. A large no of schools, educational centers and vocational centers for the disables students in Lahore, Karachi, Islamabad, Rawalpindi and other places.

In 1958 Miss Fatima Jinnah made college for teachers Training for disable at Gung Mahal Lahore. In 1959 Government of Pakistan recognized its responsibility that they are responsible to educate or to provide the vocational skills for their disable people but there was no education until the education policy 1972-1980 five year plan of Pakistan commission made a modest sum it is allocated in 1978 to special education.

In 1977, The Ministry of Education make a plan for the physically handicapped children which include deaf, blind and mentally retarded by strengthening and gave them financial and other support of special education. In 1981, the problem of special education with special needs transferred to the Social Welfare Wing of Ministry of Health, Special Education and Social Welfare. The National Council of Rehabilitation for Disabled Person (N.C.R.D.P) was established in 1983. The N.C.R.D.P performing many functions for the improvement of disabled persons. To

formulate a policy for the employment, rehabilitation and welfare of disable persons, to evaluate and assess and coordinate the execution of the policy by the provincial council etc.

In 1985, Ministry of Health and Social Welfare made a Directorate General of Special Education in Islamabad. The Directorate established various institutions for the disables throughout the country. In 1987-88 twenty-six schemes were included in the annual development program with the amount of 120 million. A National Institute of Special Education was started in 1986 and has been organized number of training programs for the special education professionals.

In 1989 Allama Iqbal Open University started Diploma course in Special Education with specialization in visual impairment in collaboration with Directorate General of Special Education (D.G.S.E). In 1989 University of Karachi also started the post Graduate Diploma with Specialization in hearing and visual impairment and mental retardation. In 1991 the University of Punjab also started advance training in special education.

The D.G.S.E also initiated number of programs and projects in the light of National policy. In 1986 National Training Center for Disabled (N.T.C.D) in Islamabad was the first important step in the implementation of a national efforts to meet the vocational needs of disabled children. The major courses offered there were bench fitting, machinist, knitting, tailoring and electronic equipment. These centers also provide opportunities for the successful trainees to serve the students.

In 1992 the United Nations Development Program (U.N.D.P) and International Labor Organization (I.L.O) initiated a project 'VOCATIONAL REHABILITATION and EMPLOYMENT of DISABLED Persons with Community Participation' (VREDP) in which they established a no of vocational training centers in rural and urban areas. It was planned to arrange job training for the disable persons by enlisting cooperation of industries and business concerns.

In Pakistan 1980 to till time vocational rehabilitation, vocational training and placement of disables increased considerably. The education for disables children, vocational skills, training facilities and job finding organizations also to this work in different places to provide to the diverse training needs.

OBJECTIVES:

The prime objective of this exercise is to find out the Socio-economic characteristics of the respondent. To identify the vocational needs of the disable students at the vocational training centers. Considering majority of disable people are present in Punjab and keeping in view the time and resources limitations, the necessary data shall be gathered from twin cities Rawalpindi and Islamabad.

The specific objectives of the study are:

- To know the socio-economic characteristics of respondents.
- To identify the vocational needs for disable people.
- To identify the technical, financial and manpower related constraints faced by vocational centers for disable people.
- To suggest recommendations to the policy makers and development planners in a prioritized manner.

Significance:

Education plays a central role in socio-economic development of any country. It also plays a critical role in building human capabilities and accelerates economic growth through knowledge, skills and creative strength of any society. Education also creates awareness, tolerance, self esteem and confidence which empower people to defend their rights. So the disable persons also have the right to get education and vocational education for the job markets. In that way they face a lot of problems. It is need of time to find vocational needs and problems of disable persons. Special people need special attention this slogan of civilized

nations is dream sometime ago but comes true today because vocational training relevant opportunities have been giving priority to strengthen PWD's.

In the perspective of disability, education serves as a purpose of mitigating the abnormality of disabled students. In the same context vocational needs assessment of persons with disabilities is mandatory to empower and equip them for compatible job securing.

The present study aims at studying the vocational needs for disables students. The study will focus on the vocational needs for disable students in Rawalpindi and Islamabad. The study will make a significant contribution towards determining the role and participation of disable students in the social and economic growth of country and also to eliminate the wrong perception of people that disable persons are burden on society and not a productive one. It is also depicting a picture of situation prevailing in Rawalpindi and Islamabad in order to concern and attention towards the abnormal segment of the society.

Chapter 2

REVIEW OF LITERATURE

In the 19th century the first services to be developed were care and welfare, sometimes Institutional and educational. These were provided by almost private organization. But with the passage of time they realized that these were not enough for the development of disable students and for the employment point of view.

The First World War emphasized the peoples to think about the needs of disable and provide the things or job for a large number of disable. But there was a problem to find out the disability among the young adults. The second world war again produced a large number of disabled civilian or ex-service man, and this time a great deal of wide-ranging legislation was enacted in the war countries for the vocational re habilitation for civilian or leading up to the resettlement of the ex-serviceman. As a result of war there was a shortage of manpower in the countries. Which continued the post-war period, in the way they provide the opportunities for disabled person for the disabled person for employment in the replacement of person taken into the armed forces?

In the post 1945 period, the modern conceptual of vocational rehabilitation came into being among the service for disabled. However, the government postponed its action and finally in the 1960 the physically handicapped person employment promotion law was enacted.

It appears highly likely that children with disabilities comprise one of the most socially excluded groups in all societies today. It has been estimated that 85 percent of the worlds disable children fewer then 15 years of ages live in developing countries. (Hollander1993).

Vast majority of these children receive no education, are absent in school data set, and invisible on the national policy agenda. In this situation the bringing about of change in nations commitment to children with disabilities is critically dependent on the availability of the data.

Across the developing world, people with disabilities suffer discrimination at all levels of society and represent the biggest definable disadvantaged group in the world. And yet they are largely invisible.

Disable persons have of adjustment problem with society in which people label anyone that they did not an active part of the society. Cusforth concluded that the society's negative reaction is the responsible for the emotional problems of the disabled persons (Cusforth, 1951).

The study was carried out to compare the self motivational needs of disabled and non-disabled persons. The result shows that there was no significant difference in both because both are human beings and motivated towards the one or more needs (Bunmi, 2009).

The study was conducted in response to the requests of Member States in which information was carried out from fifty-two Member States collected by UNESCO during the course of its second investigation into the state of legislation on special needs education. (The first study appeared in 1969). The information was gathered in 1992-93, when a first compilation and analysis was done in 1993 by Professor Maria Rita Saulle, the findings of which were shared at the World Conference on Special needs Education, Salamanca Spain, 1994. This was the first attempt in which countries were invited to re-examine the initial information, for any corrections or modifications. This document represents the final work compiled in 1994-95. This last phase of the work was carried out by Jonathan Robinson. We recall here some of the major ones - the International Year of Disabled persons (1981), the Decade of Disabled Persons (1983-1992), the World Programme of Action in Favour of Disabled Persons (1983), the Convention on the Rights of the Child (1989) and more recently the Standard Rules on

Equalization of Opportunities for Disabled Persons (1993). (Rita Saulle, Robinson WS and Hazard, 1996).

Legislation is needed to ensure the rights of disabled persons to equal rights and opportunities; it can further help in securing the resources, abstract rights into practical entitlements. It can also enhance the integration of special needs education within more general frameworks. The study is presented in two parts. Part I presents an analysis and synthesis of the country entries. Part II of the study, the country entries, follows a uniform plan, corresponding as closely as possible. (UNESCO, 1996).

