

**Visually Impaired
Students in Higher Education in Bangladesh:
Challenges and Prospects**

**By
Diba Hossain**

**Thesis Submitted in Fulfillment of the Requirements for the Degree
of Doctor of Philosophy in Education**

**Institute of Education and Research (IER)
University of Dhaka, Bangladesh
December 2011**

Visually Impaired Students in Higher Education in Bangladesh: Challenges and Prospects

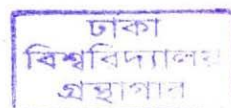
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**Institute of Education and Research (IER)
University of Dhaka, Bangladesh
December 2011**

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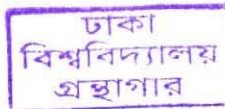
This is to certify that **Diba Hossain** has prepared this thesis entitled *Visually Impaired students in Higher Education in Bangladesh: Challenges and Prospects*, under my supervision and guidance. This is her original work. This thesis or any of its part has neither been submitted for any degree nor for publication.

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*Dedicated to my Mother, **Rawshan Jahan Hossain***

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*Disability identity is about stories,
Having the space to tell them,
And an audience which will listen.*

(Shakespeare, 1996; 111)

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Diba Hossain
Research Fellow

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LIST OF ABBREVIATIONS

ADD	Action on Disability and Development
AFB	American Foundation for the Blind
B&PS	Blind and partially sighted
BANBEIS	Bangladesh Bureau of Educational information & Statistics
BNSB	Bangladesh National Society for the Blind
BPKS	Bangladesh Protibondhi Kallyan Somity
CAMPE	Campaign for Popular Education
CRC	Convention on the Rights of the Child
CSID	Center for Services and Information on Disability
DPE	Directorate of Primary Education
DSS	Department of Social service
EFA	Education for All
ESCAP	Economic and Social Commission for Asia and the Pacific
FGD	Focus Group Discussion
GDP	Gross Domestic Product
GIEP	Government Integrated Education Program
GoB	Government of Bangladesh
GPA	Grade Point Average
GPS	Government Primary Schools
HEIs	Higher Education Institutions
ICT	Information and Communication Technology
IDEA	Individuals with Disabilities Education Improvement Act
JICA	Japan International Cooperation Agency
MDGs	Millennium Development Goals
MOE	Ministry of Education
MOPME	Ministry of Primary and Mass Education
NFOWD	National Forum of Organizations Working with the Disabled
NGO	Non Government Organization
NLP	No Light Perception
OCR	Optical Character Recognition
PDA	Personal Digital Assistant
PL	Public law
RNGPS	Registered Non-Government Primary Schools
RNIB	Royal National Institute of the Blind

SARPV	Social Assistance and Rehabilitation for the Physically Vulnerable
SPSS	Statistical Package for Social Sciences
SSI	Sightsavers International
UEO	Upozila Education Office
UK	United Kingdom
UN	United Nations
VA	Visual Acuity
VHSS	Voluntary Health Services Society
VI	Visual Impairment
WHO	World Health Organization

ABSTRACT

The purpose of this study is to identify the challenges and prospects of higher education of visually impaired students in Bangladesh, and to suggest ways to meet those challenges. This study is unique in the sense that it is the first of its kind on this particular topic, and is designed to be an exploratory starting point for all future research in this area.

The study explores the challenges faced by the visually impaired students with regard to admission procedures, teaching-learning processes, library facilities, examination and evaluation and co-curriculum activities in higher education. Teachers' perceptions and recommendations were also examined. The findings indicate that numerous barriers continue to exist in higher education for visually impaired students. These barriers must be effectively addressed to enable equal access to higher education.

Both qualitative and quantitative methods were used in conducting the study. A sample of 90 visually impaired students from public universities and government colleges were interviewed. In addition, 30 teachers from different departments where these students were taught were also interviewed. Interviews were conducted using a semi-structured questionnaire consisting of yes/no and open-ended questions. Descriptive statistics were utilized to obtain the major themes of the responses. Data from the interviews were analyzed using SPSS software.

The most common barriers related to unavailability of printed material in accessible formats, difficulty in getting writers during examinations, poor access to library facilities and challenging admission procedures. Almost all the participants faced difficulties in obtaining printed material in alternative formats and in finding writer during the examination. The prejudicial attitudes of the people who were supposed to be assisting them was an alarming finding.

Recommendations for improvement include, providing learning materials in accessible formats, using assistive learning devices in the classrooms, improving access to library and providing useable library facilities, making the university/college responsible for appointing writers, flexibility in admission, implementing social awareness programs, and creating government policies to support visually impaired students.

CHAPTER I

INTRODUCTION

“A conscious effort must be made, all the time and everywhere and by everybody, to acquaint blind person with those aspects of the environment that cannot be heard smelled, or easily grasped by hands and fingers. And even those things that can be observed must be pointed out”

- Dr. Geerat J. Vermeij, a renowned blind scientist

1.1 Overview

The Constitution of Bangladesh recognizes education as a basic right of all citizens and obligates the State to adopt effective measures to ensure access to education to improve the quality of life and human welfare. Bangladesh has committed itself to the consensus of the global community that development of fundamental human rights requires explicit focus on education, and that empowerment and participation of the poor and disadvantaged groups must be ensured for equitable economic development.

Education allows people to live with self-respect and independence and educated citizens ultimately contribute to national development. Equal access to education is therefore not just a human rights issue, but a broader economic issue. This paper explores the concept of equal access to education in Bangladesh by focusing on a particular disadvantaged group - those with visual impairment, and the challenges they face in accessing higher education.

Most people in Bangladesh suffer from lack of knowledge about disability in general. In addition, perceptions that guide people to recognize disability is influenced by stigma, ignorance, and impairment-based definitions. Although visual impairment is a significant social and economic phenomenon in Bangladesh, there appears to be a lack of public concern on this issue. Consequently, both the quality and the access to education for the visually impaired are neglected.

Although the government of Bangladesh and international non-government organizations (NGO) have been working on the issue of education of the disabled for decades, the overall condition of education particularly that for visually impaired students is still poor. Education providers include government and NGO-run schools and institutions that focus on special education, integrated education, and inclusive education, home based education etc. Only 11 percent of children with disabilities have gained access to education at these institutions. Of these children, 55 percent suffer from various physical disabilities, 22 percent have hearing impairment, 13 percent are visually impaired and the remaining 10 percent are intellectually impaired (CSID, 2001). However visual impairment is more prevalent than what these numbers suggest. Several statistics point out that among the Bangladeshi population living with disabilities, roughly a third suffers from visual impairment.

This suggests that persons with visual impairment have difficulty in accessing education in Bangladesh, and consequently, the number of visually impaired students enrolled at various educational institutions is lower compared to the visual impairment rates of the population as a whole. Considering the significance of the role that education plays in providing opportunities to better one's quality of life, it is important to evaluate other barriers to higher education and identify ways to remove them.

1.2 Purpose of the Study

The aim of this study is to identify the challenges of higher education to visually impaired students in Bangladesh, and to suggest ways for meeting those challenges. Specifically, the study focuses on admission procedures, teaching-learning processes, examination and other forms of evaluations, library facilities and co-curriculum activities in higher education. Teachers' perceptions and recommendations for improving access to education were also examined.

1.3 Significance of the Study

The 1990 World Conference on Education for All (Jomtein, Thailand) - creates the promise among the signatories to ensure that every citizen, regardless of their diverse backgrounds and limitations, receive education by 2010. This was followed by the Dakar Framework for Action based on the most extensive evaluation of Education for All (EFA) status of each country. In this conference a further commitment was made to achieve EFA by 2015. Through these declarations, and by the 1948 Universal Declaration of Human Rights, education for all became a right-based issue.

People with disabilities are among the most disadvantaged groups around the world (Giddens, 2006). Higher education plays an important role in preparing one for adult life, both as professional training and as a mechanism of social motivation and socialization (Avrahami, 1997). Today it is known that secondary and higher secondary level education is not enough to prepare adults with disabilities for economic and social independence. People with disabilities are still behind the non-disabled population in almost every indicator of economic activity (Fairweather & Shaver, 1990).

There are a few unique challenges in Bangladesh that prevent the visually impaired from accessing higher education. However, a lack of research in this area prevents identification of these issues and implementation of solutions. This paper attempts to bridge the gap in knowledge by utilizing current research methodologies to explore the challenges visually impaired students face in higher education.

According to the World Bank, the disability rate in Bangladesh among children under 18 years of age is 6 percent, while the rate among adults over 18 is 14 percent (World Bank, 2004). Visual impairment is the most common disability. When this data is compared to education data, an inverse relationship is noted. In other words, the prevalence of disability

decreases with an increase in the number of years of schooling. The decline is most notable at higher education levels. This suggests that there may be barriers that prevent visually impaired students to move on to receive higher education.

Research on visual disability often tends to ignore input from the affected population, i.e. those with visual impairment. This study breaks new ground in Bangladesh by utilizing questionnaires, interviews, and focus groups discussions to discover the experiences of and gather feedback directly from persons with visual disabilities. This approach enables identification of problems at the root level. As a result, tailored solutions can be developed to address the needs of persons with visual disabilities. These results may also allow for the shaping of a national policy and guidelines for the education of the visually impaired. In addition, such information can be utilized and presented for planning effective in-service training.

Finally, the data gathered in this study may lead to the establishment of the learning resource centers for visually impaired students. Such organizations can be used to encourage 'inclusive education' in the higher education system of the country. Consequently, visually impaired students, research scholars, and faculty will be empowered by having access to requisite information sources and services.

1.4 Objectives of the Study

The major objectives of the study are:

1. To identify the socio-economic status of the visually impaired students.
2. To explore the condition, nature and age of onset of their visual impairment.
3. To find out the challenges faced by the visually impaired students in getting admission in higher education and identify the measures for remedies.

4. To explore the challenges faced by the visually impaired students in teaching-learning process in classrooms.
5. To examine the problems in using libraries, computer laboratories, hostels and other existing facilities.
6. To identify the problems and obstacles the visually impaired students face in taking tests in in-course and final examinations, and find out the measures for overcoming them.
7. To understand the challenges that the visually impaired students face when participating in co-curricular activities, and the measures which need to be taken to address these challenges.

1.5 Limitations of the Study

Due to limited subjects in different universities and colleges it is very difficult to obtain a complete picture of the experiences of the visually impaired in educational institutes in Bangladesh. The scope of data collection is also limited to small sample - due to resource and time constraints the present study is limited to ninety visually impaired students and thirty teachers who taught them.

Choices had to be made regarding the scope of the study. It is expected that the relevant variables were left out from the study for examination in the future.

This study covers two public universities and three government colleges (under National University) in Bangladesh. Although the sample is small, it is representative of the visually impaired student population in higher education. One limitation of this study is that it used a self-reported measure and therefore was subject to the bias of the participants reporting their experiences. Self-report measures also rely on the memories of the participants which can

become distorted over time. Furthermore, the study uses a researcher designed measure, as such; the questionnaire could reflect the personal biases of the researcher.

Although using an interview approach can be viewed as strength of the research design because it allows for an expanded sample, such as getting participants from different places of the country, it can also be perceived as a limitation. Certainly, the reliability of the responses of the participants about possibly sensitive personal information in an assessment situation is dependent on many factors, including the respondents' general mood, recent challenges related to the subject of interest, sense of rapport with the interviewer, and eagerness to be doing something more interesting. These unknown factors may have resulted in limitations.

1.6 Definitions of Terms

The following operational terms were used in this study:

- ✓ **Disability** – It is defined as “any restriction or lack (resulting from impairment) of ability to perform an activity in the manner or within the range considered normal for a human being” (UN Enable, 2005). The Americans with Disabilities Act (ADA) refers to the widely accepted definition: “a physical or mental impairment that substantially limits one or more of the major life activities” (Americans with Disabilities Act 1990). These major life activities include walking, speaking, seeing, hearing, breathing, and performing manual tasks such as dressing oneself.
- ✓ **Impairment** – Impairment is a physical, cognitive, or psychological abnormality-such as Down syndrome, a defective limb or brain damage (Wood, 1981).
- ✓ **Handicap** – A handicap is a problem resulting from difficulties in performing a social role-such as work, parenting, or friendship (Wood, 1981).

- ✓ **Visual Impairment** – Any degree of vision loss includes total blindness that affects an individual's ability to perform the tasks of daily life (Ponchillia & Ponchillia, 1996). According to IDEA, Visual impairment including blindness means impairment in vision that, even with corrections, adversely affects a child's educational performance. The term includes both partial sight and blindness (IDEA, 2004).
- ✓ **Low Vision** – An individual with low vision as a person “ who has measurable vision but has difficulty accomplishing or cannot accomplish visual tasks, even with prescribed corrective lenses, but who can enhance his or her ability to accomplish these tasks with the use of compensatory strategies, low vision devices, and environmental modifications”(Corn and Lusk, 2010).
- ✓ **Legally Blind** – Vision is normally measured using a Snellen chart. A person with normal eye sight can read the Snellen chart's biggest letter E from 200 feet distance. If the vision of the person is so impaired that to see the Snellen chart's biggest letter E, he or she has to come within 20 feet or even nearer, he or she is considered as legally blind and vision is rated as 20/200. It means that what he sees with difficulty at 20 feet that can be seen clearly from a distance of 200 feet by a normal eye (which is 20/200). According to this definition, a person is blind if his visual acuity is 20/200 in the better eye after correction.
- ✓ **Snellen chart** - A Snellen chart has letters of different sizes that are read. One eye at a time, from a distance of 20 feet people with normal vision are able to read the 20 feet line at 20ft-20/20 vision—or the 40ft line at 40 ft., the 100ft, and so forth. If at 20 ft. the smallest readable letter is large, vision is designated as the distance from the chart over the size of the smallest letter that can be read.

- ✓ **Visual Acuity** – Visual acuity is the ability to see distant objects clearly. The acuteness of vision is ophthalmologically determined with the help of an eye chart devised by a Dutch doctor, Herman Snellen. The chart starts with a big E at the top of it, which can be seen clearly by a normal eye from a distance of 200 ft. usually the doctor begins with the largest letter and work downward until the patient reaches the line of letters that are beyond his ability to read readily.
- ✓ **Field of Vision** – The normal field of vision is 180 degree in front of the eye. If the field is so restricted that it subtends an angle of 20° or less in the better eye after correction, the person is considered blind. He seems to look through a key hole; a very limited field is visible.
- ✓ **Total Blindness** – Lack of functional vision (Ponchillia & Ponchillia, 1996). Totally blind students learn via Braille or other non-visual media. The World Health Organization (2003) defines blindness as being visual acuity of less than 3/60 or corresponding visual field loss in the better eye with best possible correction.
- ✓ **Congenital Blind** – According to Lowenfield, it is generally accepted that children who lose their sight before 5 years of age do not retain a useful vision imagery nor idea of color. Therefore, students who reported that their vision become impaired before age 5 was considered congenitally blind (Lowenfeld, 1973).
- ✓ **Adventitiously Blind** – According to Corn and Koenig, adventitious means occurring or appearing later in life. Therefore, students who reported that their vision become impaired after age 5 was considered adventitiously blind (Corn & Koenig, 1996).

- ✓ **Alternative Formats** – Alternative formats are formats of documents presented in mediums other than regular sized (12 point fonts) print. These include Braille, cassette, computer disk or other electronic media.
- ✓ **Information and Communication Technology (ICT)** -- According to Becta (Becta 2007b), information and communications technologies (ICT) are the computing and communication facilities and features that variously support teaching, learning and a range of activities in education. Information technology (IT) comprises the knowledge, skills and understanding needed to employ information and communications technologies appropriately, securely and fruitfully in learning, employment and everyday life. IT is to ICT as literacy is to books, journals or screen displays.
- ✓ **Assistive Technology** – The RNIB (2003b) describe assistive technology as “a specialized piece of equipment or software which is used by someone with a disability to improve their ability to use a computer. Types of assistive technology include screen readers, refreshable Braille displays, screen magnifiers, voice recognition, closed captioning, alternative keyboards and mice”.
- ✓ **Screen Reader** – A screen reader is a software program that allows a visually impaired person to read text on the screen and identify some graphics like buttons on a toolbar or icons on “the desktop”. The user hears the information from a speech synthesizer or the computer’s sound card. A screen reader also allows the user to control the computer using the keyboard rather than the mouse.
- ✓ **Jaws** – It reads information on the screen of the user using synthesized speech. It provides many commands that help the blind students to use programs, edit the documents, and read web pages. It also has a refreshable Braille display and can

- ✓ ***Integrated Education*** - Integrated education refers to the measures taken to provide educational resources, within the ordinary educational system, for those children who need them, the aim of integration is to avoid or reduce restrictions on any aspects of a child's development which might result from segregated education. To be integrated means to be transferred from a segregated or isolated position to an ordinary environment, with the rights and obligations that are linked to it (Punani, B., & Rawal, N., 1993).

- ✓ ***Inclusive education*** – Inclusive education is defined as the full inclusion of children with diverse abilities in all aspects of schooling in general education classrooms regardless of their ability or disabilities (Loreman, Deppeler & Harvey, 2005, Rogers, 1993, Salamanca Statement & Framework of Action, 1994). With inclusive education all students are included in all school and class activities. Therefore, inclusive education is seen as a process of addressing the diverse needs of all learners where all students in a school regardless of their strengths or weaknesses in any area participate and learn together in the same classes and activities (Ainscow, 1999, Pearpoint, 1992, Individuals with Disabilities Education Act, 1997).

provide Braille output in addition to, or instead of, speech. The software can be customized to individual needs and preferences.

- ✓ ***Accessibility and Usability*** – The most interesting definition is concerned is that of Howell (2008) who states in relation to web design that accessibility ensures that users can reach content, but that there is no guarantee that they will find what they require or that this will be in a reasonable time. For Howell, usability ensures that users can complete tasks successfully (Howell, 2008). Usability by disabled people is therefore the designer's goal: where a disabled person can complete a task at the same time, at the same cost and at the same convenience as users who don't have disabilities.
- ✓ ***Orientation and Mobility*** – Orientation is the ability to locate oneself in one's environment. It is a skill that is related to the use of the remaining senses of a person to establish one's position in, and in relation to significant objects in the environment. Mobility is defined as "movement" not just a particular technique or device. It is the aim of obtaining freedom of movement, safety in travelling as well as minimizing the level of stress placed upon the visually impaired person.
- ✓ ***Special Education*** – Special education is provided to infants, preschoolers, elementary through high school students with disabilities, and (in some cases) individuals with disabilities up through the age of 21. Special education is specially designed to meet the unique learning needs of each infant, toddler, preschooler, and student with disabilities. Special education reflects a variety of instructional targets: Braille for students who are blind, manual communication systems for students who are deaf, social skills training for students with emotional or behavioral disorders etc.

- ✓ ***Integrated Education*** - Integrated education refers to the measures taken to provide educational resources, within the ordinary educational system, for those children who need them, the aim of integration is to avoid or reduce restrictions on any aspects of a child's development which might result from segregated education. To be integrated means to be transferred from a segregated or isolated position to an ordinary environment, with the rights and obligations that are linked to it (Punani, B., & Rawal, N., 1993).

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1.7 Organization of the Thesis

This study report is presented in six chapters:

Chapter 1 contains the introduction, the purpose, and the significance of the study, including limitations, and definition of terms.

Chapter 2 includes a review of literature and research related to the study, international commitments, national policies and legislations in Bangladesh, and disability prevalence in South Asia. It also introduces visual impairment in the context of Bangladesh and provides an overview of available statistics that demonstrate the severity of issues and present scenario of education of visually impaired students.

Chapter 3 describes a description of the research methodology including sampling, tools and methods, data collection procedures and data analysis to be utilized in the study.

Chapter 4 presents the presentation of findings and analysis of data.

Chapter 5 covers findings of Focus Group Discussions and Case Studies.

Chapter 6 concludes by discussing the prospects and challenges, implications and recommendations for future research.

CHAPTER II

REVIEW OF RELATED RESEARCH

"The concept of disability is a function of normalcy. Normalcy and disability are part of the same system."

(Davis, 1995).

2.1 Overview

One of the first and most important steps in planning a research study is to review of research articles, journals, books and other academic papers on the problem to be investigated. By examining the works that have already been done in related fields, the researcher gets a clear idea of the various aspects of the particular research topic. This includes knowledge of the problems faced by earlier researchers, as well as information about the tools and instruments that proved to be useful and promising in past studies.

The literature review begins with an examination of the difficulties faced by visually impaired students in pursuing education. This includes the difficulties that they may encounter during the admission process, classroom teaching-learning processes, library facilities, examination systems, co-curricular activities and other challenges from the participants and the teachers at higher education. These are the related issues that need to be explored in order to obtain a comprehensive understanding of the barriers faced by the visually impaired students in higher education. It is important to note, however, that the field of blindness is one of the most under-researched areas in the field of disability. As a result, there are very few studies reported in the literature which address the issues raised in the present study.

2.2 Characteristics of Individuals with Visual Impairments

Professional literature presents 'visual impairment' and 'blindness' as two concepts placed on a continuous line. On the one extreme of this line is proper sight and on the other extreme total blindness (Kadmon, 1989). The dictionary definition also places blindness at the end of a continuous line which begins with proper sight. Its meaning is inability to receive light. Visual impairment relates to an injury to the eye or a neural injury in the visual system which cannot be fixed/ repaired by glasses or regular optic aids. This impairment limits the individual's ability to recognize or see details in a sharp and accurate way from a defined distance. A functional/rehabilitation point of view sees a person who use hearing and touch senses instead of sight in everyday life, or uses assistive aids (for example: Braille, a cane) as an alternative to seeing is defined as visually impaired/blind.

Many people assume that individuals who are 'blind' have no vision and thus live in a world of total darkness (Schulz, 1980). Their experiences in the dark such as groping for articles or tumbling over furniture lead them to assume that blind persons live in a similar world. In reality, only about 10 percent of all persons labeled as blind (Kahn & Moorhead, 1973) and only about 20 percent of school-age children labeled as visually impaired (Hatfield 1975) are totally without sight. Most people considered blind do respond to some visual stimulation, e.g., light and dark; or shadows; or moving objects; and thus do not live in a world of total darkness.

Children who are blind or visually impaired comprise a diverse population. They possess no characteristics specific to themselves as blind persons (Lowenfeld, 1981), and they show no typical reaction to being blind (Schulz, 1980). They are the product of their own unique heredity and environment. Attitudes toward the visually impaired tend to be negative (Kirtley, 1975; Livneh, 1984; Monbeck, 1973; Siller, 1984) and typically focus on what the person

cannot do rather than what he can do. Coping with negative attitudes is frequently a greater challenge to the blind person than coping with the impairment (Rusalem, 1972; Schulz, 1980; Smith, 1984; Tuttle, 1984). They can achieve “successful levels of personal, social, and economic adjustment when given the necessary opportunities for doing so” (Kirtley, 1975). Berthold Lowenfeld, a noted educator of blind and visually impaired peoples, presents a moderate position. He indicates that blindness “imposes three basic limitations on the individual:

1. In the range and variety of experiences.
2. In the ability to get about.
3. In the control of the environment and the self in relation to it” (Lowenfeld, 1981).

Lowenfeld views these three restrictions as “the objective effects of blindness”. The way in which an individual behaves or learns to adjust to the impairment is dependent on several subjective variables: personality, additional disabilities and factors related to the visual impairment including degree of vision, cause of the impairment, age and type of onset, and present condition.

Visual impairment is linked to limitations in the development of cognitive abilities. Gottesman (1976) found that blind students lag behind their sighted peers in cognitive skills such as in acquisition of mature conservation concept. Other researchers found deficiency in classification abilities (Higgins, 1973), use of spatial concepts and many other cognitive skills due to restricted experiences (Stephens, 1972). Cognitively, the person with visual impairment cannot perceive objects in the environment beyond his or her grasp including those that are too large or too small or are moving (Agrawal, 2004; American foundation for the Blind, AFB, 2002; Chorniak, 1977). The effect of blindness are basically cognitive, since blindness relates to the sensory deficit of vision and because senses are the gateway to

knowledge. The use of other senses enables the student to obtain information about his/her surroundings; however, since vision is the most actively used sense, a blind student needs to learn systematically what a sighted person can pick up incidentally from the environment. If the visual sense is impaired, concepts may be incompletely developed or missed entirely (AFB, 2002). Thus, a blind person is limited in the range and variety of his experiences and educational measures are necessary to overcome this limitation (Agrawal, 2004).

Socially, a person with a visual impairment is limited in interacting with the surrounding environment. He or she may not see facial expressions fully, may not be able to model social behaviors through imitation and sometimes is unaware of the presence of others unless a sound is made (AFB, 2002). The loss of visual ability causes unfavorable consequences at both the individual and collective levels. Visual impairment generates psychological, social, and economic problems as well as problems concerning quality of life, since it may lead to loss of self-esteem and autonomy. A blind person gains knowledge of the special qualities of objects only by tactile observations in which kinesthetic experiences play an important role. Tuttle's (1984) research supported that the onset of one's disability may often affect the ability one has to adapt to the disability. How a person adapts to the disability may affect the individual's communication preferences.

2.3 Educational Implications of Visual Impairments

Objectives for educating visually impaired students have been dealt with and often revised over the years as understanding of the educational implications of the impairment became more universal. Lowenfeld (1971) stated that: "Education must aim at giving the blind child knowledge of the realities around him, the confidence to cope with these realities and the feelings that he is accepted as an individual in his own right".

This statement embraces the educational, psychological and social aspects of the visually impaired students' development.

The direct effects of blindness have certain educational implications. The impact that visual impairment has on learning is unique to every student. The vast majority of people with a visual impairment have some useful sight, although the degree of sight can vary greatly. Children with visual impairments have been found to become aware of their impairments at various ages, depending on their personal experiences (Erin & Corn, 1994). Their ability to communicate information about their visual functioning has been positively linked to their cognitive ability and placement in resource programs or at specialized schools (Sacks & Corn, 1996). For many learners with visual impairments, reading and writing presents barriers to learning. These barriers inevitably result in difficulties in accessing and engaging in the curriculum (Visual Impairment and ICT, 2001). Lowenfeld (1973) stated that the blind person gains knowledge but he gains it in a different way and the knowledge itself is sometimes of different nature. For example, the Piagetian notions of object permanence, conservation of mass and conservation of volume are a few of the developmental milestones that may be delayed for blind students (Dick & Kubiak, 1997). Simple concepts as "up", "down", "here", "there" and "less" involving direction or quantity may remain vague without spatial efforts to develop a sense of these notions through tactile experience. Blind persons educated themselves by making the best use of their non-visual senses e.g.: hearing and touch. Hearing has its main function as a medium of verbal communication. Since much knowledge is communicated through language, blindness does not put the individual at a significant disadvantage in this respect (Cutsforth, 1951; Lowenfeld, 1973; Moss & Blaha, 2002).

Among the students who are completely blind, it makes a difference whether the student has been blind since birth or a very early age or has lost visual acuity more recently. Students' ability to grasp certain concepts will be greatly influenced by whether they have ever had

direct visual experience of the world around them (Dick & Kubiak, 1997). People who have lost sight recently have some experience of objects and can still draw on visual images in their memories.

Chorniak (1997) points out that an overall consideration for visually impaired students is that they have the fullest possible contact with sighted children. Academically oriented students with visual impairments have been mainstreamed successfully into regular classes for many years. Such contact has the dual purposes of helping them to relate to the sighted world in which they must function, and of enabling the sighted to appreciate blind children as children with limitations and capabilities (Gage & Berliner, 1992). Numerous suggestions for teachers are available in specialized texts such as Dick and Kubiak (1997), Osterhaus (2002, 2005), and Frampton (2006). These also describe structured curricula designed to enhance the learning skills of students whose poor vision requires individual attention (Jackson, 1968; Whittaker, 1968). Technological improvements and special instructional techniques are also available (Kubiak & Dick 1996). Developed countries like the United States of America, Canada, the United Kingdom and many European nations have started their initiatives to facilitate the persons with disabilities. Most of the universities and institutes in these countries are providing access to information to the disabled persons by way of legislation, by formulating the national policies and funding libraries and information centers. They have state-of-the-art technologies to facilitate access to information. These nations have disabled person friendly infrastructure, information communication tools, facilities and services, and trained man-power. Many government departments, institutes, libraries, corporate houses, foundations and NGOs often have disability friendly websites and portals.

The educational environment, too, can create a barrier for students with visual impairment. Most general education classrooms are designed with sighted students in mind, and educational materials are presented in a variety of visual formats: posters, charts, diagrams,

videos, models, demonstrations and print materials. The student who is visually impaired often has difficulty benefiting from these materials. Although many materials can be modified into an accessible format, it is more difficult to modify the visual demands that relate to social and academic interactions. Teachers frequently maintain order in the classroom through nonverbal means, including eye contact and gestures. Students often follow discussions and gauge when to speak during conversations by using visual cues. Visual information and nonverbal communication encourage interactions and assist in the engagement of students. When students cannot access visual information and nonverbal communication, the task of engaging these students becomes more challenging.

Individuals with visual impairments can have one or more of a wide range of disabilities, from mild to severe. Students with severe visual impairments may rely on the tactile and auditory senses rather than the visual sense (Hull, 1990). Some research studies indicate that strategies can be used to teach students with visual impairments how to use and improve their tactile sense of learning (Griffen & Gerber, 1982). Because these students miss opportunities to learn incidentally from seeing everything in their environment, it is necessary to present this information in alternative formats.

2.4 Academic Engagement

Students with disabilities were once described as a “silent minority in higher education” (Bento, 1996). In the United States, they have been included in general education classrooms since before the 1975 implementation of P.L. 94-142, the Education for All Handicapped Children Act, now known as the Individuals with Disabilities Education Improvement Act (IDEA). The National Longitudinal Transition Study (NLTS) in USA found that students with visual impairments spent on average 86.8 percent of their day in general education classes (Wagner, Blackorby & Hebbler, 1993). Although these students have been physically

included in general education classrooms, their academic success has not been guaranteed, with as many as 49.9 percent of them reported as having failed at least one course in general education (Wagner et al., 1993).

The number of youth in postsecondary schools reporting a disability has increased dramatically, climbing from 2.6 percent in 1978, to 9.2 percent in 1994, to nearly 19 percent in 1996 (Blackorby & Wagner, 1996; Gajar, 1992; Wagner & Blackorby, 1996). The National Center for the Study of Postsecondary Educational Supports at the University of Hawaii has conducted an extensive research focused upon the access, participation, and success of youth with disabilities in postsecondary education and subsequent employment. Results showed that 15.6 percent of persons with disabilities have less than a high school diploma; the rate doubles to 30.2 percent for those who have completed high school, triples to 45.1 percent for those with some postsecondary education, and climbs to 50.3 percent for disabled persons with at least four years of college (Yelin & Krtz, 1994).

While this increase is encouraging, and many colleges have increased their efforts to serve students with disabilities (Pierangelo & Crane, 1997), enrollment of people with disabilities in postsecondary education programs is still 50 percent lower than it is for the general population. According to the American Foundation for the Blind (www.afb.org) and the National Federation of the Blind (www.nfb.org) there are approximately 10 million blind or visually impaired people in the United States. Unfortunately, only 45 percent of the students in the US with severe visual impairment or blindness complete high school studies, compared with the 80 percent success rate of their sighted peers. According to Statistics in Canada (1995), less than 10 percent of the high school graduates with visual impairments have access to post-secondary training centers such as vocational institutions, community colleges and universities. The report shows that the number of technical aids and services provided by the Assistive Device Program to people with visual disabilities is declining. These data indicate

persons with visual impairments who have economic, social and educational needs that require serious attention (Canadian National Institute for the Blind, 1995, Annual report).

When visually impaired students were asked to discuss the significant barriers to their postsecondary education, several themes emerged. The first theme was “the lack of understanding and acceptance concerning disabilities in general, and students’ particular disabilities, on the part of people in general, as well as fellow students, staff and even faculty” (Lehmann, Devies, & Laurin, 2000). This misunderstanding ranged from issues of faculty believing students were falsely representing the accommodations they require (Beilke & Yssel, 1999) to a general feeling that society viewed students with disabilities as incompetent (Lehmann, Davies & Laurin, 2000). The lack of acceptance and understanding experienced by students with disabilities was both frustrating and exhausting for them. In addition, students with visual impairments face several structural and attitudinal barriers when entering higher education (Cole-Hamilton & Vale, 2000; Hutchinson, Atkinson & Orpwood, 1998; Simkiss, Garner & Dryden, 1998). As Richardson and Roy (2000) remark, students with visual impairments are less likely to complete their studies than students without any disabilities. This is usually due to lack of support and proper guidance, resulting in academic failure or voluntary withdrawal (Richardson & Roy, 2000).

A second theme discussed by students in postsecondary institutions concerned the lack of adequate services provided by their college or university. Some of the services lacking for students with disabilities included accessible and adequate transportation both to and on campuses, networking and mentoring opportunities, and tutors who were knowledgeable about disability issues (Lehmann, Davies & Laurin, 2000). Students with disabilities also noted to be lacking the financial resources required to suit their needs. They were also expected to have extraordinary self-advocacy skills. In order to begin to remove some of these obstacles, students need to have embarked upon their postsecondary experiences with a broad

variety of self-advocacy techniques as well as a mental guidebook for removing anticipated barriers.

Educators of students with visual impairments have long argued that the physical inclusion of these students in general education classes is insufficient for the students' academic success (Harell & Curry, 1987). They have noted that the appropriate emphasis should be on meeting students, assessing needs, including the need to participate fully in the general education curriculum (Curry & Hatlen, 1988; Lewis, 2002).

Evaluating students' participation in the general education curriculum involves measuring the students' levels of academic engagement, or the time for which students are actively participating in teacher-assigned learning activities (Martella, Nelson, & Marchand-Martella, 2003). Studies have demonstrated that students who are more engaged in classroom activities demonstrate higher achievement (Brophy & Good, 1986; Cancelli, Harries Friedman, & Yoshida, 1993; Fredrick, 1977). In one of the first of these comparative engagement studies, Fredrick (1977) reported that high-achieving students were engaged 75 percent of the time, whereas low-achieving students were engaged only 51 percent of the time. This finding has been supported in subsequent research comparing the engagement of various educational groups (Bulgren & Carta, 1993; Cooper & Speece, 1990; Greenwood, Carta, Kamps & Arreaga-Mayer, 1990; Sindelar, Smith, Harriman, Hale, & Willison, 1989). That the relationship between academic engagement and students' achievement is well established can be discerned by the relatively few comparative studies of the engagement of student groups that have been conducted since the 1990s.

The very nature of visual impairments can influence the participation of students who are blind or have low vision. Students with visual impairments often miss the subtle, untaught information that provides the basis for understanding key concepts on which general

education is based. The resulting gaps in concept development can later affect their ability to infer, predict, comprehend, and create during learning activities. The amount of time required for the types of learning activities that are necessary to fill these gaps can be significant and often involves providing instruction in specialized environments.

In addition, students whose understanding of concepts is weak may require a longer time to respond to teacher-led instruction, which is frequently designed to elicit responses from multiple students. Multiple opportunities to respond have been shown to promote students' participation, thus decreasing academic gaps and off-task behavior (Deno, 1998; Gunter & Denny, 1998; Sutherland & Wehby, 2001; Wehby, Symons, Canale & Go, 1998). During the instruction of new material, it is recommended that teachers who adhere to established guidelines to maximize engagement should provide four to six minutes for students to respond. When students are working with learned content during independent practice activities, the recommended number of opportunities to respond is 8 to 12 correct responses per minute (Council for Exceptional Children, 1987, Frudden & Healy, 1986; Mastropieri & Scruggs, 1987; Sutherland, Alder, & Gunter, 2003). For students with visual impairment, it is difficult to keep pace with this rate of instruction, unless it is entirely verbal. Over the years, research has shown that teachers are ill-prepared to meet the needs of special education students in general education classrooms (Daane, Beire-Smith & Latham, 2000; Kleinhammer-Tramill, 2003; Lombard, Miller, & Hazelkorn, 1998; Lombardi & Hunka, 2001).

Full participation of students with visual impairments in general education classes is also affected by the need to access print materials using alternative methods. The reading speeds of students who use braille tend to be slower than those of students who use print (Nolan & Kederis, 1969; Trent & Truan, 1997; Wormsley, 1996) and those of students with low vision who use magnification devices (Cowen & Shepler, 2000) and large print (Corn et al. 2002;

Gompel, Van Bon, & Schreuder, 2004). Even when electronic devices are used, valuable academic learning time can be lost while locating the correct section of an audiotape or turning on a computer or note taker, opening the correct application, and getting ready to take notes or prepare written materials.

There is little empirical research on the situation of students with impairments at the university level. The University and Colleges Admissions Services (UCAS) in the United Kingdom (UK) reported in 2003 that a total of 507 blind and partially sighted (B&PS) undergraduate students were enrolled in 332 UK Higher Education Institutions (HEIs). The numbers were 501 in 2002 and 467 in 2001. Assuming that no students have dropped out over this time and that they are all on three-year courses, the estimated undergraduate B&PS student population in the UK for the academic year 2003-2004 is 1475 (UCAS, 2004). In a survey carried out by Keil (2002) it was found that 59 percent of people aged between 5 and 16 attended a mainstream school, 5 percent were educated in specialist schools for visual impairment, 32 percent were educated in other types of specialist schools such as those for learning or physical difficulties and the whereabouts of the remainder were not accounted for. Of students aged 16 years and older, 66 percent still attended school, 24 percent were in further education, 4 percent in higher education, 1 percent in employment, and the details for the remaining 2 percent were not known. In Germany, a study by Meister (1998) of students from 15 universities with motor, visual or auditory impairments showed that depending on the type and degree of the impairment, students required two to five times more time to complete their coursework than their peers without impairments. Because of the extra time necessary to complete tasks, impaired students reported that they required more breaks and had less time for leisure.

Sargent (1996) and McGiveney (1990) argue that adults with limited initial educational experience and adults from low socio-economic backgrounds were both underrepresented in

education. McGiveney posits that several groups were identified as being persistently under-represented in post-school education: ethnic minorities, women, physically and mentally handicapped adults, manual workers and the elderly.

There is a wide range of viewpoints held by people who are sighted about those who are blind. According to Fletcher and Nystul (1993), "Blind persons are viewed as helpless, hopeless, incompetent, child-like, hostile and in need of sympathy". Verplanken & Meijnders note that blindness is "a disability that carries many negative stigmas" (Verplanken & Meijnders, 1994). Researchers believe that those who are sighted are fearful of blind people, as if blindness might be contagious. It also means that sighted people would have to "confront what it means" to go through life, unable to see (Asch, 1984). Those who are blind are also viewed as inferior and incapable of independence (Verplanken & Meijnders, 1994).

2.5 Educational Experiences

Graduate students with disabilities face obstacles that differ from those of their non-disabled peers. These include timeliness of information, financial considerations due to the expenses of the disability, environmental access and programmatic access (Holt & McKay, 2000). Many students with disabilities stated that they often faced delays in receiving important information making it harder for them to feel involved with the rest of the student body (Holt & McKay, 2000). Students with disabilities incurred expenses related to special equipment they may need to function - wheelchairs, canes, public transportation, and readers, to name a few.

Environmental and programmatic access both refer to the level of access of a program for a student with a disability (Holt & McKay, 2000). Environmental access refers to physical access while programmatic access refers to activities and courses in which students in a particular program would be expected to participate. Graduate students with disabilities often

undergo experiences similar to those faced by students of minority statuses, such as depression, isolation and anxiety (Isaac, Pruitt-Logan, & Upcraft, 1995). As graduate institutions increase their focus on diversity, it becomes increasingly important to understand the complex issues faced by one of their growing groups of minorities: students with disabilities.