Special vocational education is delivered by professional or vocational training institutes, centers or training schools in 11 countries (21.2%); in upper secondary or secondary schools in 6 countries (11.5%); and in special or special vocational schools in 7 countries (17.3%). Special vocational education is available in 9 further countries (17.3%), which do not specify any type of institution. There are references to rights, and to duties, of parents throughout the legislation. The primary emphasis is on parental involvement in identification, assessment, orientation and integration in 24 countries (46.2%). In 21 countries there is no legislation (40.4%). Taking those 21 countries together with the 5 countries where the legislation makes only a general reference to parents, in all 26 countries (50.0%) make either no, or only a very general, reference to Parents. (Rita Saulle, Robinson WS and Hazard, 1996).

The 1981 Disabled Persons Employment and Rehabilitation Ordinance were designed to provide for the employment, rehabilitation and welfare of disabled persons. The main characteristic of the Ordinance is the fixing of one percent quota in jobs in all agencies. The existing Ordinance also allocates quota of one percent to the disabled persons in admission to educational and professional institutions. A 1985 literacy ordinance was passed by

Parliament in 1987 which emphasized that all Pakistani citizens should acquire basic literacy skills, including those who are handicapped. The Ordinance provides for establishment of a National Council for the Rehabilitation of Disabled Persons. The Council is chaired by the Secretary of the Ministry of Social Welfare and Special Education, and is comprised of one representative of each of the three branches of the Armed Forces, of the Ministries of Manpower, Labour, Health, Education, Communications and four persons from NGOs concerned with the welfare of disabled persons. (Khan, 1998).

There is a Directorate General of Special Education. This Directorate established special institutions for the handicapped. The National Institute of Handicapped (NIH) has been established to; - co-ordinate national efforts for prevention of disabilities and develop an integrated referral system throughout the country, - plan and develop a system of early detection and disseminate information in the form of guidelines to persons involved, - plan and develop a multiprofessional assessment and diagnosis system at all levels for prevention, care, training and rehabilitation of disabled persons, - co-ordinate and support treatment of disabled by various institutions, - provide treatment for the disabilities by multi-professional specialists. It will also utilize existing facilities by effective co-ordination with major hospitals and Post Graduate Medical Centers for cases of severe disability; - carry out research in different fields of disability, provide hospital facilities, initially for 50 disabled persons, to be extended up to 10 disabled persons in the second phase. (Khan, 1998).

National policy on Education and Rehabilitation of disabled (1985 and reviewed in 1988) contains special mention of integration of disabled children into regular schools. The aim is to make it a regular feature of the educational system. Lack of experienced personnel in managing the education of students with special needs in integrated settings is the main obstacle in this

process. The Directorate General of Special Education receives their regular budget from the Federal Government. The ordinance establishes a Disabled Persons Rehabilitation Fund which collects grants from the federal government and private institutions. The aims of education for disabled children are the same as for other children. However, for disabled children the priorities in learning and pace of progress is different. Curriculum guidelines which form the basis of designing syllabus have been prepared by NISE and are available for the teachers. The disabled students who are capable of following the normal education curriculum are taught the same regular textbooks with some adjustments and modifications. Pupils who have severe learning problems are given training in self-help and daily living skills. Specialized training programmers in selected skills are provided for moderately and severely disabled persons at federal and provincial levels. In the federal capital a National Training Centre for Disabled (NTCD) has been established in Islamabad. (UNESCO, 1996).

Those children who belong to teenage group of 17-19 years were creating mal-adjustment in society (Anonymous, 1988). The term "social adjustment" refers to a harmonious relationship with environment involving the ability to satisfy most of one's needs and meet most of the demands both physical and social.

Need satisfaction refers to the fulfillment of all the basic needs according to the status (age, sex, culture) of a person to lead a happy life. The needs of teenage group children are physiological, safety, love and belongingness, self-esteem, and need for self-actualization (Maslow, 1954).

A study was carried out to assess the needs of deaf and dumb children of teenage and how these needs must be satisfied that these children will be well adjusted in society. Children are the most precious resource of a nation. Disability of a person may be permanent or for some

period of time. It becomes more pertinent when it refers to a special group of population where its individual suffers from long-term functional loss either by birth or due to certain other happenings in life. It was found that 63.3 percent of the respondents had incidence of disability in their families. Most of the respondents (47.5 percent) had very close relation with disable relatives. The school had provided hearing aid to 100% children but had not provided any training workshop for the identifications of sounds. Majority of the respondents (45 percent) reported that they did not like to make friendship with normal children due to communication problems. Only 10.8% of respondents received preference over other siblings by their parents. While fifteen percent were not at all satisfied by the attitude of their siblings. They did not feel themselves well adjusted in society. (S. Nadir, S. Akhtar and M. Ali, 2006)

The term 'special needs education' has come into use as a replacement for the term 'special education'. The former term was mainly understood to refer to the education of children with disabilities that takes place in special schools or institutions distinct from, and outside of, the institutions of the regular school and university system. In many countries today, a large proportion of disabled children and youth are educated in institutions of the regular system.

The family plays a significant role in the development of the visually impaired child. One of the most important attributes of parental attitude is consistency. The present study also highlights the fact that the parents of the visually impaired children attending the integrated schools showed a favorable attitude towards the teaching aspect in integrated schools. Their visually impaired children's social and emotional behavior and sibling relationship was cordial with both the visually impaired children and their sighted siblings experiencing both positive and negative aspects of emotions in their day-to-day life. The same was not observed in the case of visually impaired children attending special schools, as their

interactions with their siblings and their family members was only for a short duration, especially during the vacations. The reason being, that these children are placed in a residential school (special school). It is therefore necessary for the parents to adopt different strategies to help their children better. (H. Venkat Lakshmi, C.V. Geetha, Prof. K.N. Krishna, 2009).

Historically, disabled people have been oppressed and marginalized, and continue to be disadvantaged throughout the world. In Canada in 1986, 39.2 percent of disabled persons aged 15 to 64 were employed compared to 70 percent of the non-disabled population in the same group. Statistics Canada's Health and Activity Limitation Survey (HALS) also indicated that 4.3 of disabled people have a university degree compared to 10.3 of the non-disabled population. Severe disability has a negative impact upon educational attainment. A Decima survey found that 45 percent of severely disabled respondents had eight years of education or less compared with 25 percent of people with mild disabilities.

The objective of the email-based discussion "Disabled and other Vulnerable People in Natural Disasters organized and hosted by the World Bank was widely covered. The information sharing and the exchange produced during the discussion enabled participants to advance in the conceptualization of this particular issue. Among other conclusions, this forum demonstrated that planning; response and recovery from disasters cannot and are not the same in any country. Factors including geographical, social, political, economic, and demographic collude to mitigate (or not) the effects of the disaster. It is clear from the discussions that there is an evolving body of knowledge and actions towards the inclusion of people with disabilities in disaster management. Summarily, the participants agree on that disaster planning, mitigation and recovery for people with disabilities remains a fundamental

challenge to the field, and must be included in general plans, which need to be inclusive of all those living in affected communities. (Country Report,1995).

Vocational education for disabled persons has a psychological significance as it gives the disabled persons a psychological boost towards self-independence and necessary confidence in life although reducing the economic burden through vocational rehabilitation are more important. Considerable work has been done in the developed countries about organizing and systematizing the vocational needs and practices. In the societies where there are already low employment opportunities, disabled have to compete with able persons on equal ground for getting jobs (Sajjad, 2004).

Vocational training must keep pace with the demands in industry and trainees must be assured that in principle, they will be acceptable in the industry. Therefore, the compatibility between industrial needs (or information about job markets) and training curriculum is necessary for formulating training policies (Ibid: Recommendation No. 168).

When person`s become disabled, their quality of life or participation improve with proper knowledge and skills. This can be done only by increasing their technical skills and education and professional development and maintained independence through clinical treatment, health, and rehabilitation access to community, public and private sector resources and services, and support to manage and participate in family and community decision making (Edmonds 200b, HRDC 2002).

A Guide on Operations Monitoring and Analysis of Results. It provided a good opportunity for the researchers to get access to updated knowledge. A useful exchange of ideas on evaluation of CBR was carried with Ture Jonsson, Senior Program Officer; NDP Inter-Regional Program for Disabled People (IRPDPP) (Jonsson, 1994).

The Community-Based Rehabilitation strategy is an effort to design a system for change--- for improving service delivery in order to reach all in need, for providing more equal opportunities and for promoting and protecting the human rights of disabled people" (Helander, 1993, page 5). In 1979, a manual published by WHO proposed a simple demystified set of technologies for the community and family levels (Helander, 1980). In 1989, a revised version of the manual entitled "Training in the community for people with disabilities" appeared. There has been much practice and discussion about the concept, objective, methodology research of CBR during these years.

In 1993, during "the Seoul Conference on Rehabilitation Manpower Development and Networking in the Asia and Pacific Decade of Disabled Persons 1993-2002", the Rehabilitation Action Network for Asia and the Pacific Executive Committee submitted a proposal entitled "The Research Project-Guidelines for CBR Evaluation", and received finding support from the Hong Kong based RI Regional Secretariat for Asia and the Pacific and the Japan based Regional NGO Network for the Asia and Pacific Decade of Disabled Person 1993-2002.

Disability is increasingly on the development agenda. Its role in development needs to be fully understood and issues addressed as a core dimension of our collective efforts. Another essential dimension to make education programs accessible for personal working in this field in the Asian development bank. Its developing member countries DMC, United Nations agencies and local and international non-governmental organization. (Lorna, Jean Edmond June 2005). The main aim of Asian development bank is to provide the consolidate set of guidelines to identify and addressed the issues affecting people with disabilities in poverty reduction strategies. It also provide the main information and analytic tools for identifying

the extent to which disability is a development issue and for analyzing, identifying and addressing the needs of people with disabilities within a development. (Lorna, Jean and Edmond 2005).

The invisibility and isolation of people with disabilities are caused by stigma, discrimination, myth, misconception and ignorance. Only by a thorough analysis of this experience from research, evaluation, and input from people with disabilities can society build a sound understanding and development strategy (Elwan, 1999)

The needs and issues of people with disabilities are not being addressed. They are ignored. Current literature, however, highlights a correlation between the extents to which the issues affecting people with disabilities are addressed and an ability to meet poverty reduction goals (Miles 1999, Johnsson and wiman 2001)

In the official document of government of the Pakistan, the scarcity of vocational training institution in the country is directly felt. For instance, in national vocation policy, it is stated that vocational training facilities at present are very limited to meet the requirements of a persons with disabilities in both private and public sectors. Existing network of over 100 training institute established under vocational training system will be utilized by provision of 5 present seats at each vocational training unit.

In our country special education is just like a sun. Parents are not aware of education or training of their special children. As well as special education is different from normal education. Parental involvement in the education of is very important for effective and repaid progress. Besides schools it was known that most of the parents so busy that they are unable to spare any time for there disabled children. The result of her study shows that parents are satisfied with the programming of their children because they are not aware that what their

children should be learn and they don't want to criticism on the teaching and programming. (Aziz H, 2007).

The general of the blind persons revealed that the blind are facing issues of isolation, weak access to education, economic activities and basic self management such as mobility and orientation within their village setting. It has been found that in most of the cases the attendants' of blind people is girl's child or an adult's female. In case of girls they loose opportunities of education and other personality grooming. Attitudinal issues are directly linked with the level of awareness to manage life with blindness and other disability. Community attitude towards disables is non-caring and they consider as social parasites. (Hasmat.L, 2006).

Society is not very accepting of people with special needs; in case of the hearing impaired this is perhaps due to the difficulty in communication," says Mrs. Laila Dossa, Chairperson of the Pakistan Association for the Deaf. Removing this communication barrier is one of the prime aims of the JS Academy for the Deaf, a project of the Noor-i-Ali Trust. Established six years ago, JS Academy, today, is Pakistan's leading institution for the hearing impaired, providing quality education along with vocational training. (Dawn News TV CityFM89e-paperEvents, 2010).

National Consultation on Accessibility on 17-18 April 2006 in Islamabad organized by STEP in collaboration with Sight savers International, Handicap International and Ministry of Social Welfare and Special Education. It was two days seminar in which Persons with disabilities, representatives of persons with disabilities, disability specialists, health specialists and other specialists from the disability field, State representatives, services providers and managers, advocates, architects, legislators and lawyers, assembled in

Islamabad. Consultation was inaugurated by former Chairman Capital Development Authority Mr. Kamran Lashari and in closing session declaration was adopted in the presence of Minister of Social Welfare and Special Education Madam Zubaida Jalal. (Disability related persons, 2006).

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CHAPTER 3

METHODOLOGY

Methodology may be a description of process to include a philosophically coherent collection of theories, concepts or ideas as they relate to a particular discipline or field of inquiry. Methodology may refer to nothing more than a simple set of methods or procedures, or it may refer to the rationale and the philosophical assumptions that underlie a particular study relative to the scientific method. Methodology guides the researcher how and what steps need to be followed to the collect relevant data. Methodology is complete frame work of the whole research activity.

Research Design

In order to conduct the present research, quantitative research method was used to get the proposed information from the respondents.

Universe

The entire group from which a sample is chosen is known as the population or universe. In other words, any set of individuals or objects having some common observable characteristics under study constitutes a population or a universe.

The study was conducted in twin cities Islamabad and Rawalpindi. Universe of this study comprised Thirteen vocational training education institutions for disable persons located in twin cities i.e. Islamabad and Rawalpindi. Detail of all vocational training education institutions situated in Rawalpindi and Islamabad and selected institutions can be seen at appendix II and III. Out of these thirteen institutions, eight institutions were selected through simple random sampling technique.(SRS)

Sample

A sample is a small part of population, which represents the characteristics of the whole population. Time and cost are usually limiting factors in research.

Sample size of this study consisted of 08 vocational training institutions situated in Rawalpindi and Islamabad. These institutions were selected through simple random sampling techniques. Detail of selected institutions can be seen at appendix III.

After selection of eight institutions, a sample size of 220 respondents was drawn through simple random sampling techniques. Twenty eight respondents were selected from each of the eight institutions.

Tools of Data Collection

The success of the research depends upon how carefully data was collected. The validity of the research mostly depends upon the tool of the data collection. In the present study, the data was collected with the help of interview schedule. An interview schedule is a set of questions, which are asked from the respondents in face-to-face interaction.

Pre-Testing

It is always useful to make a test of the tool, formulated before giving it final shape, so that a researcher may come to know the acceptability of the questions. Pre-testing not only provides ways to modify the interviewing schedule but it also discovers new aspects of the problem under study.

Ten respondents were selected by researcher for pre-testing. Many important issues were highlighted during field-testing of the instruments. These main issues were related to the sequences and phrasing of questions and interviewing techniques. After field test, some modifications were made, based on the information received.

Editing

Editing is the process of checking and adjusting the data for omissions, legibility, and consistency. Editing may be differentiated from coding, which is the assignment of numerical scales or classifying symbols to previously edited data. The purpose of editing is to ensure the completeness, consistency, and readability of the data to be transferred to data storage. The editor's task is to check errors and omissions in the questionnaires or other data collection forms.

Coding

Coding involves assigning numbers or other symbols to answers so the responses can be grouped into limited number of classes or categories. The classifying of data into limited categories sacrifices some data detail but is necessary for efficient analysis. Codes are generally considered to be numerical symbols, they are more broadly defined as the rules for interpreting, classifying, and recording data. Codes allow data to be processed in a computer. Researchers organize data into fields, records, and files. A field is a collection of characters (a character is a single number, letter of the alphabet, or special symbol such as the question mark) that represent a single type of data. A record is collection of related fields. A file is a collection of related records. File, records, and fields are stored on magnetic tapes, floppy disks, or hard drives.