For visually impaired students, the task of obtaining learning material in a format that is accessible to them, such as Braille, audio books, and other alternative formats of printed materials, can feel like an insurmountable process. Providing these students with material in Braille, mobility-assistive devices and computers with speech recognition can give them the confidence required to overcome the numerous hurdles they face.

Researchers have long concluded that Braille is invaluable in the personal and professional lives of people with visual impairments (Hatlen & Spungin, 2008; Spungin, 1996; Wells-Jensen & Belknap, 2005). However, the advent of computers and other modern assistive technologies is often cited may provide opportunities to improve access to information for such people (Gerber 2003). Research conducted in the United Kingdom has found that the proportion of Braille readers among people with visual impairments is remarkably low (McCall, 1997; Walker, Tobin & McKennell, 1992). In the United States, studies have revealed the decline in Braille literacy rates over the past five decades (American Printing House for the Blind, 1996; Mullen, 1990). Regarding higher education students in particular, Gray and Wilkins (2005) estimated that only 6.1 percent of students with visual impairments are Braille readers. One of their propositions was that these numbers reflect an increase in the use of computers and assistive technology by students with visual impairments over the past decade.

The existing literature suggests several factors which may have caused the decline in the use of Braille: an increase in the number of children with other disabilities in addition to visual impairment (Rex, 1989), advances in assistive technology and the use of such technology as an alternative to Braille (Spungin, 1996), negative attitudes towards Braille (Johnson, 1996), and the problems associated with the availability of Braille and getting Braille texts on time (Emerson, Corn, & Siller, 2006). Moreover, as Braille occupies more space on paper than printed text, material printed in Braille is invariably bulky and unwieldy. As Braille is used only by persons with visual disabilities and a few professionals, it is often not cost-effective for publishers to produce Braille versions of a large variety of books.

A major problem with Braille is speed. According to Olson and Berry (1982), a fluent Braille reader can read Braille at about 90 words per minute. In comparison, a professional auditory tape is recorded at an average of 175 words per minute, and sighted people read about 250 to 300 words per minute. Clearly, Braille is at a considerable disadvantage when it comes to reading large volumes of text.

2.6 Use of Computers by Visually Impaired Students

Network 1000 is a VISION 2020 UK funded project which is carried out at the University of Birmingham (Douglas et al, 2007). The aim of the project is to “generate information regarding the needs, circumstances and opinions of people with a visual impairment in the UK”. One aspect of this is about evaluating the effectiveness and access to information and communication technology (ICT). In the study it was found that computer use was clearly linked to age, with older visually impaired people far less likely to use computers. In their paper they argued that ICT might offer benefits which include access to information and a way to employment. However people who were visually impaired perceived a range of barriers which include cost, availability, accessibility of technology and access to training.

In the United States, 51 percent of people with no disabilities regularly used a personal computer in comparison to 13 percent of people with vision problems. While 23 percent of people without a disability had never used a computer, this number increased to 70 percent in people with visual impairment. 17 percent of employed people without a disability had never used a computer, in comparison to 31 percent of employed people with vision problems (Lighthouse International, 2002). It is important to note that computer technology may be able to help the blind in the workplace, classroom, or even at home. Standard personal computers can be modified to use large print, speech, or Braille adaptations. Adapted computer systems can be used to send and receive electronic mail, browse web pages, compose documents and work with spreadsheets or databases.

Internet and web based instructional aids are fast becoming an integral part of the learning environment. Many tertiary institutions now offer online courses, and teachers often use internet-based services to distribute assignments, course notes and syllabi to their students. Unfortunately, the rapid growth of internet usage in the teaching-learning process has meant that students with visual impairments are often left behind due to the lack of appropriate software or accessibility to the internet. According to the report of the U.S. Bureau of the Census (2000), there were approximately 7.3 million (7,345,000) blind and visually impaired people aged 15 and older residing in the United States. However, the total number of such people who reported having access to the Internet was only just over 1.5 million or 20 percent of the visually impaired population. Among those with visual impairment, the number of people who used a computer regularly was slightly under 1 million. Of those individuals, about 196,000 people with a “severe” limitation in seeing had access to the internet.

Gerber (2002) found that blind and visually impaired people were willing to put up with frustration, high costs, imperfect technology and additional time input associated with computer and internet usage, because of the benefits of essentially being able to increase their

independence. Douglas et al (2007) noted that people with visual impairments who did not use computers often identified cost, availability and accessibility of equipment and availability of computer training as barriers. Some people who were blind might have access to equipment and training through a local association for the blind, but in general, access to training by appropriately qualified instructors was not available unless the person was in education or training for work.

2.7 Training

According to Gerber (2002), computers have the potential to offset some of the effects of visual impairment and provide equal opportunities for people with visual impairment. Her research identified a number of barriers with regard to the use of computers by visually impaired people, which include lack of training and lack of training materials. Her study involved mainly people who had a sound education, and she found that most of them had received no formal computer training and were largely self-taught. Furthermore, her research noted that the trainers themselves were not completely comfortable with the assistive devices. This later point was picked up by Corn and Wall (2002) in their survey of the use of technology and multimedia presentations by teachers with visual impairments. They found that the teachers were more at ease with general technology rather than the assistive technology. They found that teachers would use simpler technologies when adapting materials even if these were not the most appropriate teaching aids for their students.

In relation to lack of teacher knowledge, Abner and Lahn (2002) found in their survey that teachers did not, in general, feel competent to teach assistive technology. Their research showed that although 93 percent of the teachers surveyed used the internet and 88 percent used email, only 8 percent of the students used the internet. This clearly demonstrates the large gap in technology usage between teachers and their students. Douglas (2001) also points

out that new technologies are often complex and that teachers must be highly competent in order to use these technologies to their full potential.

Schlossberg (1989) concluded that when students feel marginalized and perceive themselves to be different or not worthy, it is the institution's responsibility to provide them with the attention and support they need for their mental and emotional well-being. Faculty, administrators, and staff can show students that they are valued members of the campus community by incorporating universal instruction design (UID) principles into curricula, programs, and services. Based on Chickering and Gamson's (1987) best practices for education, universal instruction design provides equal access to all students regardless of background, learning style, ability, or disability (Higbee, 2003). Utilizing universal instruction design and other best practices to foster an environment of open communication that eliminates stereotype and supports a student's transformational education and development as addressed in *Learning Reconsidered* (Keeling, 2004) is a shared responsibility of the entire campus community (Baxter Magolda, 1999; Bryan & Myers, 2006; Myers, 2008). To gain a firm understanding of this responsibility, training in disability awareness and communication strategies may be necessary.

According to the U.S Department of Education (1999), between 1995 and 1999, the Office of Special Education Programs invested more than \$5 million in grants to fund 12 distance education programs that trained personnel to provide services to children with visual impairments. The results of a national study on such programs concluded that distance education enhanced the ability of university programs to train faculty in teaching students with sensory impairments (Mason et al., 2000). Mason et al. found that distance education programs in the field of visual impairments could be extended to rural districts that lacked certified teachers.

Distance learning enables visually impaired students to acquire the specialized skills and knowledge needed for full participation in life (Wolffe, 2001). In 1998, in New York State, 44 percent of all institutions of higher education offered distance education courses, and the number continued to rise (Huebner & Weiner, 2001). Cooper and Keefe (2001) stated that their students who took courses over the internet appreciated being able to do the long hours of Braille practice at home, not having to sit through class meetings and having instructors who are versatile with instructional media. Researchers found that distance programs were bringing about changes that challenge students, faculty, and the university itself (Turoff, Discenza, & Howard, 2004). Today distance learning allows institutions to train a larger number of students with relatively fewer instructors, thereby providing a cost-effective method of delivering higher education (Belanger & Jordan, 2000).

2.8 Social Competence

It is widely acknowledged that visually impaired students in both general and special education settings often lack social competence (Bauman, 1973; Davidow, 1974; Doll, 1953; Hatlen, 2000; Sacks, Kekelis, & Gaylord-Ross, 1997; Schindele, 1974; Stockley & Brooks, 1995; Van Hasselt, Hersen, & Kazdin, 1985). For a person who is visually impaired, social competence is a key component of a positive self-concept, higher self-esteem, more assertive behavior, and the ability to accept one's disability as a part of oneself. According to Tuttle and Tuttle (1996), the acceptance of one's visual impairment is a necessity for self-acceptance and positive self-esteem.

Professionals widely acknowledge that lessons on acquiring social competence need to be an integral part of teaching students who are visually impaired, in order to increase their self-confidence and self-efficacy. General school systems emphasize the need for students to display social competence, in addition to academic competence, in order to succeed in school,

their future careers, personal lives, and in recreational activities. Social competence is normally learned through observation and modeling, as well as through incidental learning. For students with visual impairments, learning by these techniques is impossible or, at least, extremely difficult (Huebner, 1986; Hutto & Hare, 1997; McGregor & Farrenkopf, 2000; Sacks & Silberman, 2000; Tuttle & Tuttle, 1987; Wolffe, 1999, 2000). When developing curricula, teachers need to incorporate lessons that facilitate students' understanding of their visual impairments, through which students are more likely to gain "self-identity, interdependence, and social competence".

Learning social competence is necessary for visually impaired students to integrate themselves into society, so that they can be active participants in the sighted community (Hudelmayer, 1997; Mersi & Schindele, 1983). Social competence consists of skills that help people who are visually impaired manage the activities of daily living, orientation and mobility, public encounters, personal affairs and interactions with other people (Mersi & Schindele, 1983).

Integration into the social environment was found to be an essential factor which influences one's commitment to the academic system (Tinto, 1975). Lack of social integration might be one of the factors that relates to dropping out of university and not finishing the degree (Hodges & Keller, 1999). Students with visual impairment have many difficulties in the social-emotional field. Many skills which are necessary for social interaction are based on visual cues. Loss of sight influences the ability to recognize people or social situations (French, 1999). The lack of visual input makes it hard to recognize actions and emotions of the other and sometime mediation or interpretation is required (Rosenblum, 1997). The visual lack may cause a deficit in development of social skills and social rejection (George & Duquette, 2006). Researchers on social integration have consistently cited the necessity of learning about a student's social and personal characteristics at the time of admission

(Newcomb & Wilson, 1966; Pascarella & Terenzini, 1991; Weidman, 1989). In addition, background characteristics, such as socioeconomic status (Bean & Metzger, 1985), collegiate goals (Newcomb and Wilson, 1966; Paul & Kellerher, 1995), family expectations, and prior social interaction (Fagen, 1994; Terenzini et al., 1994) have been found to be predictive of integration into college.

Researchers have found that college students with visual impairments had restricted social experiences in adolescence (McBroom, 1997). Weiner's (1991) study of the social networks of 55 youths aged 14-23 who were blind or had low vision showed that although the number of friends increased with age, the family remained the predominant social support network. In this study, 65 percent of the participants identified fewer than five friends, 53 percent named one or no friend from school or work, and 76 percent named one or no friend from club affiliations.

Wolffe and Sacks's (1997) comparison of the social lives of youths aged 15-21 who were blind, had low vision, or were sighted indicated that those with low vision reported having less interaction with peers and participating in more passive activities than those who were sighted. It was concluded that "the visually impaired students' opportunities for social interaction with and acceptance by sighted age mates appeared to be limited at best".

The proportion of persons aged 18 and over with visual impairments who graduated from high school was only 45 percent, as opposed to 80 percent in the case of sighted persons (Demographics Update, 1997). However, among high school graduates, those with visual impairments were about as likely as sighted students (24 percent versus 27 percent) to attend college.

Studies of indicators of persistence among traditional college students have addressed the importance of campus characteristics that are assumed to shape the social integration of

students. These indicators include campus peers (Kuh et al., 1991), dormitory residence (Astin, 1993; Pascarella, 1985), opportunity for extracurricular activity (Astin, 1984; Kuh, 1993; Kuh et al., 1991; Niles, Sowa & Laden, 1994), and institutional mission (Arnold, Kuh, Vesper & Schuh, 1993; Pace, 1984; Terenzini et al., 1994).

2.9 Co-curricular Activities

Children who were visually impaired or blind consistently exhibited lower level of fitness than sighted peers (Blessing, McCrimmon, Stoval, & Williford, 1993; Lieberman & McHugh, 2001; Skaggs & Hopper, 1996; Winnick & Short, 1985). Other research showed that children with disabilities including visual impairment were not expected to pursue a full range of life options (Stein, 1996). Nevertheless, physical activity levels of children who are visually impaired and blind can be improved, therefore improving comfort and success of movement (Lancioni, Olivia, Bracalente, Hoopen, 1996; Lieberman, Butcher and Moak, 2001). Of the 102 legally blind college students whom McBroom (1997) interviewed, 67 percent reported participation in extracurricular activities, a rate similar to that of sighted students. McBroom included only students in their third or fourth years, which had some level of success and had overcome the high probability of dropping out in the first year of college. These successful students were asked what advice they would give incoming students with visual impairments. They provided answers in 11 categories, 5 of which were directly related to social activity, transportation, orientation and mobility skills, and contact with peers, assertiveness and independence, and extracurricular activities. The author discussed the services offered by colleges and universities, including alternative testing arrangements, reader services, tutors, adaptive computer equipment, note takers, orientation and mobility assistance, and recorded textbooks.

Erin et al. (1993) used the Learning and Study Strategy Inventory to question 106 high school students. Those students highlighted time management, test taking strategies, understanding core concepts, and study skills as important for academic success. Dote-Kwan and Senge (2002) wrote about using high-tech (personal computers, speech synthesizers, screen readers, electronic Braille, note takers, and reading machines) and low-tech devices (braillewriter, slate and stylus, tape recorder, digital recorder and photocopier to enlarge print) as adaptive technologies in the college setting.

At the living Skills Center in San Pablo, California (Vancil, 1997) students addressed critical issues related to college such as living arrangements on a college campus, organizational skills for keeping materials easily and readily accessible, use of reader services, completing difficult assignments, orientation and mobility training, assertiveness, and appropriate social skill interactions. Hodges and Keller (1999) encouraged students with visual impairments to live on or near a campus to ensure better social interaction with other students. The authors felt that social skills should be an integrated and ongoing part of a student's life so that he or she can actively participate in college social life.

2.10 Related Research in the Context of Bangladesh

A significant proportion of the Bangladeshi population lives in poverty. Poverty may lead to the onset of health conditions which may result in disabilities, including through malnutrition (Maulik et al. 2007; Lancet 2008), lack of inadequate public health interventions, poor living conditions, environmental exposures and injuries and diseases that are linked to poverty.

Furthermore, disabled children in low resource countries are less likely to be sent to school based on the assumptions that they are uneducable, that disclosure will stigmatize the family and affect the marriage prospects of siblings, or they are not a worthwhile investment.

UNESCO studies have estimated that 98 percent of disabled children in 'developing countries' are denied any formal education (cited in DFID 2000a:3).

A number of studies conducted by non-governmental organizations capture the present scenario of education of the disabled in Bangladesh. One such study on Disaster and Disability conducted by the Center for Services and Information on Disability (CSID, 1999) found that only 17 percent of people with disabilities attended free primary education and 1 percent went for non-formal education during their childhood, while 76 percent of this population did not get access to any kind of education.

Another study on women and adolescent girls with disabilities reflects that only 3.75 percent girls with disabilities proceeded to acquire education at the university level (CSID, 2002). The dropout rate between primary and secondary level for women was high, at 64 percent (the number includes both adolescent girls and adult women with disabilities). The same study found that the enrollment rates amongst the adolescent girls and adult women with disabilities in the primary schools were at 21.25 percent and 30.67 percent respectively. Most of these women are pursuing education at traditional schools due to the existing provision of free primary education. Enrollment in special education schools is much lower, because of higher cost and inaccessibility since they are mostly located in urban areas. In addition, the study found that over 36 percent of these women faced harassment in the form of teasing; and/or their ventures to educate themselves were not supported by members of their surrounding environment.

The overall development of women with disability depends upon the attitudes of the people or community surrounding them. When attitudes are positive, it is more likely that the women will be confident and find success in life. Negative attitudes were found to cause depression, dependence and low self-esteem. The CSID study also found that only 7.10 percent of the

women participated in games and sports. A larger, yet still negligible number of the respondents, 26.13 percent participated in social activities. Yet, 53.5 percent reported that they were interested to participate in different activities – indicating that these women were often left out in social situations.

The CSID conducted another study, *Educating Children in Difficult Circumstances: Children with Disabilities*, (ESTEEM-2, CSID, 2001) and found that only 11 percent of children with disabilities received some form of education. The study also found that enrollment in education in urban areas was marginally higher than that in rural areas. Among those respondents who were not enrolled in any form of education, 74 percent expressed a desire to receive education. Nearly 68 percent of the enrolled children with disabilities were in government and private primary schools. Among those children with disabilities,, 55 percent suffered from physical disabilities, 13 percent were visually impaired, 12 percent were hearing and speech impaired and 10 percent had intellectual disabilities.

The prospects for using technology to assist the visually impaired were explored by CSID in a study carried out on 190 visually impaired respondents from 11 districts in Bangladesh, titled “A Study on the Situation and Prospect of the use of Computer for Persons with Visual Impairment” (CSID, 2003). It revealed that 69.5 percent of the respondents were residing in urban areas. This highlights the trend in the country among persons with visual impairment seeking education to migrate to urban areas where more such opportunities exist. In fact, 64.2 percent of the respondents are residing in Dhaka, the capital city, mainly because the educational and employment scopes and opportunities in Dhaka are much greater than in any other cities. The study identified 71.6 percent of the respondents to be students at the Dhaka University, and that this particular group had the greatest potential to be trained in computer literacy.

2.11 Researcher's Summary

The studies outlined in the previous sections show that access to education for children with disabilities is extremely limited and gaps exist between in primary and secondary school levels, as well as tertiary levels. Very few students with disabilities were able to access free primary education. It was also found that the enrollment in schools was higher in urban areas. In the case of women with disabilities, attitudes affect educational status. Often, mothers are blamed for giving birth to disabled children. It was also discovered that social stigmas result in disabled children, particularly girls to be treated as unfairly compared to non-disabled members in the family. This highlights a separate, but related predicament of women in Bangladesh – that they were often victims of discrimination in the male dominated society underpinned by conservative traditions.

The government of Bangladesh has taken different initiatives and programs for primary and secondary education in light of the “Education for All” movement. As a ratifying country of the Child Rights Convention (1989) the government of Bangladesh is responsible and legally bound to provide educational opportunities equally for all children. Furthermore, the government has also committed to providing employment opportunities for people with visual impairment. A recent newspaper article (Prothom Alo, 22nd August, 2011) reported that 10 visually impaired persons would be appointed as assistant teachers at government secondary schools. Given the steep challenges in education sector for visually impaired persons in Bangladesh, this move, albeit small, may be a gateway to open up further opportunities for jobs for the visually impaired.

2.12 International Commitments, National Policies and Legislation with regards to The Education of Children with Disabilities

The Constitution of Bangladesh recognizes education as a basic right of all citizens and obligates the State to adopt effective measures to ensure access to education as a goal in its own right and as a means to improving the quality of life and human welfare. Article 17 of the Constitution mentions that it is the responsibility of the state “to provide uniform, mass-oriented and universal education and to extend free compulsory primary education to all children to such stage as may be determined by the law”.

In addition to such national imperatives, Bangladesh is committed to international goals in education as set out in various declarations. Bangladesh re-affirmed its commitment to basic education through the two world conferences on “Education for All”(EFA) in 1990 and 2000; and is a signatory to the *World declaration on “Education for All”* adopted in the Dakar Conference 2000. Following the *Framework of Action* adopted in the Conference, a post-Dakar *National Plan of Action* (2003-2015) has been formulated. Bangladesh also aims to achieve the *Millennium Development Goals* (MDGs) covering universal primary enrollment, achieving an adult literacy rate of 90 percent and secondary enrollment rate of 95 percent by the year 2015. Prior to the Dakar Conference, the government signed the “*Jomtien Declaration*” (1990) and adopted “Education for All by 2000” under which the priority agenda included eradication of illiteracy and ensuring universal primary education.