Conceptualization

The process through which we specify what we mean when we use particular terms in research is called conceptualization. Conceptualization gives definite meaning to a concept by specifying one or more indicators of what we have in mind. An indicator is a sign of the presence of the concept we are studying. The clarification of concepts is a

continuing process in social research. Conceptualization is the refinement and specification of abstract concepts, and operationalization is the development of specific research procedures (operations) that will result in empirical observations representing those concepts in the real world.

Perception

Perception is defined as the process of attaining understanding or acquiring basic information or knowledge about any aspect or phenomenon. It is referred to an understanding of trainees regarding relationship between vocational training and technical education and employment opportunities and alleviation of poverty and unemployment.

Vocational Needs

Vocational needs focus on the development of basic skills, good work habits, personally meaningful work-values, self-understanding, skills aptitude, occupational opportunities and the locating or securing of employment.

Satisfaction Level of Students

Satisfaction level of trainees is associated with level of training facilities available in training centers and quality of training being imparted.

Skill Development of Disable Students

Skills development is define as a process of developing skills to increase productivity of disable students hence benefiting both individual and employers.

Job Opportunities

Job opportunities are defined as a process of providing jobs which enable individuals to become economically independent.

Socioeconomic Characteristics

According to Chapin (1978) the prevalent average standard of cultural processions, effective income, material procession and the participation in the group activities of community determine the person's socio-economic status. For the present study the indicators identifying socio-economic characteristics were respondents' age, education, family, occupation, income, type and size of family etc.

1. Age

Age is one of the important variables in any social research which affects the attitude and behavior of a person at different stages of life. Age is defined as the total number of years completed by the respondents since their birth to the time of interviews.

2. Education

According to Francis (1970), Education is a consciously controlled process whereby changes in behavior are produced and through the person within the group. Education is considered one of the most important factors for variation in knowledge. Being an educated person means you have access to optimal state of mind regardless of the situation you are in. Education plays an influential role and is considered to be very important sociological indicator in understanding and defining respondent's behavior. Mostly, various researches described and measured education under the categories of Illiterate, Primary, Middle, Secondary, Intermediate, Graduation, and Post Graduation but here in this study respondent's educational attainments were asked in completed years of

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schooling. It indicates that how many years cover respondent's educational achievement.

This question was asked in the format:

What is your qualification (in completed years)?

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	16+
---	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	-----

3. Monthly Family Income

The household income of an individual means total money value of the services received by him from all sources including his/her own activities (Edwins and Selgman, 1954).

Income is popularly considered a factor responsible for creating and maintaining behavior pattern, style of life and formation of attitude. The monthly family income was categorized as:

- | | |
|----------------------|----------------------|
| A). Up to 5,000 | B). 5001 to 10,000 |
| C). 10,001 to 15,000 | D). 15,001 to 20,000 |
| E). 20,001 to 25,000 | F). 25,001 to 30,000 |
| G). 30,001 to 35,000 | H). More than 35,000 |

4. Father and Mother Education of Respondents

Parents' education plays an influential role and is considered to be very important sociological indicator in understanding and defining respondents' behavior. In this study respondents' fathers and mothers educational attainments were asked in completed years of schooling.

What is your father's qualification (in completed years)?

What is your mother's qualification (in completed years)?

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	16+
---	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	-----

5. Family Structure

Family is defined as “a relatively permanent group of people related by ancestry, marriage, or adoption, who live together, form an economic unit, and undertake of their young” (Roberston, 1987).

It is one of the basic institutions of human society. The family structure has important demographic, economic, and social consequences. According to the structure there are three types of family.

◆ Nuclear family

Nuclear family consists of a father, mother, and their children. This kind of family is common where families are relatively mobile, as in modern industrialized societies.

◆ Joint family

In a joint family, parents and their children's families often live under a single roof. This type of family often includes multiple generations in the family.

◆ Extended family

A family consisting of parents and children, along with either grandparents, grandchildren, aunts or uncles etc.

A family group consisting of the biologic or adoptive parents, their children, the grandparents, and other family members. who live in close geographic proximity rather than under the same roof. The extended family is the basic family group in many societies.

Data Analysis

The data was analyzed to draw the conclusions and suitable statistical techniques were used. Data analysis is the process of probing unrefined data with the objective of making key points or drawing conclusions about the information. Data analysis focuses on conclusion; it is the process to draw a conclusion based exclusively on what is already known by the researcher.

Statistical Techniques

The data was systematically tabulated and statistically analyzed to bring into equivalent form. Different statistical tools and techniques were used for the analysis and interpretation of results.

Percentage

For the attainment of frequency distribution of the personal traits of the respondent, simple percentages were calculated.

The percentages were calculated by using following formula:

$$P = \frac{F}{N} \times 100$$

Where

P = Percentage

F = Frequency

N = Total number of frequencies

Chi- Square

Chi-square test was applied to examine association between dependent and independent variables. The chi-square was computed by following formula:

$$X^2 = \sum \frac{(O - E)^2}{E}$$

Where

O = Observed frequency

E = Expected frequency

Σ = Sum of observations

To know the significance of association between the attributes, the calculated value of chi-square was compared with the succeeding corresponding table at 0.05 level of significance at a given degree of freedom.

Chapter No. 4

Results and Discussions

This chapter deals with result and discussion of the study on “Vocational Needs of Disable Students in Twin Cities Rawalpindi and Islamabad”. The study was conducted to find out the vocational training facilities and needs of disable students in Pakistan. The objectives of the study included finding out the available pre-vocational and vocational courses and facilities in twin cities Rawalpindi and Islamabad, and the socioeconomic status of the students.

Table: 4.1 Frequency and Percentage Distribution of Respondents according to Institutional Training Courses

Sr. No	Name of Training Courses	Frequency	Percentage
1	Computer Course	61	28
2	Stitching and Cutting	57	26
3	Drawing and Music	29	13
4	Cooking and Embroidery	21	9
5	Can Work and Wood Work	19	9
6	Candle Making	12	5.5
7	Brail	12	5.5
8	Flower Making	9	4
Total		220	100.0

Table 4.1 reflects the distribution list of institutional courses which were received by the institutions. It indicates that 28 percent of students fall in ‘Computer Courses’ and 26 percent in ‘Stitching and Cutting Courses, 13 percent were related with ‘Drawing and Music’ 9 percent were related with ‘Cooking and Embroidery’, While remaining 9

percent, 5.5 percent, 5.5 percent and 4 percent were fall in the categories of 'Can Work and Wood Work, Candle Making, Brail, and Flower Making Course'.

This table states that majority of students extend their interest towards the learning of computer technology and tailoring. Since both courses are supposed to have much importance to generate income. Computer literacy is essential for disabled to keep up with pace of advancement and to compete with the normal human beings. While tailoring and stitching is one of the major homemade commodities which is demand to have easy and cheaper source of earning bread for disabled.

Socioeconomic Characteristics of Respondents

Socioeconomic characteristics of respondents play a significant role in discussion and analyzing results from data. Table 2 describes the socio-economic characteristics of respondents. These characteristics are divided into two parts, the first part Table 2 (A) shows respondent's background.

**Table: 4.2(A) Frequency and Per-cartage Distribution of Respondents
according to Background**

Table: 2 (A) (i) Age of the respondents (in completed years)			
Sr. No	Categories	Frequency	Percentage
1.	15 - 20	114	52
2.	21- 25	80	36
3.	26- 30	26	12
Total		220	100
Table: 4.2 (A) (ii) Education of Respondents			
1.	Illiterate	12	5.5
2.	1-5	21	10
3.	6-8	45	20.5
4.	9-10	65	30
5.	11-12	60	27
6.	13-14	16	7
Total		220	100

Table 4.2 (A) (i) shows the age of the respondents. It shows that 52 per-cent respondents were from the age group of 15-20 years, 36 per-cent respondents were from the age group of 21-25 years, 12 per-cent respondents were from the age group of 26-30 years. Majority of the respondents' belonged to the age group of 15-20 years 52 per-cent whereas the

second majority of the respondents were 21-25 years 36 per-cent. The remaining 12 per-cent of the respondents were 26-30 years. This shows that majority of youngsters were disabled. This also shows that less than half of the respondents were teenagers because this age group is considered the learning stage and many youngsters want to get employment after completion of training.

Table 4.2 (A) (ii) describes the educational status of respondents at the time of interview. 5.5 percent of the respondents were Illiterate, 10 per-cent of the respondents belonged to in 1-5 years of schooling, 20.5 percent of the respondents in 6-8, 30 percent of the respondents had 9-10 years of schooling, 27 percent of the respondents 11-12 years of schooling and 7 percent had 13-14 years of schooling respectively. This table can depict the position of literacy in Pakistan with special references to persons with disabilities. It can also be generalized that the situation is still alarming in Pakistan to target the special persons.

Table: 4.3 Frequency and Percentage Distribution of Respondents according to Family Background

Table: 4.3 (A) (i) Father's & Mothers' Education of the Respondents (Years of education)						
Sr. No	Father Education	Frequency	Percentage	Mother Education	Frequency	Percentage
1	Illiterate	8	4	Illiterate	34	15
2	1-5	3	1	1-5	19	9
3	6-8	6	3	6-8	37	17
4	9-10	55	25	9-10	56	25.5
5	11-12	72	33	11-12	65	29.5
6	13-14	62	28	13-14	9	4
7	15-16	14	6			
Total		220	100	Total	220	100
Table: 4.3 (A) (ii) Father & Mother's Occupation of the Respondents						
Sr. No	Father Occupation	Frequency	Percentage	Mother Occupation	Frequency	Percentage
1	Govt Employee	152	69	House wife	125	57
2	Private job	25	11	Private employee	6	2.7
3	Businessman	15	7	Govt Employee	77	35
4	Labor	7	3	Labor	1	.5
5	Farmer	2	1	Self employed	9	4
6	Self employed	12	6	Tailor	2	1
7	Driver	7	3			
Total		220	100	Total	220	100
Table: 4.3 (B) (I) Household Family Incomes of the Respondents (In Rs.)						
Sr. No	Income (In Rs.)	Frequency	Percentage			
1.	Up to 5,000	5	2			
2.	5,001 to 10,000	19	9			
3.	10,001 to 15,000	45	20			
4.	15,001 to 20,000	38	17			

5.	20,001 to 25,000	41	19
6	25,001 to 30,000	19	9
7	30,001 to 35,000	31	14
8	Above 35,001	22	10
Total		220	100

Table:4.3 (B) (ii) Family Structure of the Respondents

Sr. No	Family Structure	Frequency	Percentage
1.	Nuclear Family System	171	78
2.	Joint Family System	49	22
Total		220	100

Table: 4.3 (B) (iii) Residential Status of the Respondents

Sr. No	House Status	Frequency	Percentage
1	Owned House	55	25
2	Rented House	56	25
3	Governmental Residence	109	50
Total		220	100

Table: 4.3 (B) (iv) Family Size of the Respondents

Sr. No	Family Size	Frequency	Percentage
1	2-6	55	25
2	7-11	107	49
3	12-16	38	17
4	17-21	18	8
5	More than 21	2	1
Total		220	100

Table: 4.3 (B) (v) Family Disability of the Respondents

Sr. No	Family Disability	Frequency	Percentage
1	Yes	103	47
2	No	117	53
Total		220	100

Table 4.3 (A) (i) shows the respondents' father and mother educational execution. 4 per-cent of the respondents' fathers were illiterate while mothers were 15 per-cent illiterate, 1 per-cent of the respondents' father while 9 per-cent of the mothers were fall in 1-5 years of schooling, 3 percent and 17 per-cent of the respondents' fathers and mothers were 6-8 years of schooling, 25 percent while 25.5 percent of the respondent's father and mother were 9-10 years of schooling, 33 percent and 29.5 percent of the respondents were 11-12 years of schooling respectively, 28 percent whereas only 4 percent of the respondents' father and mother were 13-14 and 6 percent and 0 percent father mother were attained in 15-16 years. This table highlighted that illiteracy level of father was less than the illiteracy level of mothers while majority of the respondents' mother were Graduate and the father's Intermediates level were lesser than mothers' years of schooling.

Table 4.3 (A) (ii) tells the profession of the respondents' father and mother. 69 percent of the respondents' father were govt. employees, 11 percent were jobs in private offices and organizations, 7 percent were belonged to self business like Doctor, Private School, General Store, Tailoring Shop etc., 3 per-cent were labors, 6 percent were involve in self employed activities, 1percent related to agricultural activities, 3 percent were Driver. Whereas respondents' mother professions majority 57 percent were house wives/maidens. 35 percent were govt. job, while remaining 8 percent involves in private job and self-employed activities. This table shows that by profession majority of respondents' fathers were govt. employees while the mothers were house maidens.

Table 4.3 (B) (i) reflects the household monthly family income (in Rs) of respondents. It shows that 2 per-cent of the respondents' family having income ranging from Up to 5,000, 9 per-cent of the respondents fell in income brackets of 5,001-10,000, 20 per-cent

of the respondents were headed by income category ranging 10,001-15,000, 17 per-cent of the respondents household income ranging from 15,001-20,000, 19 per-cent of the respondents fell in category ranging from 20,001-25,000, 9 per-cent and 14 per-cent of the respondents household income were 25,001-30,000, 30,001-35,000 and 10 percent fell in above 35,000 respectively. It was evident that majority of disable students belonged to middle class income groups.

Table 4.3 (B) (ii) states the family structure of the respondents. It shows that majority 78per-cent of the respondents` had nuclear (Separate) family system and 22 percent belonged to joint family system. It shows that the trend of the joint family system had changed into nuclear family system because majority of the people due to urbanization left their native town and involved in urban trend regarding living style, education, Job progress, etc.

Table 4.3 (B) (iii) reflects the residential status of the respondents. It shows that 25 percent of the respondents` had their owned house, 25 percent of the respondents` had rented house and majority of 50 percents were living in governmental residence.

Table: 4.3 (B) (iv) shows that 25 percent of the respondents` family size consisted of 2-6 (members), 49 percents of the respondents` had falls 7-11 family (members),17 percents of the respondents` falls in12-16 category while remaining 7 and 1 percent of the respondents` family size was 17-21 and more than 21 family (members) respectively.

Table: 4.3 (B) (v) reveals that majority of 53 percent students didn`t had disability in other family members while remaining 47 percent students had disability in their other family siblings members.

Table 4.4: Frequency and Percentage Distribution of Respondents according to Source of Motivation to get Admission in Special Institutions

Sr. No	Motivational Factors	Frequency	Percentage
1	Father	102	46.4
2	Mother	73	33.2
3	Brothers and sisters	27	12.3
4	Teachers	7	3.2
5	Relatives	11	5.0
Total		220	100.0

Table 4.4 shows the source of motivation to get admission in Vocational Training centers.

It shows that 79.6 percent of the respondents were motivated by their parents. Since their parents wanted to give prepare attention to their children to enjoy the status of life as their normal children do.