The following are the international goals and various declarations which are committed by the State of Bangladesh.

The Universal Declaration of Human Rights (1948)

On December 10th, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human rights. The issue of education is particularly mentioned in Article 26 and 27 in this document:

I. Article 26

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their education.

II. Article 27

- (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
- (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

UN Convention on the Rights of the Child (CRC) – 1989

Apart from two countries, this convention has been ratified by all the member states of United Nations. The four principles of CRC (Non-discrimination: Article# 2, Best interest of the Child: Article # 3, Survival & development: article # 6 and Participation: Article # 12) applies to Children with Disabilities also. Article # 28 of CRC insists that all children have the right to education on the basis of equal opportunity and Article # 29 emphasizes that the education of children shall be directed to: The development of a child's personality, talents and mental and physical abilities to their fullest potential; the development of respect for human rights and fundamental freedom... parents, own cultural identity, language and values including national values... and the participation of the child for a responsible life in a free society and so on.

Education for All (EFA): Jomtein (1990)

The basic idea of inclusion can also be found in the Jomtein declaration. Here, Education for All (EFA) emphasizes the inherent right of every child to a full cycle of primary education and commitment to a child-centered pedagogy, where individual differences are accepted as a challenge, and not as a problem. The Jomtein Declaration also emphasizes the need for improvement in the quality of primary education and teacher education, recognizing and respecting the wide diversity of needs and patterns of development among primary school children.

Salamanca Declaration (1994) World Conference on Special Needs Education

The international declaration states “school should accommodate all children's conditions”. Inclusive education was adopted at the World Conference on Special Needs Education as a principle in addressing the learning needs of various disadvantaged, marginalized and

excluded groups. This includes children with disabilities and gifted children, street and working children, children from ethnic minorities, refugee children and other marginalized or disadvantaged children. In this context “special education needs” refers to all children that experience barriers in equal access and equal participation in education.

Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993)

The UN “Standard Rules on the Equalization of opportunities for person with disabilities” comprised 22 rules, of which rule 6 states “*States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth, and adults with disabilities, in integrated settings.*”

Dakar Framework (2000)

The need for inclusive education has been reiterated in the notes on the Dakar Framework for Action, which mentions “In order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly... Education systems must be inclusive, actively seeking out children who are enrolled and responding in a flexible way to the circumstances and needs of all learners.”

E-9 Declaration (2000)

The declaration on EFA was agreed upon during the fourth summit of the nine high population countries including Bangladesh in February 2000, and also highlighted as one of the main goals that “all children with special needs will be integrated in mainstream schools.”

2.13 National Context

In Bangladesh, the national framework for disabilities is the Bangladesh Constitution which states “no citizen shall, on grounds only of religion, race, sex, or place of birth be subjected to any disability, liability, restriction or condition with regard to access to any place of public entertainment, or resort, or admission to any educational institution.” In 1995 the first National Policy for the Disabled was approved by the Government, which “mainstreamed disability into the country’s development agenda. An action plan to operationalize this policy was approved in 1996.

The Bangladesh Parliament adopted its first comprehensive disability legislation, the Bangladesh Persons with Disability Welfare Act 2001, in April of that year.

2.14 Researcher’s Reflection on Commitments and Reality

Although there are constitutional, legislative and policy bindings, and Bangladesh ratified the CRC and signed the entire International and Regional declaration on Education, the Government of Bangladesh is yet to undertake significant steps to ensure education for children with disabilities. A few initiatives have so far been taken to establish a compulsory primary education through the “Education for All” program and necessary steps have been taken for secondary education program. The most recent National Education Policy 2010 of Bangladesh also suggested in chapter 18 for the provision for mainstreaming education along with special education provisions depending on the need of children with disabilities. Moreover, in the necessity of including disability issues in teachers’ training curriculum was mentioned so that the regular teachers could manage children with disabilities in regular settings. However, the necessary focus that is required to address the challenges faced by children with disabilities has yet to be made evident in government agendas.

2.15 Disability Prevalence: South Asia

The South Asian region, also called the Indian sub-continent, comprise of Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka, and according to some geographers, Afghanistan and Myanmar. It has a huge population 1.6 billion (more than one-fifth percent of the total world population). At the same time, and despite rapid economic growth during the 1990s, the region has among the lowest per capita incomes in the world, comprising roughly 3 percent of world GDP.

South Asia's political, religious, ethnic, and linguistic differences are a testament to the diversity of the region. Although rich in diversity, the region remains one of the most disadvantaged areas in the world. In South-east Asia, the prevalence of disability ranges from 1.5 – 21.3 percent of the total population, depending on definition and the severity of disability (Mont, 2007). The following are the prevalence rate of different countries:

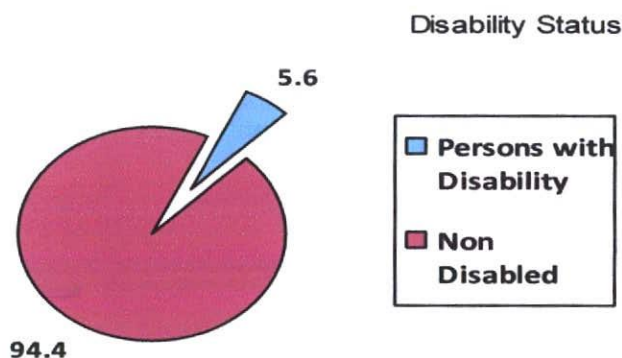
Bangladesh

The estimated total population of Bangladesh in 2011 is approximately 142.3 million (BANBEIS, 2011). The prevalence of disability is believed to be high for reasons relating to overpopulation, extreme poverty, illiteracy, lack of awareness, and above all, lack of medical care and services. Seel (2007) pointed out that “because of fears, prejudices or simple lack of knowledge and resources” many children with disability are simply not recognized.

Although disability is a major social and economic phenomenon in Bangladesh, there is very little reliable data available on this issue, especially in the absence of a comprehensive national survey on persons with disabilities. The statistics on the prevalence rate of disability in Bangladesh has been a matter of serious debate. There are a number of sources providing conflicting numbers. Action Aid Bangladesh and Social Assistance and Rehabilitation for the

Physically Vulnerable (SARPV) put the disabled population at 8.8 percent of the total population (Haque et al.1997). Bangladesh Protibandi Kalayan Samiti (BPKS) records 7.8 percent (Haque et al. 1997), while in another survey by Action Aid Bangladesh (1996) records 14.04 percent people suffered from some form of impairment (this study is however based on survey in four areas which explains the discrepancy with the previous statistic noted by Action Aid). Furthermore, the Government of Bangladesh surveys in 1982, 1986 and 1998 estimated the national prevalence rate at 0.64 percent, 0.52 percent, and 1.60 percent respectively. According to Nasreen and Tate (2007), census documentation and survey conducted in 1980s and early 1990s provide wide ranging statistics on the prevalence of disability in Bangladesh, which were for example 7.0 percent, 4.7 percent and even as low as 1.6 percent (BBS,1994). These figures are far below than international estimates.

Another study carried out by Handicap International and NFOWD found that 5.6 percent people in Bangladesh had a disability of one kind or another. Among the persons with disabilities, the percentages share of different types of impairment were as follows: visual 32.2 percent, physical 27.8 percent, hearing 18.6 percent, speech 3.9 percent, intellectual 6.7 percent, and those with multiple disabilities comprised 10.7 percent (Handicap International & NFOWD, 2005) (Fig. 1.).



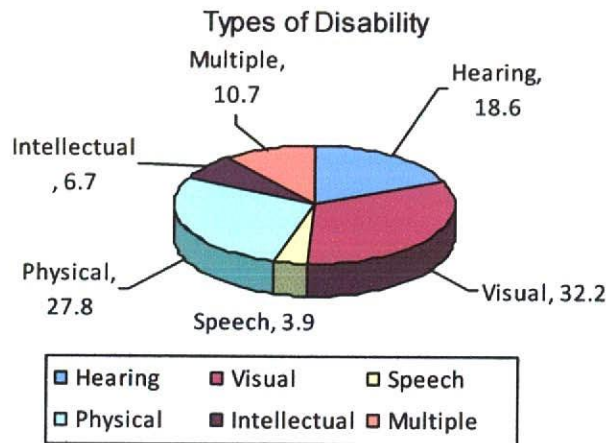


Figure 1 : Percentage Distribution of Population by Disability Status and Types

Making references to World Health Organization (WHO) and World Bank's estimates for developing countries, Ministry of Social Welfare (2005) indicates that 10 percent of the people belonging to various age groups (e.g., children, adults etc.) in Bangladesh have different kinds of disabilities. World Bank (2004) identifies that disability amongst children (below 18 years of age) was estimated to be 6 percent and, the rate climbed to 14 percent for adults (above 18 years of age), which corresponded to 3.4 million children and 10.2 millions adults with disabilities. The statistics (though approximated) indicates that a large section of the population including children was in a state of disability.

Disability Prevalence by Education Status:

The prevalence of impairment decreased with an increase in years of schooling of the population under study, as evidenced by the significant decrease in the disability rate with the increase in year of schooling of the respondents. Almost 10 percent of people with no education had an impairment of one kind or another compared to 2 percent of people with higher education (12 years or more schooling experience). The rates were 4.2 percent for 1-4 years school, 4.9 percent for 5-9 years of schooling and 2.9 percent for 10-12 years of schooling (Titumir & Hossain, 2005) as shown in Figure 2 below.

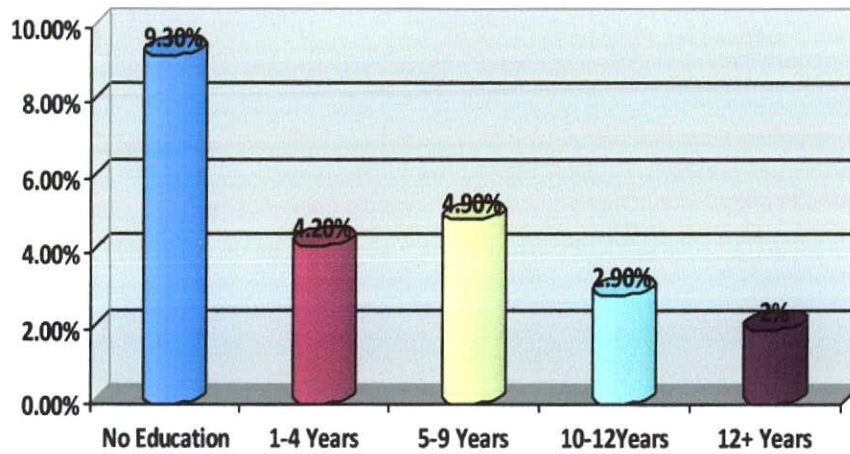


Figure 2 : Prevalence by Education Status

Visual Impairment:

Visual impairment corresponds to a significant proportion of disabled people within the overall disabled population. Information on types, severity and age of onset, causes and tools used to overcome visual impairment are presented in following figures (Figure-3, 4 and 5). It shows that most (42.5 percent) of the visual impaired persons had deficiencies in both eyes. Visual deficiency in one eye (10.8 percent), low vision (17.5 percent) and cataracts (10 percent) were the major types of impairment. Roughly 38 percent were in moderate condition and 31 percent were in severe condition according to severity perception of the respondents. Nearly 20.5 percent had their impairments from an early age (less than or equal to five years) (Titumir & Hossain, 2005).

Natural aging is most responsible (42 percent) for causing visual impairment. Roughly 11.7 percent did not know the actual reason behind their problem. Accidents, birth problems, malnutrition and wrong treatments were also responsible significantly for this problem (Titumir & Hossain, 2005).

In a survey conducted by Sightsavers International, cataract was found to be the major cause behind blindness, where 79.6 percent of bilateral blindness, 61 percent unilateral blindness and 74.2 percent of low vision caused by cataract (Sightsavers International, 2003). The study also found that visual impairment was more common in women than in men. They also found that cataract accounted for 80 percent of total blindness in Bangladesh, and 32.5 percent of child blindness: nearly 130,000 people got affected by cataract blindness annually.

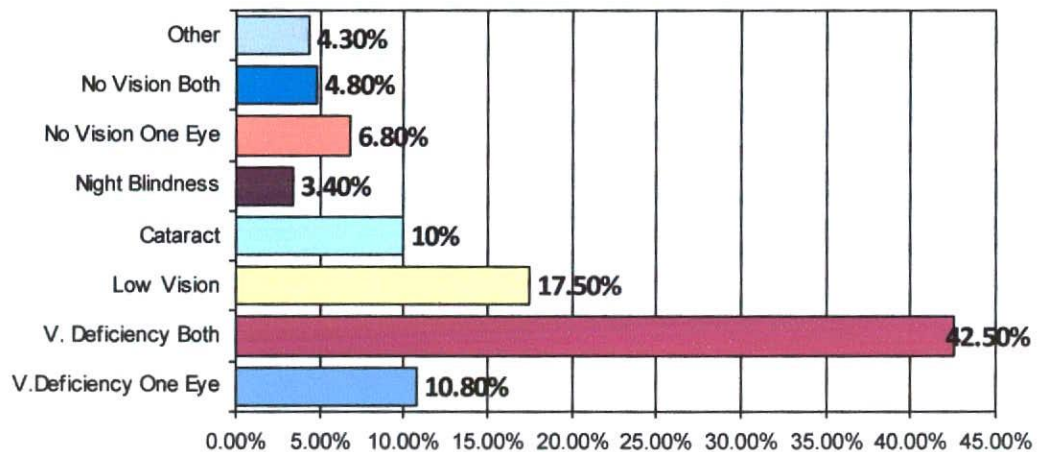


Figure 3 : Types of Visual Impairment

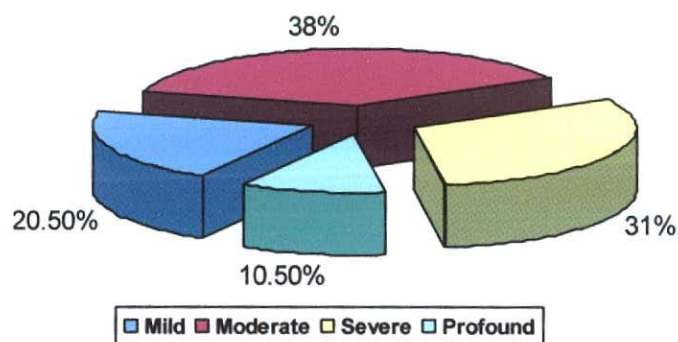


Figure 4 : Severity of Visual Impairment

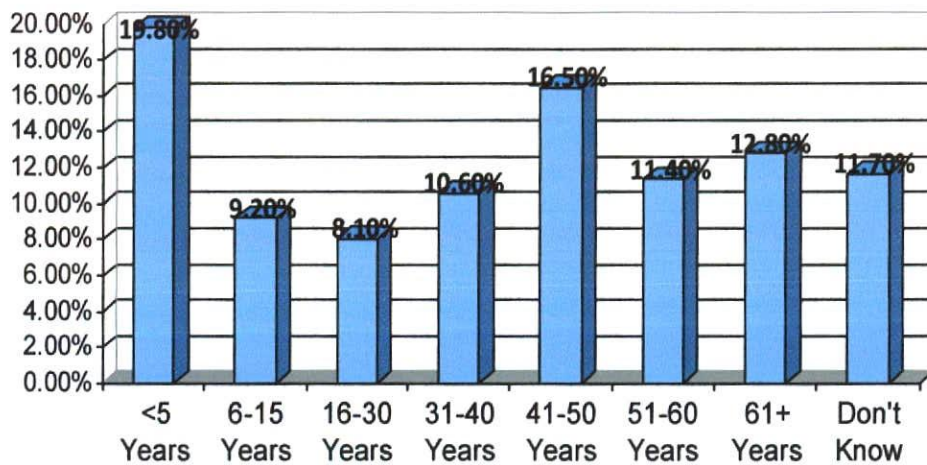


Figure 5 : Age of Onset of Visual Impairment

Any visual impaired person has equal right to have access to education to turn him/her as a productive person in the society. Education is the key to unlocking wisdom and brightening prospects in life. Therefore, the importance of education for the visually impaired in Bangladesh needs to be emphasized and brought into public consciousness. The ability to adapt to vision loss is influenced by individual factors such family support and intellectual skills, emotional and physical functioning. As a result, service needs can differ greatly, even among persons with similar visual deficits, and many factors must be considered in designing appropriate educational programs. Ensuring education opportunities for the children with disabilities is imperative on the part of the government and other relevant agencies of the country.

Bhutan

According to the “The World Fact Book” of the US Central Intelligence Agency (CIA), the population of Bhutan was about 708,427 people (July 2011 estimate). In Bhutan 2020, a vision document published by the royal government, the challenge has been set for achieving universal primary school enrollment by 2002, full enrollment at lower secondary school by

2007 and full enrollment at middle secondary school by 2012. Disabled children are part of this children population and should have an equal opportunity to access and benefit from educational rights.

There is still little knowledge about the number of children with disabilities in Bhutan and how many have access to education. It has been noted that on average, rate of disability among children in most nations is 3 percent of the total child population. If this average is representative of the child population of 354,000 in Bhutan, then approximately ten thousand children exist with disability or require special educational needs (Nizamani, 2005). At present, only 50-55 visually impaired children are enrolled at National Institute for the Disabled now known as National Institute for the Visually Impaired (NIVI) in Bhutan indicating a large part of the affected population are deprived of educational opportunities.

India

With a population of over 1.2 billion, India is the second most populous country in the world (Census of India, 2011). The literacy rate in 2011 for its population aged seven and above was 74 percent, up from 65 percent in 2001. Further broken down, this statistic comprises of a male literacy rate of 82.1 percent and female literacy rate of 65.5 percent.

In 1994 WHO estimated the World blind population to be around 38 million with further 110 million cases of persons with low vision that are at risk of becoming visually impaired. Thus, the global figure of serious visual impairment was approximately 148 million people. China, India and Africa account for 53 percent of global blindness. In a national survey conducted during 1986-89 (National Program for Control of Blindness) by NPCB/WHO in India, the prevalence of blindness was found to be 1.49 percent. As per the survey results there were more than 12 million “economically blind” persons (visual acuity with best correction in the better eye being below 6/60 - 3/60 Perception of light as per the definition of blindness

recommended by WHO). According to the Census 2001, there were nearly 22 million people with disabilities in India which constituted 2 percent of the total population (India, 2001). This includes persons with visual, hearing, speech, loco motor and intellectual disabilities. Roughly 49 percent of disabled population comprised the visually impaired persons (India, 2001).

The Government of India, Ministry of Human Resource Development, Department of Education (India, MHRD, Dept of Education, 2005) in its “ Action Plan for Inclusive Education of Children and Youth with disabilities” has mentioned its goal as “ Recognizing Education for all children as a fundamental right, to ensure the inclusion of children and youth with disabilities in all available mainstream educational settings, by providing them with a learning environment that is available, accessible, affordable and appropriate to help develop their learning and abilities”.

Nepal

According to the Department of Economics and Social Affairs Population Division, the total population of Nepal was 29,331,000 (2010 estimate), with per capita income US\$244. A number of studies had been conducted in Nepal since 1980 in order to estimate the prevalence rate of disability and have come out with different findings by different studies. In 1980, 1995, 1998, 2001 and 2002 the prevalence rate of disabilities were respectively 3 percent, 5.04 percent, 8.9 percent, 1.63 percent and 0.45 percent. Of this population, the report of the 1981 Nepal Blindness Survey estimated that 117,623 people were blind (0.84 percent at the time), 259,888 people (1.85 percent) had low vision, and 233,612 people (1.66 percent) were blind in one eye (His Majesty's Government of Nepal, 2002). These statistics were derived based on a population sample of 39,887 individuals (Brilliant, Pokhrel, Grasset, & Brilliant, 1988). This report further mentioned that 80 percent of the blindness was found to be

avoidable and curable. Cataracts and glaucoma were the primary causes of avoidable blindness, with cataracts accounting for 70 percent of cases (Brilliant et al., 1988).

Pakistan

The population of Pakistan was about 177.18 million (Government of Pakistan, September, 2011). Urban-rural ratio was respectively 31.5 percent and 68.5 percent is in rural areas. On a national basis, 2.49 percent of the population reportedly suffers from disabilities. Percentages of visually impaired people in age groups 0-4, 5-14 and 15-29 were 10.93 percent, 19.86 percent, and 18.76 percent respectively (Nizamani, 2005).

In Pakistan, there were two systems providing education to children with disabilities; special education and mainstream education. The special education system comprised both residential and day schools. The special education of children with visual impairment was provided through a network of 63 schools for the visually impaired run by the Federal and Provincial Governments, and NGOs. In the Punjab province; there were 114 schools for children with disabilities including those with visual impairment (Nizamani, 2005).

Sri Lanka

With a population of 20.65 million (Census, 2010), Sri Lanka had one of the most literate populations amongst developing nations (Gunawardene, 2004) with a literacy rate of 92 percent, and 83 percent of the total population having had secondary education (UNICEF, 2005). The prevalence of childhood blindness was 3 in every 10,000 (Gilbert, 2008), so based on the childhood population of 5,087,817, there were approximately 1,500 children who were blind or had severe visual impairment ($VA < 6/60$ -NPL). There were an additional 3,000 children who had low vision. Based on these numbers, there were 3,500 children (5-15 years) who required educational support. In Sri Lanka out of the estimated 500,000 disabled people

only 10,000 (two percent) had access to education and appropriate basic services. Still there were no accepted level facilities provided in regard to general education especially for the disabled children.

The Special Education Centre was established at the National Institute of Education (NIE) in 1988 and was raised to the status of a department in 1991. In 1992, NIE started a course leading to a degree of Bachelors of Education for teachers of special education. In 1994, there were 157 teachers specially trained to teach the children with visual impairment, which has grown to 238 by the year of 2000. These teachers not only teach at the school for the blind but also made home visits and give home counseling to families and children with visual impairment (Gunawardana and Dhanapala, 2000). Sri Lanka is an EFA focus country and the Ministry of Education (MoE) has developed a national plan for EFA and inclusive education falls within the EFA plan. With regards to inclusive education, the EFA action plan drew special attention to the marginalized of children and to the need to broaden and improved early childhood security and provision of educational opportunity.

2.16 Education of Visually Impaired Students in Bangladesh

The Rotary club of Dhaka launched an institution for persons with visual impairment in 1957 with technical assistance from Helen Keller International (HKI). Two types of education systems for the visually impaired are in operation. They are the Special Education and Integrated Education systems.

Under the Special Education system, there are 7 schools (5 in the public sector), that provide education programs for persons with visual impairment. Public sector schools are set up in 5 divisional towns out of 6 administrative divisions in the country. Two other special schools: Baptist Mission Integrated School (female students only) and Salvation Army Home for the Blind (male students only), are residential institutions operated by NGOs.

Both government and NGOs operate integrated education programs for students and children with visual impairment. Since the independence of Bangladesh the education of visually challenged students has been introduced by the Department of Social Services known as Integrated Education for the Visually Impaired. The Department of Social Services (DSS) of the Government of Bangladesh has been implementing a Government Integrated Education Program (GIEP) in 64 districts of Bangladesh since 1974. GIEP program is designed mainly for the children with visual impairment to include them to the mainstream education programs.

Poverty, illiteracy, ignorance, malnutrition, deficiency of vitamin-A, are some of the prime causes of visual impairment in Bangladesh. The DSS has initiated GIEP through education, training and job placement, with a target to provide low cost education facilities for visually impaired children, so that they can get opportunities along with sighted children and learn to cope with their situation and environment. Under GIEP, a trained “Resource Teacher” is provided in each center to ensure the education of the visually impaired children. A “House Parent cum Teacher” was also appointed to assist the “Resource Teacher”. They are assigned to help the visually impaired children with their problems and also to provide necessary support to other teachers of the school.

At present there are 10 seats for the visually impaired students in each center of the 64 integrated schools. However, at present only 36 schools are actively working under the department of DSS. After establishment of the program in 1974, roughly 500 students have benefited from it. Initially, there was no provision for hostels in those schools, but after understanding the importance of housing facilities, a total of 28 hostels were built there. In the first phase 11 hostels were built (5 from govt. support, the rest with non-govt. support). In the second phase, the government established 17 more hostels. However, there is a dearth of education inputs/materials such as Braille books, Braille writing frames and styles, paper for

writing in Braille, boards for arithmetic/mathematical teaching/learning and white canes. For all of the aforementioned reasons and, more importantly, because of the lack of skilled teachers, the systems' benefits have not been realized.

In addition, there are a few special schools for the visually impaired students which are run by voluntary development organizations. These are: Assistance for Blind Children (one for girls and others are for boys), RDRS, (Rangpur Dinajpur Rural Service (both boys and girls), Green Disabled Foundation (for boys), and Bangladesh Dristhihin Foundation (for boys). Most of these schools offer only primary and junior high school level education. After completion of junior high school, most of these visually impaired children discontinue their education, with only few of them moving on to the mainstream higher education.

The following Table shows the scenario of government integrated programs attached to regular schools for the visually impaired children.

Table 2.1

Number of GIEP Schools and Total Number of Visually Impaired Students (as in 2010-2011)

Number of GIEP* schools	Active schools	Total students of primary school	Total students of high school	Total number of students in both primary and secondary levels	Average of Students per Active School
64	36	130	195	325	9

*GIEP (Government Integrated Education Program)

Source: Ministry of Social Welfare, Dhaka (2011)

The 2.1 Table shows the total number of visually impaired students who were studying under the government educational program. The following data (Table 2.2) represent the passing rate in the secondary school certificate (SSC) examination.

Table 2.2

Number of Visually Impaired Students Who Passed SSC Exams from GIEP* Schools

Total students who passed SSC exams from GIEP schools				
In 2007	In 2008	In 2009	In 2010	In 2011
6 of 9 students	9 of 12 students	23 of 28 students	27 of 29 students	32 of 32 students

*GIEP (Government Integrated Education Program)

Source: Ministry of Social Welfare, Dhaka (2011)

Table 2.1 shows that the enrollment rate of primary and secondary level of the visually impaired students was low, due to lack of resource teachers, house parents and infrastructure facilities. The classroom sitting arrangements were not appropriate and they did not have adequate space for all these children. Besides, there was a huge lack of teaching and learning aids in almost all GIEP schools. In some schools the children had Braille books for a few subjects and many of these books were not updated in relation with the changing government textbook and curriculum.

Table 2.2 presents the picture of passing rate of visually impaired students (Appendix-E). It was increasing which is a positive sign. In the year 2011, 100 percent students succeeded secondary school certificate. However, those students failed to continue higher secondary school certificate (grades 11 and 12) because of lack of support that were provided at primary and secondary levels. Since higher secondary level education was inaccessible, visually impaired students were unable to access further higher education, thus the rate of enrollment dropped after secondary school certificate.

Another concern is the deterioration of the education quality as reflected in the poor learning achievements of the students. In general education, at primary level after completing five years of schooling, one-third of the children were without functional skills in literacy and

numeracy (Education Watch 2003/4). School participation is strongly associated with the socioeconomic characteristics of the children such as age, parental education, household food security status, religion, and ethnicity. A study conducted in 2008 shows that 86.4 percent of the children aged 6–10 years were enrolled in school. Of the remaining 13.6 percent who were out-of-school, 12.1 percent were never enrolled in school, and 1.5 percent were enrolled but dropped out after some time (CAMPE 2009). The rate of out-of-school children was higher among the boys than the girls and in rural areas than in urban areas. While completion rate at junior secondary was high and it dropped sharply at secondary and higher levels. At secondary level less than 40 percent passed at grade 10 and 12, and only 10 percent of the students who enter grade 12 complete (Bangladesh Country Team Report, 2006). The quality at tertiary and technical vocational levels was also low. In the backdrop of the quality of general education, it is easier to get a sense of the quality of education for the visually impaired students.

2.17 Teacher Training in Special Education

The Department of Special Education, Institute of Education and Research (IER), Dhaka University, offers two degree programs that prepare teachers in special education - one at the bachelor's level (honors), and the other at the master's level, with an annual enrollment of 25-30 students. Few of them go on for a specialist degree (post-graduate) and a doctorate in special education. Choice of emphasis includes three disability areas: visual impairment, hearing impairment and intellectual impairment.

The National Center for Special Education, under The National University of Bangladesh provides teacher training in special education. A post-graduate degree, a Diploma in Special Education, is awarded under the National University of Bangladesh.

The Bangladesh Institute of Special Education (BISE), a program of the Bangladesh Protibondhi Foundation (BPF), is a teacher training college affiliated with the National University of Bangladesh. A bachelor degree in special education and a master's degree are offered through the BISE, with a specialization on teaching children with intellectual impairments, visual impairments and hearing impairments.

2.18 Education of Visually Impaired Students in Higher Education

There is limited access to higher education for visually impaired students. At present, only 4 out of 34 public universities and 32 out of 2153 government colleges (under National University) have visually impaired students enrolled. The private universities are not subsidized by the government, and the high tuition fees charged by such institutions make them accessible only to the affluent class of society. Among the public universities, only Dhaka University, Chittagong University, Jahangir Nagar University and Jagannath University accept students with visual impairments. These universities offer undergraduate and postgraduate level courses in various subjects, including English, History, Law, Islamic Studies, Sociology, Political Studies, Islamic history and culture, International Relations, Journalism, Philosophy, and Education. It should be noted that visually impaired students are only offered courses in the Arts and Social Science departments. Science and Business Studies departments do not allow visually impaired students due to the problems associated with conducting practical classes and field trips for them. Thus, it is evident that the visually impaired students do not have equal rights to access education, and not only does this lead to a situation of social exclusion, but also limits education attainments and pathways to success.

CHAPTER III

METHODOLOGY

"Historically, disabled people have been the objects of study but not purveyors of the knowledge base of disability"

(Snyder & Mitchell, 2006)

3.1 Overview

This chapter presents the research design and methodology used in this study. The quality of any study is reflected by its design and methodology. A description of the design and strategy used in conducting this study is given below. The first section of this chapter discusses the collection and analysis of related documents. The second section of the chapter details the research process including selection of sample, sampling and description of research tools used for the study, data collection procedure, data analysis and reliability. The chapter ends with the details of ethical consideration.

3.2 Collection and Analysis of Related Documents

The aim of this present study is to identify the challenges and prospects of providing higher education to visually impaired students and to suggest ways for meeting those challenges. With this purpose the researcher first reviewed relevant texts, including journals, articles, documents and other written sources for preparing a research proposal. Seven specific objectives were identified, and research questionnaires were prepared with respect to these objectives. The areas of focus were socio-demographic details, description of the impairment (age of onset, nature of the visual abilities etc.), admission, teaching-learning experiences, availability of library facilities, examination and co-curricular activities in higher education. Separate questionnaires were prepared for students and teachers and modified with consultation of the supervisor of this research study. All of the instruments/questionnaires

were pretested to ensure that they function according to the goals of the study and do not exhibit any unforeseen problems.

In addition to survey questionnaires, two Focus Group Discussions (FGD) were led at two public universities. The key areas for these discussions were pre-determined according to the research objectives. With these discussions, the researcher hosted an open forum with the participants and tried to obtain in-depth information by asking probing questions. The interviewer kept notes and recorded the discussion and wrote it in narrative description at the conclusion of the sessions.

The researcher also explored experiences of two participants in the form of Case Studies. These case studies took a hands-on approach for understanding some of the issues faced by participants, who were eager to talk to the researcher without any hesitation.

Finally, a committee conducted two seminars for this research study, and the researcher utilized the feedback from the audience to enhance the research design.

3.3 The Research Process

3.3.1 Selection of Sample

This section describes the process of selecting the sample for this study. The researcher identified candidates by utilizing three resources:

- a. Respective Authority- The researcher sent letters to respective authorities such as the principals or the Registrars of public universities/colleges and outlined the purpose of the research and collected a list of visually impaired students enrolled in those respective institutions.

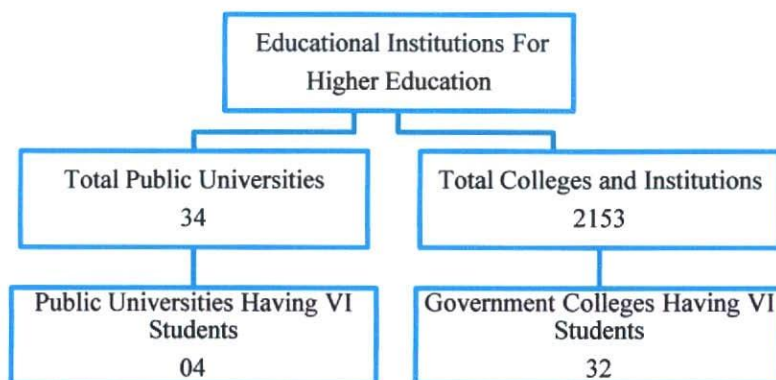
b. Support services- The Bangladesh National Society for the Blind (BNSB) provides annual stipends to visually impaired students who enroll for higher education and maintains a database of such students. The researcher obtained the list from BNSB.

c. Prior acquaintance - The researcher utilized personal network and friends of participants to expand the sample.

3.3.2 Sampling

A sample is a relatively small proportion of a population selected and analyzed in order to draw certain inferences about the population. To obtain a sample representative of a population, four techniques are commonly used - random sampling, stratified random sampling, incidental sampling and purposive sampling. For this present study, a purposive sample technique was used.

A total of 135 visually impaired (VI) students were studying (academic year 2009-10) in higher education institutions in Bangladesh (Table 3.3.2.1). Of these students, 68 were in 4 public universities, and the remaining 67 were in across 32 different government colleges which were under the National University.



Source: The Controller Office, National University, 2008 and the University Grants Commission, 2010.

Figure 6 : Educational Institutions for Higher Education in Bangladesh

The sample size in this study consisted of 100 visually impaired students in higher education and 30 teachers from those departments which had visually impaired students. The sample was selected according to the following criteria:

- a) 1st year students were not considered for this sample (2009-10 academic year).
- b) Private universities were excluded from this research.
- c) Students with any other additional disabilities (apart from visual impairment) were excluded.
- d) Only those institutions where four or more visually impaired students were studying were included.
- e) Finally, two teachers were taken from each department which had visually impaired students.



Figure 7 : Sample Selection

Table 3.3.2.1 shows the different universities, government colleges and the institutions from which the participants were selected.

Table 3.3.2.1

List of Educational Institutions Having VI students as of 2010

SL	Institutions	Male	Female	Total
01.	Dhaka University	25	15	40
02.	Chittagong University	18	8	26
03.	Jahangirnagar University	00	01	01
04.	Jagannath University	01	00	01
05.	Ashek Mahmud College. Jamalpur	01	00	01
06.	Begum Bodrun Nesa govt. College Dhaka	00	02	02
07.	Belca Degree College. Gaibandha	01	00	01
08.	B. Baria Govt. College B. Baria	01	00	01
09.	Bhawal Badre Alam College, Gajipure	01	00	01
10.	B. L. College, Khulna	00	01	01
11.	Brojomohon (B.M) College Barishal	04	03	07
12.	Chittagong College Chittagong	01	00	01
13.	Dhaka College	02	00	02
14.	Dinajpure Govt. College	00	01	01
15.	Govt. Eden Mohila College, Dhaka	00	23	23
16.	Govt.M.M. College, Jessore	01	00	01
17.	Govt. Bangla College, Dhaka	02	01	03
18.	Govt. Nazimuddin Uni. College, Madaripur	01	00	01
19.	Govt. City College Chittagong.	01	01	02
20.	Govt. Titumir College,Dhaka	03	00	03
21.	Gaibandha Govt. College, Gaibandha	01	00	01
22.	Carmichael College. Rangpur	03	01	04
23.	Khan Jahan Ali Adarsha College. Khulna	00	01	01
24.	Lohagora Adarsha College Narail	01	00	01
25.	Narail Govt. College,Narail	01	00	01
26.	Netrokona Govt. College, Netrokona	01	00	01
27.	Matikata Adarsha College, Rajshahi	01	00	01
28.	Mohongonj Degree College. Rajshahi	01	00	01
29.	Rajshahi College	01	00	01
30.	Sayed Hatem Ali College, Barishal.	02	00	02
31.	Sirajgonj College, Sirajgonj	01	00	01
32.	Tejgaon College Dhaka	01	00	01
Total		77	58	135
Source: The Controller Office, National University, 2008 and the respective universities. Note: Students of the bolded institutions (having 4 or more VI students) were included in this study.				

A total of 100 respondents (Table 3.3.2.1) from five educational institutions satisfied the study's criteria for the sample. The sample comprised of 40 students from Dhaka University (DU), 26 from Chittagong University (CU), 23 from Govt. Eden Mohila College, Dhaka, 7 from Govt. Brojomohon (B.M) College, Barisal, and 4 from Govt. Carmichael College, Rangpur. The distributions of the student sample with respect to their areas of study are given in Table 3.3.2.2.

Table 3.3.2.2
Department-wise Distribution of Student Sample

Name of Departments	DU	CU	Eden	Carmichael College	B.M College
Islamic History	1	2	3	-	1
History	4	2	2	-	-
Philosophy	2	-	-	-	-
Sociology	8	7	6	-	-
Islamic Studies	5	-	8	3	1
Journalism	1	-	-	-	-
English	2	-	-	-	-
Political Science	6	9	4	1	4
Law	4	6	-	-	-
International Relations	1	-	-	-	-
B.S.S	-	-	-	-	1
B.Ed (Honors)	6	-	-	-	-
Total = 100	40	26	23	04	07

Teacher samples ($n = 30$) was taken from each department from where VI students were selected. For 3 or more VI students in each department, 2 teachers were included in the sample (Table 3.3.2.3). The criterion-based sample technique was used for teacher sampling.

Table 3.3.2.3

Teacher Respondents from Different Institutions

Name of Institution	Total number of teacher respondents taken
University of Dhaka (DU)	12
University of Chittagong (CU)	6
Eden Mohila College	8
Carmichael College	2
B. M. College	2
Total	30

Table 3.3.2.4

Designation and Gender-wise Distribution of Teacher Sample

		Gender		
		Male	Female	Total
Designation	Lecturer	2	2	4
	Assistant Professor	9	1	10
	Associate Professor	6	2	8
	Professor	6	2	8

A total of 90 visually impaired students out of the initial sample size of 100 took part in this research. Due to unavoidable circumstances, the other 10 could not be interviewed. In short, from the 100 students the sample frame 90 were respondents and 10 were non-respondents.