Similarly 12.3 percent of the respondent were motivated by their sisters and brothers, whereas relations. Therefore, it means that family has the main role in promoting special students to get vocational training.

Table 4.5: Frequency and Percentage Distribution of Respondents according to Reasons to Get Admission in Special Institutions

Sr. No	Reasons	Frequency	Percentage
1	To Get Employment	141	64
2	To get skills	39	18
3	Self interest	38	17
4	To get yourself busy	2	1
Total		220	100

Table 4.5 demonstrates the reasons to get admission in Vocational Training centers. This table indicates that majority 64 percent of the respondents wanted to get suitable Job to earn income and to support their families. 18 percent of the respondents were interested to equip themselves with recent trends in the field of training for special persons. 17 percent were self interested and only 1 percent wished to engage themselves through receiving training.

Table 4.6: Frequency and Percentage Distribution of Respondents according to Reasons of Get Admission in Particular Institution

Sr. No	Reasons	Frequency	Percentage
1	Diversity of course	105	48
2	popularity	46	21
3	Accessibility	33	15
4	Qualified Staff	20	9
5	Suggested by parents	16	7
Total		220	100

Table 4.6 reveals the reasons to get admission in particular institution. This table signifies that majority 48 percent of the respondents got admission due to diversity of courses. 21 percent of the respondents got admission due to institutional popularity, 15 percent got due to accessibility and easy approach, 9 percent of the respondents took admission due to qualified teachers, 7 percent of the respondents approached due to parents will.

Table 4.7: Frequency and Percentage Distribution of Respondents according to Preparation Lecture of Instructor

Sr. No	Satisfaction Level of Training	Frequency	Percentage
1	Yes	219	99.5
2	No	1	.5
Total		220	100.0

Table 4.7 demonstrates that the perception of respondents about the preparation lecture of instructor in Special training Institutions. Majority 99.5 percent of the respondents satisfied with the lecture of instructor and said “yes” because of that majority of the respondent’s qualification were matriculation and inter level so that they could easily understand the lecture of instructor only 0.5 percent of the respondents’ were not satisfied. Don’t include there lines it is against your research.

Table 4.8: Frequency and Percentage Distribution of Respondents according to Satisfaction Level of Employment after Completion Training

Sr. No	Satisfaction Level of Employment	Frequency	Percentage
1	Yes	204	93
2	No	16	7
Total		220	100

Table 4.8 shows the satisfaction level of employment opportunities through Vocational Training and Technical Education in Special Institutions. This table shows that majority 93 percent of the respondents stated that “yes” they got employment after receiving certificate but only 7 percent of the respondents said “no” they did not get employment after finishing courses.

Therefore, this table is also stating the significance of vocational training for the special students to shape themselves as useful members of the society.

Table: 4.9: Frequency and Percentage Distribution of Respondents according to Participation in Extra Curricular activities

Sr. No	Participation in Extra Curricular activities	Frequency	Percentage
1	Yes	94	43
2	No	126	57
Total		220	100

Above given table 4.9 reveal the respondents' views about Participation in Extra Curricular activities. The data shows that majority 57 of the respondents didn't participate in Extra Curricular activities, and 43 of respondent participate in Extra Curricular activities. They think that these activities are important for special students. These make them healthy and active person in the society.

**Table: 4.10: Frequency and Percentage Distribution of Respondents
according to Participation in Extra Curricular activities**

Sr. No		Frequency	Percentage
1	Race	90	41
2	Jumping	57	26
3	Football	25	11
4	Qirat	21	9.5
5	Badminton	15	7
6	Cricket	12	5.5
Total		220	100.0

Above given table 4.10 reveals the respondents' views about Participation in Extra Curricular activities. The data shows that majority 41 percent of the respondents participate in races, 26 percent of the respondents participate in jumping, 11 percent of the respondents participate in football, 9.5 percent of the respondents participate in Qirat, 7 percent of the respondents participate in Badminton, and 5.5 percent of respondents participate in cricket.

Therefore, these institutions are helping the special students to enjoy the full swing of their lives and providing maximum opportunities to minimize their abnormality.

**Table: 4.11: Frequency and Percentage Distribution of Respondents
according to Preference of Institution for job after Training**

Sr. No	Preference of Institution for job after Training	Frequency	Percentage
1	Govt. Office	163	75
2	Private office	22	10
3	Owned Business	16	7.3
4	Not interested in job	17	8
5	Artist	2	1
Total		220	100.0

Above given table 4.11 reveals the respondents' views about preference of institution for job after completion their training. The data shows that majority of the respondents 75 percent preferd governmental sectors for jobs because in govt gave more chances to get settle in the organization. 10 percent of the respondent were interested in job towards private sector due to better financial setup 7.3 percent preferred to initiate their own business because it would be more helpful.

Table 4.12: Frequency and Percentage Distribution of Respondents according to Reasons of Low Interest in Job

Sr. No	Reasons of Low Interest in Job	Frequency	Percentage
1	Nothing	205	93.2
2	Jobs are not available	14	6.4
3	Family restriction	1	.5
Total		220	100.0

Table 4.12 indicates the reasons of low interest job of the respondents. The data shows that majority 93.2 of the respondents have no opinion regarding job are attainment 6.4 percent said that jobs are inadequate while 5 percent of the respondents were not allowed by their families to try for job.

Table 4.13: Frequency and Percentage Distribution of Respondents according to Further Needs of Training after Completion Course

Sr. No	Further Needs of Training	Frequency	Percentage
1	Yes	121	55
2	No	99	45
Total		220	100.0

Table 4.13 illustrates the opinion of respondents about further needs of training after completion the current course. It shows that majority 55 percent of the respondents wanted to get further training after completion of current course because training are required to get better jobs and minimize their abnormalities. Similarly, to compete with recent trends of the present era, training has no alternatives. 45 percent said that the present said that the present courses satisfy the needs of current trends.

**Table: 4.14: Frequency and Percentage Distribution of Respondents
according to Type of Preference of Further Skills**

Sr. No	Preference of Institution for job after Training	Frequency	Percentage
1	Nothing	100	46
2	Diploma Courses	53	24
3	Advance technology	36	16
4	English language	22	10
5	Mechanical course	9	4
Total		220	100

Above given table 4.14 reveals the respondents' views about preference of further new skills but majority of 46 respondents are not interested in getting further new skills. 24 percent of respondents wanted to get admission in Diploma courses, 16 percent want to learn Advance technology, 10 percent want to learn Language Course, and 4 percent wanted to learn Mechanical Courses.

Table 4.15: Frequency and Percentage Distribution of Respondents according to Vocational education can reduce poverty

Sr. No.	Vocational education can reduce poverty	Frequency	Percentage
1	Yes	219	99.5
2	No	1	.5
Total		220	100

Table 4.15 shows that almost all students think those vocational trainings help students to play an effective role in society. Those who received training from these institutions could get employment and generate income too. Therefore, poverty could be addressed through training.

Table 4.16: Frequency and Percentage Distribution of Respondents according to Comparisons between Vocational and Formal Education

Sr. No	Comparison	Frequency	Percentage
1	Yes	201	91
2	No	19	9
Total		220	100

Table 4.16 reveals that 91 percent of the respondents stated that vocational training is more important than the formal education. Because formal education did not hardy to get job in comparison with vocational training. Only 19 percent said that formal education is more important.

**Table: 4.17: Frequency and Percentage Distribution of Respondents
according to Respondent's Suggestions to improve the Quality of
Institution for disable**

Sr. No	Suggestions	Frequency	Percentage
1	Increase number of school	123	56
4	Qualified Staff	62	28
2	Standard Curriculum	20	9
6	Provide Jobs	15	7
Total		220	100

Table 4.17 shows the respondents' suggestions to improve the quality of Vocational Training and Technical Education for disabled students. It shows that the majority 56 percent of the respondents suggested that increase in number of Institutions, 28 percent of the respondents gave vote in favor of qualified teachers, 9 percent of the respondent thought quality of curriculum. 7 percent of respondents think that the government should increase job opportunities.