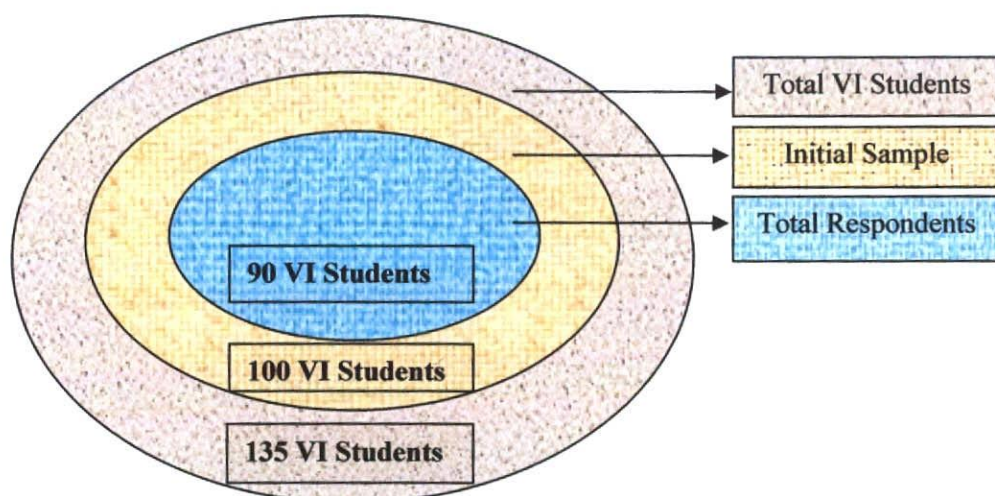


Figure 8 : Illustration of Sampling

Of the 90 student respondents, 56 (62 percent) were male and 34 (38 percent) were female. Among the teacher respondents, 23 (77 percent) were male and 7 (23 percent) were female. The ages of the student participants ranged from 20 to 28 years. Out of 90 participants, 23 had congenital visual impairment, 58 had impairment due to diseases and the rest had an adventitious visual impairment. All the participants were at the Graduate and Masters levels. Of the 90 respondents, the highest number of 39 (43 percent) were from Dhaka University and the lowest of only 4 (4.4 percent) were from Carmichael College, Rangpur.

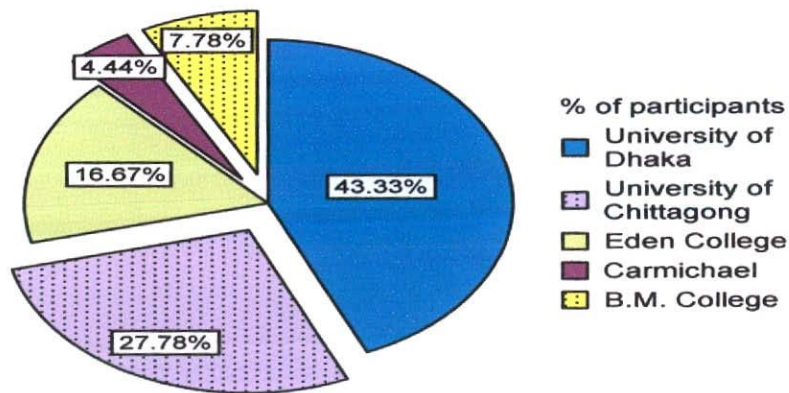


Figure 9 : Institute Wise Distribution of Sample

3.3.3 Tools

In order to collect relevant data for the study, the researcher utilized certain tools and methods suiting the purpose of the study. The term ‘tool’ is used in a very broad meaning. Any instrument, method or technique which is used to achieve a particular research goal is defined as a tool. Common data-gathering tools included tests, inquiry forms, observation, interviews and various sociometric techniques.

As outlined earlier, this study utilizes inquiry forms, which make use of properly designed proformas for inquiring into and securing information about certain phenomena under investigation. Tools in this category include questionnaires, schedules, and checklists. The study also used schedules, which contain a set of questions which are asked and filled in by the interviewer in a face to face situation with another person.

Observation as a research technique is always planned and directed for a specific purpose. It observes what is occurring in some real-life situation and then classifies and records it according to some planned scheme. This tool was also used in this study.

For the purpose of this research, interview was also used as a method to gather data on the challenges faced in higher education. This process involved communication or interaction in which the subject or interviewee provides required information verbally in a face to face situation.

With a view to achieving the objectives as stated earlier, the following methods were used by the researcher for the present study:

- Collection of data and information through self-developed questionnaire
- Collection of data and information through interview using self-developed interview schedule
- Focus Group Discussion (FGD) for student participants
- Case studies of student participants
- Document Analysis.

The questionnaire was intended to assess the obstacles and challenges faced by the respondents by collecting information on the basis of the objectives.

a. Questionnaire for the Student Participants:

In accordance with the objectives of the study, a self-applicable questionnaire was developed that contained questions for the student participants consisting of 30 items numbered from 1 to 30, with some sub-questions and associated queries within the same item (Questionnaire in Appendix A.1).

The questionnaire comprised of closed-ended questions, where a series of possible answers were suggested for each specific question, and all open-ended questions were followed up with more specific questions. Most of the items were semi-structured and/or open ended to enable the participants to respond with the most possible freedom. In developing the data collection instruments, care was taken to use simple vocabulary as much as possible to ease communication with the participants.

b. Interview Schedule for the Teacher Participants:

An interview schedule was developed for the teacher participants consisted of 20 items numbered from 1 to 20, with some associated queries included within the same item. Similar to the questionnaire for students, the teacher schedule was also developed with the help of related literature (Appendix A.2). General questions were asked of the teachers such as: Did you apply special teaching technique/method in classrooms for visually impaired students? If so, what are those? Did you use any assistive technology in your class? What would you suggest for improving the teaching-learning process for visually impaired students?

All the tools were prepared by the researcher in consultation with the research supervisor. In line with the objectives of the study, the draft questionnaires were piloted and cross-checked to assess suitability of the questionnaire. Pre-testing of the questionnaire took place in the

students of different institutions. On the basis of the pre-test results, the draft questionnaires were modified and revised by the researcher as per guidance of the supervisor.

c. Focus Group Discussion:

Patton (1990) describes focus group discussions as “open-ended interviews with groups of five to eight people on specially targeted or focused issues”. Thomas (1998) notes that focus group interviews make it easy for participants “to amplify their answers or to digress from the central topic in ways that prove useful to the investigator”. A prerequisite is that participants have “certain common features” (Wellington, 2000). Homogeneous groups are generally perceived as less intimidating to participants, and are ideal if the topic is at all difficult to talk about.

A focus group interview is not a discussion with the aim of solving a problem or making a decision (Patton, 2002). Rather, it is an interview where participants respond to a question or issue raised by the interviewer, and refine or expand their responses as they hear other participants’ points of view (Bogdan & Biklen, 2003). Wellington (2000) agrees that “members of the group, brought together in a suitable environment, can stimulate or speak each other off”. It is possible not only to gather individual views and opinions, but also to gain deep insights due to the open dialogue generated within the group (Anderson & Arsenault, 1998).

Three focused group discussions (FGD) were organized for this study. This was done with the purpose of comparing the reality about which the participants would be responding to the abstract concepts inherent in the study objectives. The agenda for FGD was predetermined according to the research objective, current issues and students’ responses in the interviews. New ideas that came out from the questions were also incorporated into the FGD. The researcher took the notes, recorded all the discussions and wrote down key observations in a

narrative manner. During the discussions the researcher drew the attention of the participants to back to the discussion if they were unmindful. The focus group discussions took place in three different settings - Dhaka University, Chittagong University and Govt. Eden Mohila College, Dhaka.

d. Case Studies:

Two case studies were also taken from the student participants of Dhaka and Chittagong University. These case studies were intended to illustrate each issue more precisely and in a more descriptive manner.

The case study method is a popular form of qualitative analysis. It is a method where intensive, careful and complete observation of an individual or a situation or an institution is done in minute detail, from which case data generalizations and inferences are drawn. The objective of the case study method is to locate the factors that account for behavior patterns of the individual or institution.

Framework of the Study

Indentification of Challenges and Prospects of Higher Education

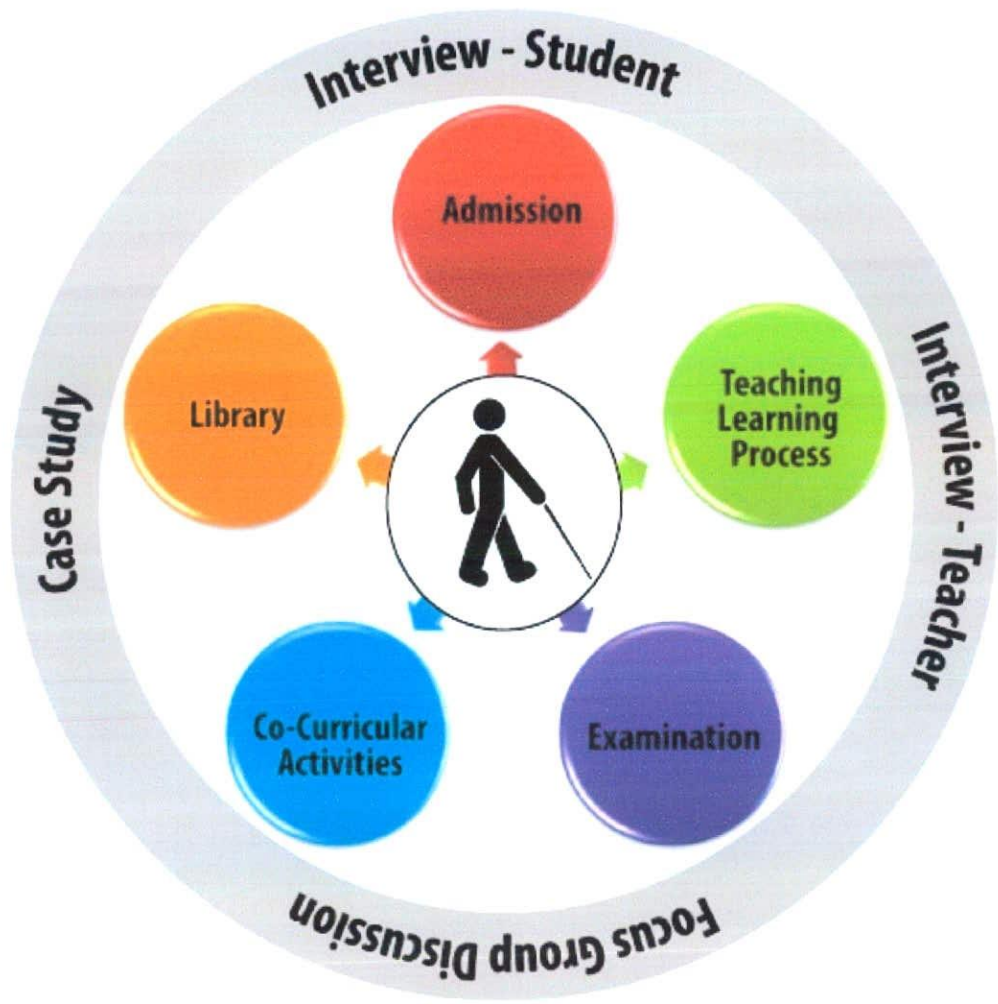


Figure 10: Framework of the Study

e. Document Analysis:

Data were also collected from the related documents of the educational institutions in accordance with the objectives of the study. Beside the sample institutions, related documents were also collected from some other sources like BANBEIS, Controller Office of National University, and Ministry of Social Welfare, Dhaka, Bangladesh (Appendix- E).

3.3.4 Data Collection Procedure

Before starting field investigation, the researcher took the permission from appropriate authorities. Students were contacted via telephone and were given general orientation about the study. The researcher conducted all interviews with the field investigator assisting her. Participants were not informed of the content of the interviews in advance. During the data collection process the participants were briefed clearly about the purpose of the study and were also assured that information supplied by them would be kept strictly confidential and be used for the research purpose only. During the interviews, the researcher established rapport with each individual, facilitating the data gathering process.

The participants were interviewed and asked to complete the questionnaires. The researcher noted their verbal answers. The interviews were administered face to face in convenient setting. A number of demographic details were also gathered including age, age of onset, amount of usable vision, parents' educational level, gender, and the presence of other disabling conditions.

If the sample responses were unclear, probing questions were asked to obtain further explanations from the participants. All students were interviewed individually. The interviews were administered in the same environment where they attended classes (e.g. classroom, academic building) or any other place within the campus as chosen by the respondent (e.g.

residential hall - hostel). The setting was familiar to them and thus presented an atmosphere in which they could feel comfortable. The interviews lasted about an hour. In a few cases, audio recording was utilized to record interviews. Field notes were kept by the researcher during the interview procedure. The researcher ensured that the interviewees did not miss nuances of body language during the questions and used “verbal gestures” (for example: humming) which replaced the lost visual information.

Interviews were transcribed for data analysis by the researcher. The researcher collected the data during the period June 2010 to January 2011. After completion of the questionnaires, the participants were given thanks for their sincere cooperation and refreshments were provided whenever possible.

The questionnaire for the teachers were distributed those departments where three or more visually impaired students were studying, and two teachers were chosen from each department. The teachers were given a few days after which the researcher collected the questionnaires. If they had any queries they contacted the researcher over telephone or the researcher met the respondent teacher. Teachers were asked to fill all the items of the questionnaire in order to fully share their thoughts about classroom practices and the teaching and learning process.

Focus group discussions were also carried out in accordance with the ease of student participants and their place of choice (e.g. their academic building, hall/hostel), and consisted of 6 to 8 visually impaired students in each group. Prior to the discussions, the researcher engaged all the participants in cordial conversation. This warm up dialogue helped the group to feel more comfortable in sharing their feelings and experiences during the discussions. Each of the discussions took over two hours to complete. Case studies required a series of meetings and intensive communication to obtain as much detail as possible. Students who participated in the case studies showed outstanding support in sharing the details of their

experiences. Taking time to build rapport was the strategy used to ensure success in the data collection process.

3.3.5 Data Analysis

The data analysis process concentrated on theoretical and practical concepts emerging from the data and the literature review. In addition, the researcher also analyzed related academic and administrative documents provided by the respective authorities.

Qualitative data was analyzed in a descriptive and narrative way and followed a holistic approach towards each issue. The depth of study offered by a qualitative design strengthened the present investigation by allowing the researcher to understand the prospects and challenges of higher education with visually impaired students.

For quantitative data, the software package SPSS was used for statistical analysis. Responses of the participants were encoded to SPSS for applicable variables, and the findings and interpretation were included in a later part of the thesis. Descriptive statistics were used as applicable and the analyses were presented as charts and graphs whenever appropriate. Multiple response and mean rank were also used to recognize the response to certain issues more clearly and to explore the relationships among the variables. Additionally, cross tabulation analysis was carried out when needed.

3.3.6 Dependability of Field Investigation

One graduated student was recruited to assist during the data collection period. The assistant received training from the researcher on using the participant questionnaire; training consisted of internalizing each item of the questionnaire and interaction as well as practice observations and behavior. The researcher supervised and monitored the investigator's activities directly, and clarifications were filled by the researcher. Data was collected by the researcher

accompanied by the research assistant. Statistical database encoded with SPSS were cross-checked and scrutinized in accordance with the filled questionnaires to ensure accuracy.

3.4 Ethical Considerations

As this study required the participation of human respondents, certain ethical issues were needed to be addressed. The consideration of these ethical issues was necessary for the purpose of ensuring the privacy of the participants. Among the ethical issues considered, consent and confidentiality were significant. In order to secure the consent of the selected participants, the researcher relayed all important details of the study, including its aim and purpose. This enabled the respondents to understand the importance of their role in the completion of the research. The respondents were also informed that they could withdraw from the study anytime during the process. The participants were not forced in any way to participate in the research or even to answer any particular question. The researcher had an affable warm-up conversation with the participant before each interview, in an attempted to make them more forthcoming with their responses.

The confidentiality of the participants was ensured by not disclosing their names or personal information anywhere in the research. Only relevant information that helped in achieving the research objectives were included. Furthermore, consent letters were sent to respective authorities, and data collection was carried out in accordance with the policies and ease of both the institutions and individuals. The researcher showed the utmost possible flexibility, patience and neutrality throughout the research as necessary to achieve the research objectives.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

“Disability identity is about stories, having the space to tell them, and an audience which will listen. It is also about recognizing differences and isolating the significant attributes and experiences which constitute disability. Some we might choose to change, others to recuperate or celebrate”.

(Shakespeare, 1996)

4.1 Overview

This chapter details the findings of the study. In order to fulfill the objectives of the study data were collected by the researcher using the researcher instruments as outlined in Chapter-III. An attempt has been made to report the findings in details in this chapter.

The researcher intended to identify the challenges and prospects of visually impaired students in higher education. The researcher conducted the study through questionnaires, focus group discussions (FGD) and case studies. Both the qualitative and quantitative techniques were used for collecting the data. Focus Group Discussion (FGD) technique was used to collect in-depth data on the actual situation. All the collected data were organized and statistically analyzed.

The interpretation and findings are given with respect to the following areas:

- Socio-economic and demographical data
- Admission procedure
- Teaching-learning process
- Library facilities
- Examination and evaluation and
- Co-curricular activities

Visually impaired students from different universities and colleges shared their experiences regarding several academic and non-academic aspects. Each of the respondents was asked to identify the main problems that affected their higher education from four different choices (Q.No:12 Appendix: A.1). According to their responses, about 40 percent (36 out of 90 respondents) of the respondents identified the 'Teaching Learning Process' as the most crucial factor affecting their studies, while 6.7 percent of them identified 'admission procedure' as the least problematic for them towards higher education. Table 4.1.1 shows the frequency distribution.

Table 4.1.1

Most Important Factor Affecting Higher Education

	Admission		Teaching-Learning Process		Residence		Examination and Evaluation	
	Count	%	Count	%	Count	%	Count	%
Most Important Factor Affecting Higher Education	6	6.7%	36	40.0%	21	23.3%	27	30.0%

Differences exist between the responses of the students of universities (CU and DU) and those of govt. colleges (Eden, Carmichael and B.M.) regarding this issue. According to the cross tabulation (Table 4.1.2) majority of the students (48.4 percent) from public universities recognized 'Teaching Learning Process' (TLP) to be most affecting factor, while 42.3 percent of the students from colleges identified 'Residential Facilities' to be the most important factor affecting at higher education. This difference is found statistically significant for 98 percent of the cases with a chi-square test as presented in Table 4.1.3.

Table 4.1.2

Most Important Factor Affecting at Higher Education Cross Tabulation

		Most Important Factor Affecting at Higher Education				Total
		Admission	Teaching-Learning Process	Residence	Examination and Evaluation	
Public University	Count	5	31	10	18	64
	%	7.8%	48.4%	15.6%	28.1%	100.0%
Govt. College	Count	1	5	11	9	26
	%	3.8%	19.2%	42.3%	34.6%	100.0%
Total	Count	6	36	21	27	90
	%	6.7%	40.0%	23.3%	30.0%	100.0%

Table 4.1.3

Significance of the Difference among Responses Regarding Most Important Factor Affecting at Higher Education

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.280(a)	3	.016
Likelihood Ratio	10.353	3	.016
Linear-by-Linear Association	3.815	1	.051
N of Valid Cases	90		

a 1 cells (12.5 percent) have expected count less than 5. The minimum expected count is 1.73.

Here, the probability value is 0.016; therefore assumption made earlier in Table 4.1.2 is accepted at 0.02 of significance level. That means, at 98 percent confidence level that, significant difference exists between the responses of the students of universities (CU and DU) and govt. colleges (Eden, Carmichael and B.M.); visually impaired students of the universities emphasized on TLP and students from govt. colleges emphasized on residence, while reporting the most affecting factor at higher education.

The students identified easily accessible university-provided housing and residential facilities as a top priority. The significant part of the visually-impaired student population resides in rural or non-urban areas, away from institutions of higher education. Their distance from the higher education institutions makes it impractical to commute. Without easy-to-access university-provided housing, it is very difficult for these students to pursue education. As a result, availability and accessibility of residence facilities is ranked as one of the critical factors in Table 4.1.2.

4.2 Socio-Economic and Demographic Status

Differences between socio-economic and demographic backgrounds may significantly affect the kind of challenges one faces during higher education. Collecting the demographic data was important because significant relationships could potentially be established with the variables and the interview data. The variables included the participants' gender, age, parents' educational qualifications, and income.

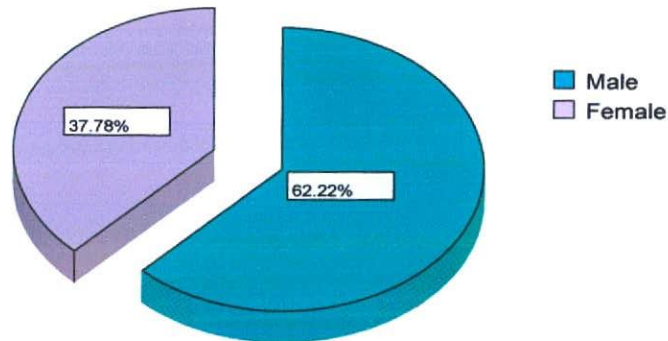


Figure 11: Percentage Distribution of Male and Female

In this study, of 90 student respondents, 56 (62.2 percent) were male and 34 (37.8 percent) were female. All the respondents are from selected institutions (those where 4 or more VI

students are studying), and the above figure shows the percentage of male and female ratio at higher education.

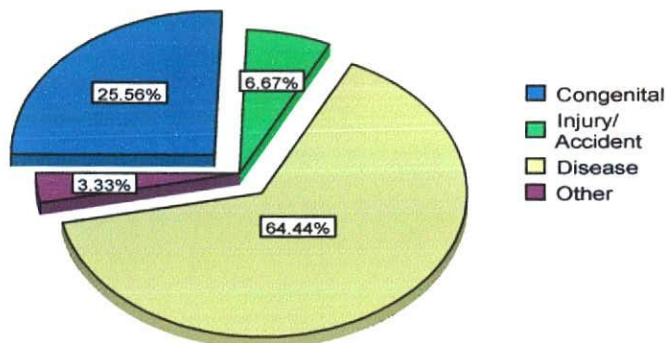


Figure 12: Percentage Distribution of Causes of Visual Impairment

About 64.4 percent of the respondents reported to be blind (Fig. 12) due to diseases including eye disease and other health conditions. About 25.6 percent were blind due to congenital causes. Some of the other contributing factors include acid victimization, negligence, ignorance, parents' negative attitude, wrong treatment and financial issues.

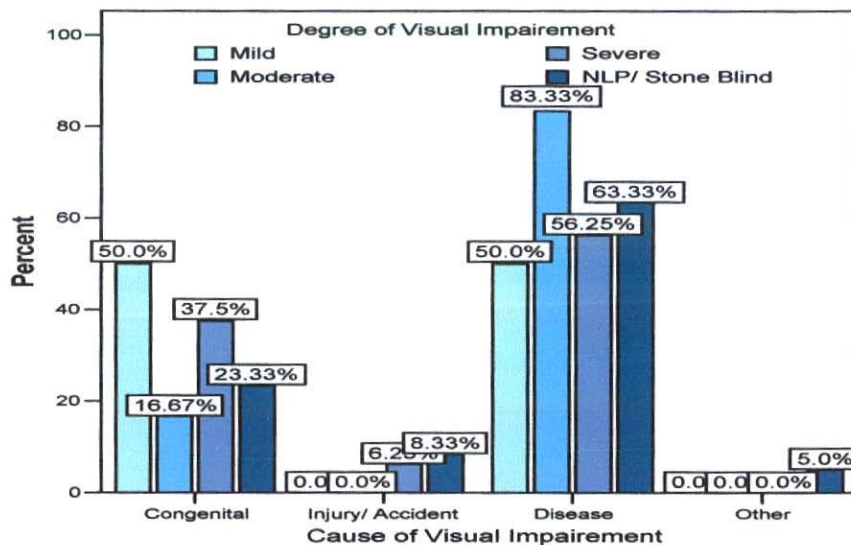


Figure 13: Relationship between Causes and the Degree of Visual Impairment

Figure 13 illustrates the relationship between the cause and the degree of visual impairment. Respondents reported to have mild or moderate level of impairment due to either diseases or congenital causes. About 83.3 percent of the moderately impaired reported disease as the cause of losing sight, and the remaining 16.7 percent faced congenital causes, while 63.3 percent of the students with no light perception, lost their vision due to diseases. As reported in Figure 12, diseases were the most frequently reported cause of visual impairment.

Table 4.2.1

Degree of Impairment in Both of the Eyes

		Degree of Impairment in Left Eye				Total
		Mild	Moderate	Severe	NLP/ Stone Blind	Table %
		Table %	Table %	Table %	Table %	
Degree of Impairment in Right Eye	Mild		2.2			2.2
	Moderate	2.2	6.7		2.2	11.1
	Severe		2.2	7.8	4.4	14.4
	NLP/ Stone Blind	1.1	2.2	4.4	64.4	72.2
Total		3.3	13.3	12.2	71.1	100.0

Table: 4.2.1 shows that 64.4 percent of the respondents were legally blind or did not have any light perception or no light perception (NLP), which might be a result of congenital, infantile cataract or some other major eye diseases which occurred at birth, before birth or after birth. According to the experiences shared by the visually impaired students, the proper assessment and intervention was delayed in a few cases, which resulted in vision loss that could have been avoided. Nevertheless, many of them used their weak-sighted vision for orientation and mobility.

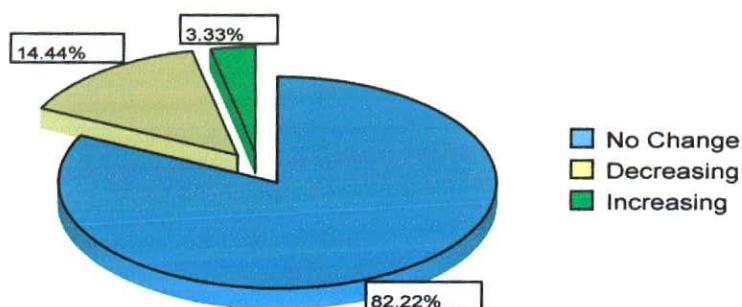


Figure 14: Type of Change in Eye Sight

A total of 17.8 percent of the respondents said that their vision is reducing with age, while 82.2 percent of them found no changes with their vision. Only 3 out of 90 respondents (3.3 percent) reported that their functional vision was increasing (Figure 14).

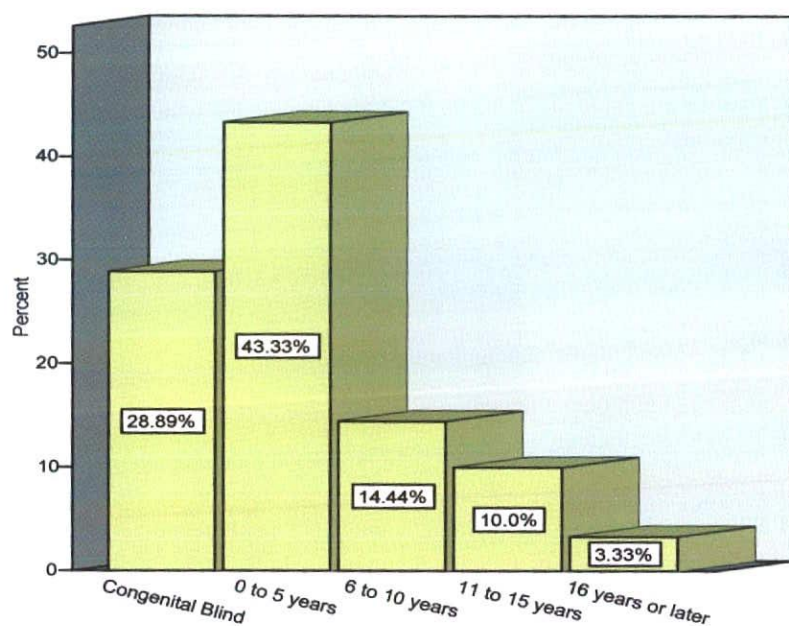


Figure 15: Age of Losing Vision (Age of Onset)

Figure 15 shows the percentage distribution on age of onset for visual impairment. It shows the occurrence of congenital blindness was 28.9 percent, while the highest proportion of the sample (43.33 percent) lost vision before the age of 5. It appears that the early childhood period was the most crucial period for the onset of the disability.

The researcher found that, compared to the male respondents, female respondents reported a higher rate of being blind in their early ages due to diseases, malnutrition, wrong treatment, unavailability of early diagnosis and proper intervention. As shown in Figure 16, 79.42 percent of the female respondents reported being blind before the 5 years of age; this was 30 percent of the total respondents. This number was 67.85 percent for the male respondents, corresponding to 42.2 percent of the total respondents.

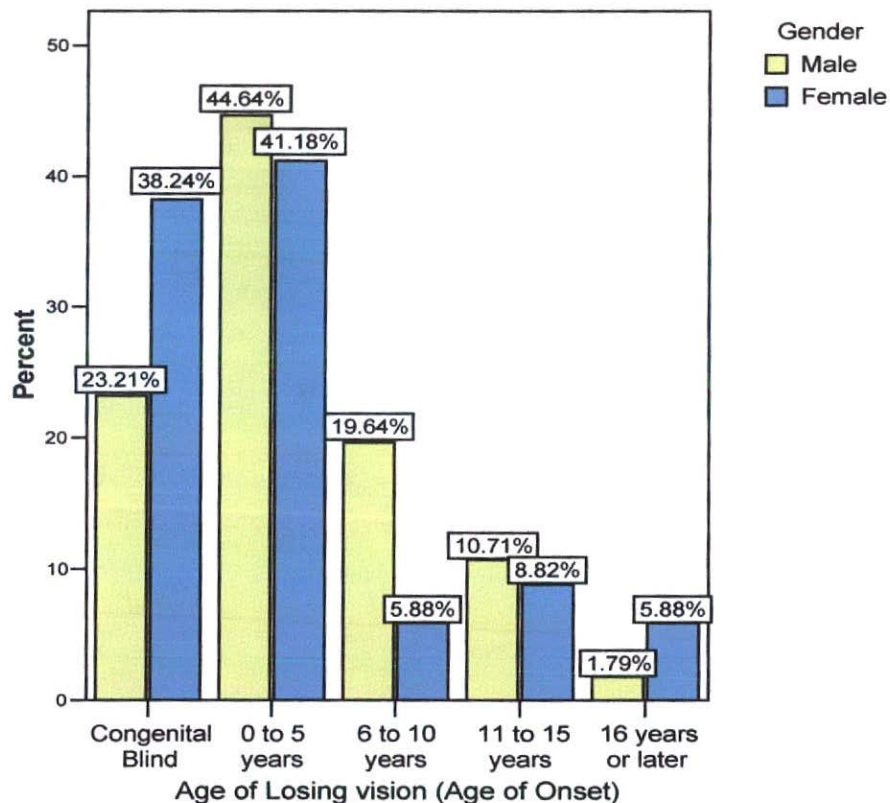


Fig. 16: Gender Difference for Age of Losing Vision

In socio-economic perspectives the educational qualifications of parents are the important factors that influence their children's higher education. With this respect the researcher wanted to emphasize the educational level of both mother and father. The data collected are presented in Table 4.2.2.

Table 4.2.2

Educational Qualification of Mother and Father

		Academic Qualification of Father (percentage)						Total
		Illiterate	Up to 8 th Grade	SSC	HSC	Bachelor	Masters	
Academic Qualification of Mother (percentage)	Illiterate	16.67%	8.89%	2.22%	-	-	-	27.78%
	Up to 8 th Grade	1.11%	43.33%	6.67%	3.33%	2.22%	-	56.67%
	SSC	-	1.11%	2.22%	1.11%	2.22%	1.11%	7.78%
	HSC	-	-	-	2.22%	2.22%	1.11%	5.56%
	Bachelors	-	-	-	1.11%	-	1.11%	2.22%
Total		17.78%	53.33%	11.11%	7.78%	6.66%	3.33%	100.00%

Table 4.2.2 shows the relationship between the educational qualification of father and mother. Only 1 out of 90 respondents (1.1 percent) reported that their father had a Masters degree and mother had Bachelors. Here exists a high correlation (Pearson coefficient is 0.779) between the two, with father tending to have higher academic qualifications than the mother. About 43.3 percent of the respondents reported that both their father and mother had completed up to 8th year of schooling, which was recorded as the highest frequent response. About one-sixth of the parents were illiterate. Low level of educational qualification of the parents is the indicator of parents' negligence which might have led to malnutrition, late diagnosis and late treatment. All these might have led to loss of vision.

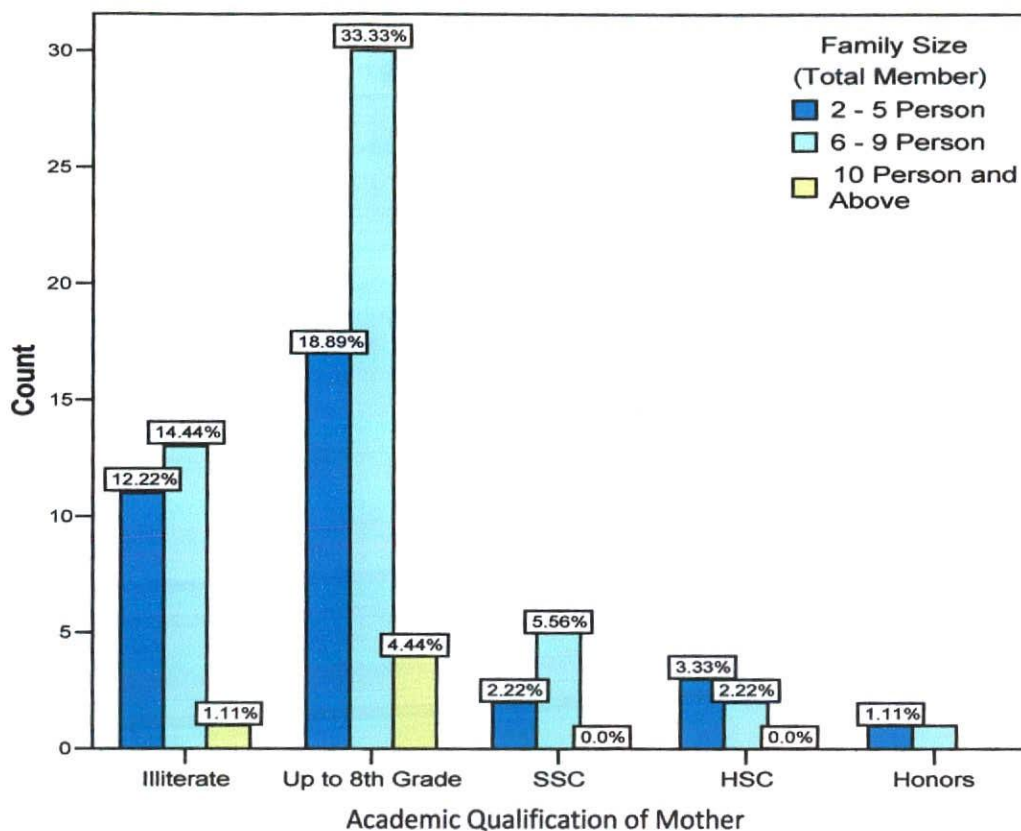


Figure 17: Relationship between the Academic Qualification of the Mother and the Family Size

The bar graph (Fig. 17) shows the relationship between the academic qualifications of the mother and the family size. It appears that the size of the family decreases as the literacy level increases, which is consistent with results from studies linking population growth and literacy rates.

The researcher also explored the relationship between the education level of parents and the rate of losing vision. Table 4.2.3 shows that generally as the academic qualifications of the mother increases, the more likely that visual impairment decreases. The highest incidence of disease occurred among people whose mothers were class 5 graduates. It indicates that 5-year

primary education is not sufficient to fulfill all the requirements of Basic Education. Awareness and consciousness level of the 5-year graduates are below the intended level of Basic Education.

Table 4.2.3
Academic Qualification of Mother and Cause of Impairment

Table %		Cause of Visual Impairment				Total
		Congenital	Injury/ Accident	Disease	Other	
Academic Qualificatio n of Mother	Illiterate	10.0%	1.1%	15.6%	1.1 %	27.8 %
	Literate	3.3%		7.8 %	1.1 %	12.2 %
	5th Grade	8.9%	5.6%	18.9 %	1.1 %	34.4 %
	8th Grade	3.3%		6.7 %		10.0 %
	SSC			7.8 %		7.8 %
	HSC			5.6 %		5.6 %
	Honors			2.2 %		2.2 %
Total		25.6%	6.7%	64.4 %	3.3 %	100.0 %

Monthly Income of the Family (in BD Taka)

- 2000 or Less
- 6000 to 8000
- 12000 and Above
- 3000 to 5000
- 9000 to 11000

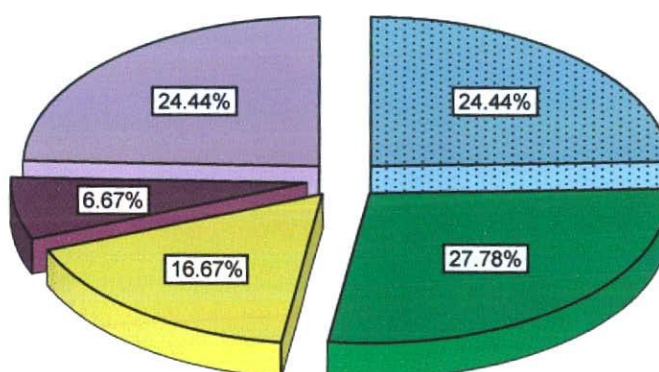


Figure 18: Percentage Distribution of Monthly Income of the Family

The respondents were asked about the monthly income of their families, and the results are presented in the pie-chart (Fig. 18). From the data, a total of 52.2 percent families had monthly income less than BDT 5000 while only 24.4 percent reported their family income to be BDT 12,000 or more. The highest income was reported as BDT 17,000 by one respondent.

Table 4.2.4 presents the relationship between monthly income and family size. Only 37.8 percent families had less than 5 members. A majority of visually impaired students reside with larger families with 6 – 9 persons. Roughly 40% of these large families earn less than BDT 12,000 per month. Lower incomes are present throughout the VI student population - , three out of four VI students live in families that earn less than BDT 12,000 per month. Lack of financial resources, as well as lack of support and attention, as is often the case in large families may further deter VI students to pursue higher education.

Table 4.2.4
Monthly Income vs Family Size

		Family Size (Total Member)			Total
		2 - 5 Person	6 - 9 Person	10 Person and Above	
Monthly Income of the Family	2000 or Less	13.3 %	11.1 %		24.4%
	3000 to 5000	8.9 %	16.7 %	2.2 %	27.8%
	6000 to 8000	7.8 %	8.9 %		16.7%
	9000 to 11000	2.2 %	3.3 %	1.1 %	6.7%
	12000 and Above	5.6 %	16.7 %	2.2 %	24.4%
Total		37.8 %	56.7 %	5.6 %	100.0 %

There is an issue of how VI students in higher education manage their educational and living expenses. Student respondents were interviewed about the source of their expenses. Most of them stated that they received support and financial assistance from different sources. Table 4.2.5 shows mean rank of the various sources.

Table 4.2.5
Mean Ranking for Sources of Income
Descriptive Statistics

	N	Minimum	Maximum	Mean	Mean Rank	Std. Deviation
Parent/ Guardian was a Source of Expense	90	1	2	1.27	2	.445
Tutoring was a Source of Expense	90	1	2	1.92	3	.269
Scholarship/ Donation was a Source of Expense	90	1	2	1.10	1	.302
Other Source of Expense	90	1	2	1.96	4	.207
Valid N (list wise)	90					

[Yes=1, No=2; therefore, lower mean indicates higher mean rank]

Table 4.2.5 shows that, visually impaired students in higher education mostly depended on scholarships/ financial aids and donations from various organizations, their families as the second major source of income (ranked 2). Some of the VI students used to earn by tutoring and providing other academic services, which is ranked 3 as the source of income; most commonly those students produced Braille converted notes and reading materials for selling. Besides that, they got money as a ‘token gift’ from various sources occasionally, which includes teachers, relatives and other well-wishers. As the family income of most of the respondents was low, they needed to depend heavily on other sources of income. As the main sources of income for VI students were scholarships and financial aid packages (ranked 1), it is important to know how much money they received from these sources.