CHAPTER 5

MAJOR FINDINGS AND CONCLUSION

This chapter deals with major findings of the study on “Vocational Needs of Disable Students in Rawalpindi and Islamabad”.

5.1: Major Findings

- Twenty Eight percent of the respondents were interested in ‘Computer Courses’ and 26 percent in ‘Stitching and Cutting Courses, 13 percent were related with ‘Drawing and Music’ 9 percent were related with ‘Cooking and Embroidery’, It indicates that most of the respondents had taken admission in Computer and Domestic Tailoring Course. All courses had equal length of one year.
- Fifty two percent of the respondents encompassed the age category ranging from 15 to 20 years while the second majority of the respondents covered the age category ranging from 21 to 25 years. It indicates that most of the respondents were of teen agers.
- Thirty percent of the respondents had 9 to 10 years of schooling, 27 percent of the respondents had 11 to 12 years of schooling. It indicates the majority of the students were having covered the matriculation level of education.
- Thirty three percent of the respondent’s father were fall in the category of inter 28 percent of respondent father education was Graduate, 6 percent were master and 25 percent were matriculation, 4 percent of the respondent’s father education was primary and middle while only 4 percent were illiterate. It indicates that majority of respondents father was literate up to intermediate.

- Twenty nine percent of the respondent's mother was fell in the category of inter, 25.5 percent of the respondent's mother was fell in the category of matriculation, and 17 percent was fall in the category ranging from 6 to 8 years of schooling. 9 percent was fall in the category ranging of 6 to 8 years of schooling. While remaining 15 percent were illiterate. The present research shows that majority of the respondent's mothers were literate.
- Sixty nine percent of the respondent's fathers were affiliated with government jobs. 11 percent were doing Jobs in Private sector and 7 percent were doing their own business. The present research shows that the majority of the respondents were belonged to middle class families.
- Majority 57 percent of the respondent's mothers were house made. And 35 percent were affiliated with government jobs.
- Majority 20% of the respondent's fell in income brackets of 10,000 to 15,000 while 19 percent in category ranging from gory ranging from 15,000 to 20,000. 19 percent of the respondent's fells in category ranging from 20,000 to 25,000. 9 percent of the respondent's fells in category ranging from 25,000 to 30,000. 14 percent of the respondent's fells in category ranging from 30,000 to 35,000. And 10 percent were more than 35,000.
- Seventy eight percent of the respondents were belonged to nuclear family system while 22 percent were belonged to joint family system.
- Fifty percent of the respondents had the governmental residence. 25 percent had owned house, 25 percent of the respondents had rented house.

- Forty nine percent of the respondent's family size consisted of 7-11 (members).
And 25 percent included 2-6 (members).
- Fifty three percent of respondents had not any other disabled member in their families.
- Almost eighty percent of the respondent's sources of motivation to getting admission were their parents. It indicates the parents played a fundamental role to encourage their children.
- Almost eighty percent of the respondent's source of motivation to getting admission was parents. It indicates the parents play a fundamental role to motivation of their own children in practical life.
- Sixty four percent of the respondents wanted to get admission in vocational training centers to get jobs after the training. This table reveals that the majority of the respondents were to get admission to get jobs.
- Forty eight percent of the respondents' selected particular institution on the basis of diversity in courses and 21 percent contacted due to the popularity of the governmental institutions.
- Almost all respondents were satisfied with the training of institution.
- Almost all respondents were satisfied with the lecture of instructors.
- Fifty six percent respondents' said that in their institution to pay equal time on practical and theoretical work. It indicates that the majority of institutions spend equal time in both course and practical work.
- Almost all respondents said that they could be able to get employment after successful training.

- Almost all respondents said that there were extra-curricular activities in their institution, like Qirat, cricket, badminton, jumping, football, race.
- Seventy five percent of the respondents were preferred governmental sectors for jobs, 10 percent of the respondents want to do private jobs, 7.3 percent of the respondents wanted to do owned business, 8 percent of the respondents were not interested in jobs.
- Almost all respondents were satisfied with the provision of training facilities,
- Fifty five percent of the respondents were wanted to get further training after completion their training because these courses provide only basic knowledge only certificate courses while 45 percent of the respondents said that there were no needs of training.
- Almost all respondents said that they had no problem during training in the institution.
- Majority ninety one percent of the respondents said that Formal Education and Vocational Training and Technical Education are same and equal valuable, 9 percent of the respondent's perception about were that the Formal Education is more important then Vocational Training and Technical Education. The present research shows that the people's perception has been changed after passing time and vocational training get an important value in all over the world.
- Almost all respondents were satisfied with the timing of institution,
- Almost all respondents were satisfied with the duration of course.

- Ninety nine percent of the respondents stated that reduction in poverty could be addressed through vocational training. It indicates that Vocational institution can play significant role to bring change.

5.2: Conclusions

Result of present research shows that the disable students were satisfied with the Vocational training they were receiving at their school and hope to gets benefits through the vocational training . Special students also realized the need of job or work as to earn money. It was observed that most of schools/institute are offering only pre-vocational training programs and few are providing vocational courses with the blend of academic subjects. Majority of the students had high hopes from the vocational training to help in achieving their goals. Since majority of students were belonged to the middle class families.

The present study reveals that in Pakistan, courses with identical names are provided in several schools, there are however no standard curriculum. So there is need to introduce non-traditional trades and Training and Technical Education programs for disabled students. It became significant form the results that vocational Training and Technical Education institutions provide employment opportunities for disabled persons and it is useful tool for skill development and source of poverty reduction if they were used in proper way. There is also need of career guidance and placement services for special to enhance their employability. Quality of centers and institute should be improved through qualified teachers, training manuals, extra-curricular activities, teacher training programs and so forth.

In the new education policy of Pakistan, it is mentioned that the technical and vocational educational curriculum will be completely revised in consultation with the industrial sector. It is also mentioned that 305 new secondary vocational institute will be launched.

5.3: Suggestions

- ◆ Accessibility and approach should be taken into an account while establishing institutions.
- ◆ Qualified teachers should be hired in every institution which trained the students as per need of the market trends.
- ◆ Not only traditional courses should be offered in vocational training institutes, but also new courses with advance techniques, should be included.
- ◆ Latest Equipments should be installed in vocational training and technical education institutions.
- ◆ Training manuals and hand outs should be provided to enhance interest towards training.
- ◆ Career Counseling and Placement Services should be provided to enhance employments opportunities for special persons.
- ◆ Proper record should be maintained about staff activities that they could be facilitated the students and fulfilled their own job responsibilities with honestly.
- ◆ Special incentives for females should be provided to encourage them to enroll in nontraditional courses as well.
- ◆ Equal opportunities should be encouraged for both males and females.

5.4: Limitations

The present study was conducted in Rawalpindi and Islamabad. The vocational institutions for special students. Due to shortage of time, the researcher only selected the vocational training for hearing impaired and blind. The respondents were special students so that only most relevant questions were asked during interview. The topic did not touch at most in Pakistan because the special persons are not easy to interview and to convince for comment on topic.

Review of Literature in Pakistani context was not easily available because very few researches are conducted on this topic.

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Appendices

Appendix: 1
(Questionnaire)

Vocational Needs of Disable Students

Questionnaire

Introduction and consent

Assalamo Alaikum. My name is Faiza bibi and I am student of IIUI. As part of my degree requirement, I am doing thesis on "Vocational needs of disable students in Twin Cities (Rawalpindi & Islamabad)".

I would very much appreciate your participation in this research process. All of the answers you give will be confidential. However, I hope you will participate in the survey since your views are important.

Q 1. Name of School: _____.

Q 2. Name of Course: _____.

Q 3. Course Duration: _____.

Q 4. What is your qualification (in years of schooling)?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 16+

Q 5. What is your current age (in years) _____.

Q 6. What is your family size? _____.

Q 7. What is your family structure?

1). Joint

2). Nuclear

3). Extended

Q 8. What is your Father's education (in years of schooling)?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 16+

Q 9. What is (or was) the main occupation of your father?

A). Government Employee

B). Private Job

C). Businessman

D) Labor

E). Farmer

F). Self Employed

G). Other (Specify) : _____.

Q 10. What is your mother's education (in years of schooling)?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 16+

Q 11. What is (or was) the main occupation of your mother?

A). House Maker

B). Private Job

C). Government Employee

D) Labor

E). Self Employed

F). Other (Specify): _____.

Q 12. House:

A). Owned

B). Rented

C). Governmental

D). Other (Specify): _____.

Q 13. What is your monthly family income (from all resources)?

Up to 5000		20,001 to 25,000	
5001 to 10,000		25,001 to 30,000	
10,001 to 15,000		30,001 to 35,000	
15,001 to 20,000		More then 35,000	

Q 14. Type of disability you have:

A). Hearing impairment

B). Visually impairment

Q 15. Any other disable person in your family?

A). Yes

B). No

Q 16. Who is the decision maker to join the Vocational Training School?

A). Mother

B). Father

C). Brother/sisters

D). Teachers/Professors

E). Relatives

F). Other (Specify): _____.

Q 17. Why do you want to learn Vocational Education?

A). Self Interest

B). To get Employment

C). To get Knowledge/Skills

D). To get yourself busy

E). Other (Specify). _____.

Q 18. Why did you join this particular training Institution?

A). Popularity

B). Diversity of Courses

C). Qualified Teachers

D). Suggested by Parents

E). Accessibility

F). Other (Specify): _____.

Q 19. Do you think your Teacher / Instructor comes with fully prepared lecture?

1). Yes

2). No

Q 20. Do you think after completing training you will be able to get job in the market?

1). Yes

2). No

Q 21. If no, why _____.

Q 22. Do you think your institution take part in extra-curricular activities?

1). Yes

2). No

Q 23. Do you think your institution take part in extra-curricular activities?

1). Yes

2). No

Q 24. What co-curricular activities are available in your institution?

A). Cricket

B). Football

C).Badminton

D). Jumping

E). Races

F). Other (Specify): _____.

Q 25. Do you participate in co-curricular activities?

1). Yes

2). No

Q 26. If yes what type of extra-curricular activities?

_____.

Q 27. After completion of your training which institution would you prefer to join?

(Please specify the organizations)

A). Government Office

B). Private Office

D).Own Business

E). Not interested in job

F). Other (Specify): _____.

Q 28. If not interested in job then please specify the reasons?

A).Family Restriction

B). Jobs are not available

C). Mobility

E). Other (Specify): _____.

Q 29. What do you feel about the services provided in institution?

A). Highly Satisfactory

B). Satisfactory

C). No Opinion

D). Dissatisfactory

E). Highly Dissatisfactory

Q 30. . If dissatisfied, what are the reasons?

A). Lack of Equipments

B). Lack of Qualified Teachers

C).Not according to market demand

E). Other (Specify) _____.

Q 31. Do you want to learn further new skills in your selected course?

1). Yes

2). No

Q 32. If yes what type of training do you prefer?

Q 33. Do you face any problem during training?

1). Yes

2). No

Q 34. If yes, what type of problem?

A). Transport Problems

B). Teacher Behavior

C). Financial Problems

D). Sexual Harassment

E). Any other: _____

Q 35. Do you think after completion of your training you will be able to practically apply your skills?

1). Yes

2). No

Q 36. If no, why?

Q 37. Do you think special vocational education has the same significance as the formal education?

1. Yes

2. No

Q 38. If no, what are the reasons?

Q 39. What do you feel about the timings of training center?

A). Highly Satisfactory

B). Satisfactory

C). No Opinion

D). Dissatisfactory

E). Highly Dissatisfactory

Q 40. If dissatisfactory, what are the reasons?

A). Long Time

B). Short Time

C). Any Other: _____

Q 41. What do you feel about the duration of training course?

A). Highly Satisfactory

B). Satisfactory

C). No Opinion

D). Dissatisfactory

E). Highly Dissatisfactory

Q 42. If dissatisfactory, why?

Q 43. Do you think that Vocational Education can reduce poverty?

1. Yes

2. No

Q 44. Give Suggestions?

Appendix: 2

(List of Vocational Institutes)

List of Vocational Education & Vocational Training in Rawalpindi & Islamabad

Technical Education & Vocational Training		
Sr. No.	Names of Institutions	Address
1	National Special Education Centre for Hearing Impaired Children,	Plot No.27, Sector H-9, Islamabad.
2	Rehabilitation Centre for Orthopedically Disabled,	Hanna Road, Opposite NORI Hospital, G-8/4, Islamabad
3	National Special Education Centre for Mentally Retarded Children,	Street No.7, Sector H-8/4, Islamabad
4	National Special Education Centre for Visually Handicapped Children,	Street No.11, Sector G-7/2, Islamabad
5	National Mobility And Independence Training Centre	Street No.11, Sector G-7/2, Near Rooh Afza Market, Islamabad
6	National Institute of Special Education	H-8/4, Near Federal Board
7	National Training Center for Special Person	Main Double Road G-9/2 Islamabad
8	Hellen Kelier Special Education Center for Hearing Impaired Children	Plot No 27 PMDC Chowk H-9 Islamabad
9	Shah Faisal Special Education center for HIC.	Plot No 27 PMDC Chowk H-9 Islamabad
10	Sir Syed deaf Association	R No 15, 17 Hill View Plaza Blue Area Islamabad
11	Fatima Jinnah Special Education Center for Mentally Retarded children	H-8/4 Near Commerce College Islamabad
12	Ibn-e-sina Special Education Center for Mentally Retarded Children	H-8/4 Near Commerce College Islamabad
13	Al-Farabi Special Education Center for Physically Handicapped Children	Near Noori Hospital G-8/2 Islamabad
14	National Training Center for Disable Persons	12 I Tariq Plaza, G-7 Markaz Islamabad
15	National Trust Center for Disable Persons	NIH Building St 89 Sector G-8/ 1 Islamabad
16	Govt Deaf & Defective hearing High School	G.T Road Rawalpindi
17	Chambali Institution for Mentally Retarded Children.	20 B Satellite Town Rawalpindi
18	Al-Ghazali Special Education Center for Physically Handicapped Children.	H No 80/A Block C Satellite Town Rawalpindi

Appendix: 3

(List of Selected Vocational Institutes)

**List of Selected Training Institutions and
Number of Respondents**

Sr. No.	Names of Institutions	Address
1	National Special Education Centre for Hearing Impaired Children,	Plot No.27, Sector H-9, Islamabad.
2	National Special Education Centre for Visually Handicapped Children,	Street No.11, Sector G-7/2, Islamabad
3	National Training Center for Special Person	Main Double Road G-9/2 Islamabad
4	Hellen Kelier Special Education Center for Hearing Impaired Children	Plot No 27 PMDC Chowk H-9 Islamabad
5	National Training Center for Disable Persons	121 Tariq Plaza, G-7 Markaz Islamabad
6	Govt Deaf & Defective hearing High School	G.T Road Rawalpindi
7	Govt Qandeel Institute for Blind	Kohati Bazar Rawalpindi
8	Knitting training Institute for the Blind Girls	Chisti Abad Said Pur Road Rawalpindi