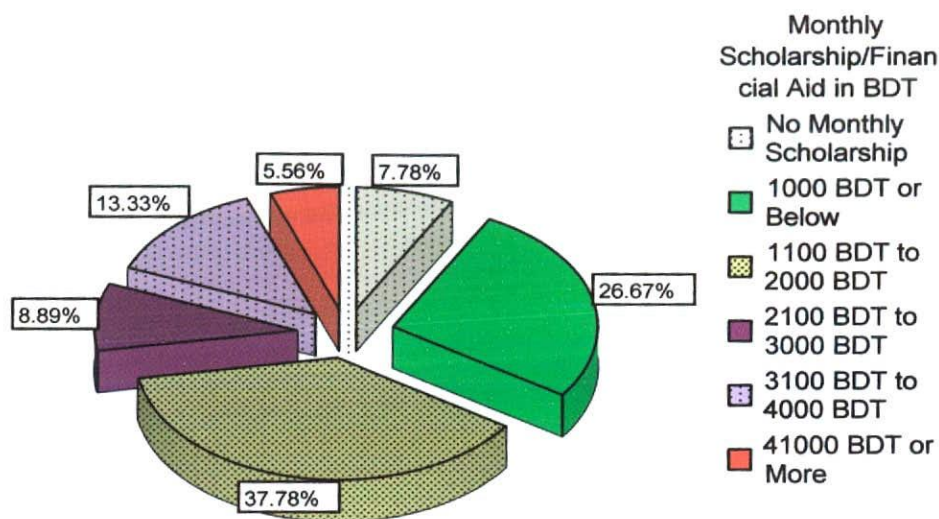


Figure 19: The Percentage Distribution of Financial Aids

Figure 19 shows the level of income (in BDT) per month from the various like scholarships, financial aid, private tuition etc. The majority (37.8 percent) reported that they received financial aid ranging from BDT 1,100 to 2,000, and only 5.6 percent received BDT 4,100 or more per month; while 7.8 percent of the respondents did not get any financial aid.

The amount of monthly financial aid/scholarships varied from institute to institute. It was found that such aids were more accessible to the university students and less to students in government colleges. For example, none of the 4 students of Carmichael College (representing 4.4 percent of the respondents) received any forms of financial aid. The visually impaired students of Dhaka University received the highest amount of financial support/aid. Details of financial statistics have been presented in Figure 20.

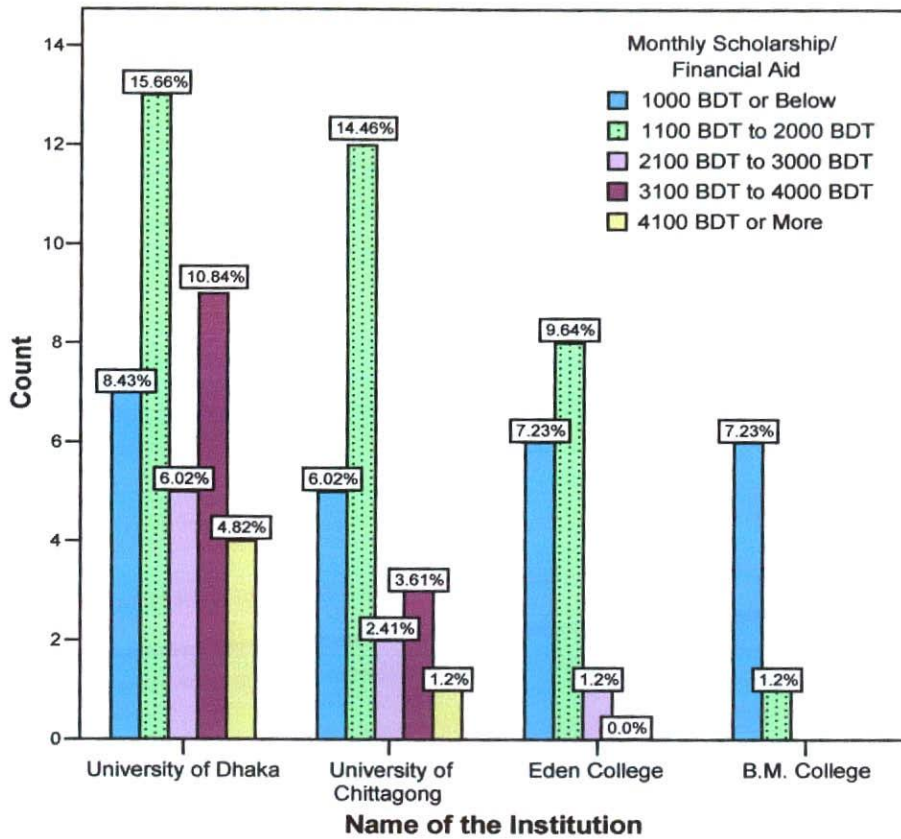


Figure 20: Amount of Financial Aid Received by Students at Various Institutions

There were only 4.8 percent from Dhaka University and 1.2 percent from Chittagong University totaling 6.0 percent of the respondents who received BDT 4,100 of financial aid per month. Figure 18 also illustrates those students from government colleges (Eden and BM College) received financial aids ranged up to BDT 3,000, while visually impaired students of Carmichael College did not get any financial aid from any source. Thus the availability of financial aids is lower for the students of govt. colleges than that of the public universities. The public universities are located in the capital and other big cities where as government colleges are located in small towns. Therefore, the students of public universities had better access to information and contacts on sources of financial aids. Many of them availed those opportunities.

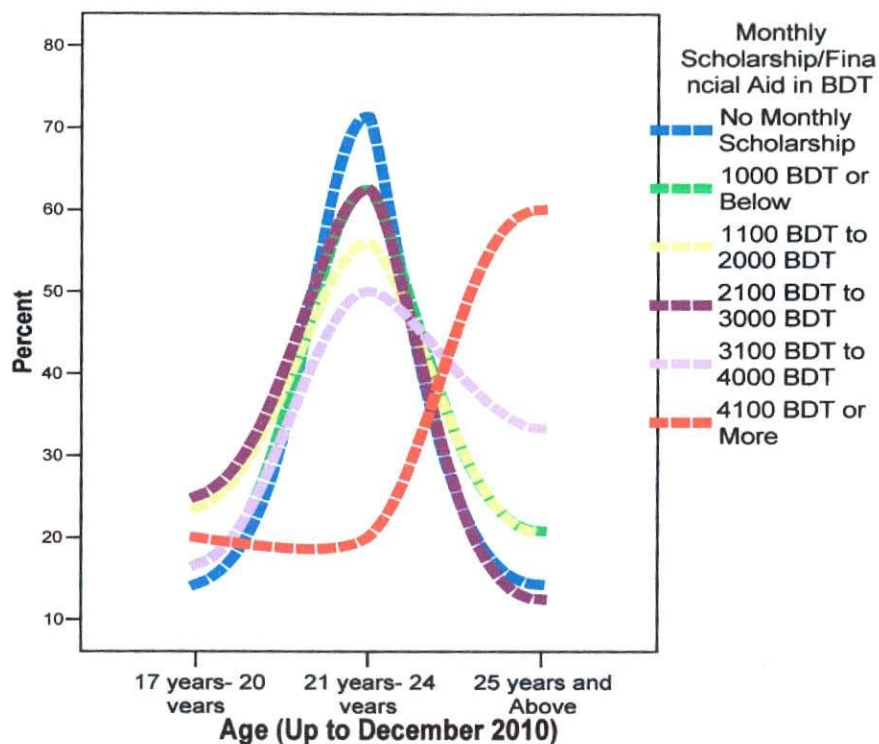


Figure 21: Variations of Received Financial Aid in Relation to Age of the Students

The amount of monthly financial aid received also differs for different age ranges. Those who are younger and generally newcomers to higher study took some time to manage monthly scholarships from the available sources and eventually they received more monetary support. The line graph (Figure 21) shows that older visually impaired students received the highest amount of monthly scholarships.

Table 4.2.6

Nature of Educational Setting in Different Level

	Educational System at Primary		Educational System at Secondary		Educational System at Higher Secondary	
	Count	%	Count	%	Count	%
Special	64	71.1 %	3	3.3 %		
Integrated	13	14.4 %	57	63.3 %	8	8.9 %
Mainstream/ Inclusive	13	14.4 %	30	33.3 %	82	91.1 %

Data on the schooling at primary and secondary level attended by the respondents were also collected. Up to 71.1 percent of the respondents completed their primary education from special schools, 14.4 percent from integrated schools, and the remaining 14.4 percent from regular schools (Table: 4.2.6). Most importantly, 91.1 percent of them studied in inclusive settings with sighted, non-disabled peers at higher secondary level.

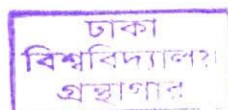
4.3 Admission

Following the implementation of Public Law 94-142, the Education for All Handicapped Children Act in 1975, now known as the Individuals with Disabilities Education Improvement Act (IDEA, 2004), students with visual impairments have been included in general education classrooms. The IDEA Act of 1997 Amendments, the No Child Left Behind Act of 2001, and the IDEA Improvement Act of 2004 had great emphasis on assessing students, including those with visual impairments, to measure their attainment of educational standards within the general curriculum. Integrated education is the only way of ensuring that the visually impaired get an education of the highest quality. This requires educational institutions to develop policies and infrastructure which would aid the visually impaired students in receiving the best possible education.

The researcher found that the visually impaired students were enrolled in the Arts faculty, the Social Science Faculty, and the Law faculty. They were enrolled in those faculties under the approved quota system. Students admitted to Dhaka University and National University had to sit for the admission test. In this case the qualifying mark was 48 percent for Dhaka University and 35 percent for National University (Appendix: C.1 and Appendix E.1, E.2, and E.3). The most important criterion was the required marks in English and Bangla which were 8 out of 30 for Dhaka University and 7 out of 25 for National University while the pass mark for admission into the English department was 12 out of 25. For Dhaka University correction formula was used where a deduction of 0.30 was made for each incorrect answer. Chittagong University did not have any admission test for the visually impaired students. Every year they took 11 visually impaired students on a merit basis (Appendix: E.4).

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Respondents were asked if they felt that the required marks for Bangla and English were helpful for getting admission at the University level. About 27.8 percent of the respondents reported that they did not sit for the admission test, this happened only for Chittagong University where students were admitted through interviews. Another 31.1 percent of respondents answered “yes”, either because they had no comment and therefore preferred to say “yes”, or believed that required marks should not be lowered, as only those who qualified should be admitted. However, 41.1 percent (37 of 90) of the respondents identified the required marks as a barrier towards higher education of VI students which causes lower rate of enrollment of the students with visual impairment. Figure 22 showed the frequencies of the responses.



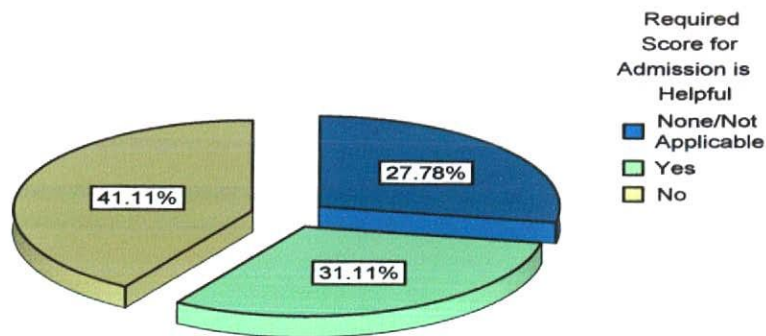


Figure 22: Responses Regarding the Required Score of Bangla and English for Admission

Subsequently respondents were asked about the reasons that made it difficult to obtain required marks in Bangla and English in the admission tests. Respondents who did not believe there was anything wrong with the required marks also responded to this question. Their responses are presented in Table 4.3.1.

Table 4.3.1

Reasons that made it Difficult to Obtain Required Marks in Bangla and English

	Incompetency of the writer decreases the quality of answer.		VI students can't read the comprehensive part directly; reading by others is difficult to comprehend.	
	Count	%	Count	%
Mentioned	N=21	32.3%	N=29	44.6%
Not Mentioned	N=44	67.7%	N=36	55.4%
Total	N=65	100.0%	N=65	100.0%

Responses of students from CU who did not sit for admission test were excluded from this analyses as their responses were not applicable. Table 4.3.1 shows that 32.3 percent of the respondent reported that the quality of the answer was not up to the mark as it could have due to the incompetency and lack of writing skill of the writer; 44.6 percent said students faced

difficulty in comprehending the question paper as they could not read directly; only Braille converted question paper could solve that problem. About 67.7 percent and 55.4 percent of the respondents respectively did not mention anything, as they considered admission procedure as helpful.

Table 4.3.2

Students' Responses Regarding the Allotted Time for Admission Test

Allotted time was not enough for VI students in admission test						
Mentioned 27.7% (n= 18)			Not Mentioned 72.3% (n= 47)			
To give extra time for VI students in admission test		Total	To give extra time for VI students in admission test		Total	
Yes	No		Yes	No		
Count	15	3	18	10	37	47
Table %	23.1	4.6	27.7	15.4	56.9	72.3

Furthermore, Table 4.3.2 shows that, 27.7 (18 out of 65) percent of the respondents believed that the allotted time for the admission test was not enough. Of the 27.7 percent of the students responding “yes”, 23.1 percent appealed for extra time during the admission test. 15.4 percent of those respondents who did not identify the problem also preferred to get some extra time.

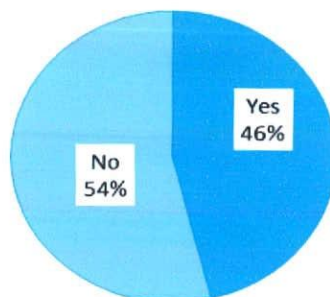


Figure 23: Responses Regarding Difficulties in Finding Two Years Junior Writer

Figure 23 presents that, 46.2 percent of the respondents (30 of 65) faced difficulty in finding a two years junior writer for the admission test, while 53.8 percent (35 of 65) did not face any difficulty in this regard.

To solve the writer related problems regarding admission tests two major recommendations were made by the students. Firstly, the university authority should bear the responsibility to appoint the writer. Secondly, the rules regarding selection of writers should be reworked to allow writers one year junior, or belonging in the same year but from some other department.

Table 4.3.3

Solution Prescribed by Those Who Faced difficulties in Finding Two Years Junior

Writer

Table %		Writer for admission test should be One year junior		Total
		Mentioned	Not Mentioned	
Authority will select a writer for admission test	Mentioned	32.3%	4.6%	36.9%
	Not Mentioned	7.7%	1.5%	9.2%
Total		40.0%	6.2%	46.2%

[Difficult to find two years junior writer Yes 46.2%]

Table 4.3.3 shows that 32.3 percent of the respondents proposed both of the solutions. On the other hand, 1.5 percent of the respondents identified the problem but could not propose any solution.

According to the respondents, their poor examination scores in Bangla and English were a result of a number of barriers. Firstly, most of these students have basic knowledge and limited vocabulary of the English language due to the lack of opportunity to study at higher secondary level, negative marking for spelling errors, difficulty in finding readers as well as writers for the exams and difficulty in acquiring knowledge of current affairs (relevant for

questions on current topics). Furthermore, the respondents considered allotted time for the examination insufficient because their impairment inevitably creates delays. The respondents stated that for enrollment in Dhaka University, the criterion (minimum GPA = 7.0) needs to be lowered to a certain extent for visually impaired students to make their entry into the university level.

At the National University the required GPA was 5.5. The system of admission involved initial permission from different functionaries of the area such as the District Commissioner/ Upazilla Nirbahi Officer (UNO)/ Upazilla Social Welfare Officer, which was difficult for visually impaired students seeking admission. They suggested that the college authorities should take the necessary steps for making their enrollment procedures easier. Table 4.3.4 shows that 48.9 percent of the respondents faced difficulty in fulfilling the admission formalities including admission test.

Table 4.3.4

Key Challenges Regarding Admission

Difficult to take permission from National University	For admission disabled certificate is mandatory from BNSB*, but it is difficult to get.	VI students need to complete all admission formalities, parents and others are not allowed to help them.	Admission Procedures are noticed in written form which is difficult to know and follow.	Due to delayed decision regarding admission some of the classes are missed.
%	%	%	%	%
13.3%	16.7%	37.8%	48.9%	21.1%

**BNSB – Bangladesh National Society for the Blind*

Some suggestions to meet these challenges include: introducing a one stop service center for admissions resources and materials, reducing the admission fees and minimizing the

administrative formalities, raising awareness of educational opportunities nationally, increasing the quota for visually impaired students, and provide assistance to students with visual impairment during the application process for higher education. These recommendations came from the participants in focus group discussion. Moreover, an improved communication and transportation system, suitable accommodation, establishing a trust fund, student loans and accessibility of online applications would certainly help them further in achieving their educational goals. Table 4.3.5 shows the specific recommendations made by the respondents.

Table 4.3.5

Suggestions from Students to Make the Admission Procedure Easier

	Mentioned %
One Stop Service Center	50.0%
Engage some volunteers to assist during admission procedure.	50.0%
Reduction of the admission fees for the VI students.	8.9%
Avoiding unnecessary papers and formalities.	48.9%
Admission formalities of all students including those under quota concurrently/ simultaneously.	25.6%
VI students should be given special care and assistance.	46.7%

Regarding the “quota” for admission the participants stated specific opinions which are presented in Table 4.3.6.

Table 4.3.6
Suggestions from the Students Regarding Admission Formalities

	To increase the quota %	To Enroll all VI applicant %	Pass Marks Should be lessen specially for Bangla and English %	To reserve Quota for VI students separately %	No Change Needed %	Total %
Opinions Regarding Quota System	51.1%	10.0%	10.0%	26.7%	2.2%	100.0%

The Table presents that 2.2 percent (2 out of 90) of the student respondents agreed with the existing quota system. The rest 97.8 percent (88 out of 90) of the respondents disagreed and recommended a total of other four possible solutions, stated in Table 4.3.6.

Regarding the issue of admission of students with visual impairments, teachers of different universities and colleges also suggested solutions to remove the barriers. The responses listed in Table 4.3.7.

Table 4.3.7
Suggestions from the Teachers Regarding Admission

	Mentioned %
To increase quota for VI students.	66.7%
Only oral test for admission.	20.0%
Admission criteria should be made flexible.	63.3%
VI students should be enrolled in more departments.	26.7%
Extra time for admission test.	10.0%

Other suggestions from the teachers included: increasing the financial support, providing residential facilities and separate institutions for the visually impaired students. Separate institutions at tertiary level of education are opposite to world trend. Inclusive Education is a psychologically accepted approach.

4.4 Teaching-Learning Process

Most of the visually impaired students experienced barriers relating to the teaching and learning process during their studies. A total of 36 students (40 percent) of the respondents identified the 'Teaching Learning Process' (TLP) as the key barrier towards higher education. Education programs for students who are blind or visually impaired generally incorporate specialized instruction in reading, writing and in other academic pursuits. A variety of instructional methods and media may be employed, including Braille, large print, regular print with low vision aids, devices that use computer generated speech, or a combination of these methods.

Visually impaired students were asked if they would use any assistive aids or devices in classroom. As presented in Table 4.4.1 a total of four responses were found. About 78.9 percent participants used a cassette player or any other recorder to record the lecture and 50 percent of them used Braille slate. On the other hand, 4.4 percent reported that they did not use any assistive aids or devices in the classroom.

Table 4.4.1

Students' Use of Assistive Devices for Educational Purposes

	Use of Braille Slate	Use of Cassette Player/ Recorder	Magnifying Glass	Nothing
	%	%	%	%
Reported	50.0%	78.9%	2.2%	4.4%

A multi-response Table (Table 4.4.2) presents a clearer picture of the use of assistive aids or devices.

Table 4.4.2
Extent of Use of Braille and Audio Recorder

			Use of Cassette Player/ Recorder	
			Yes	No
Use of Braille Slate	Yes	Count	34	11
		Table %	37.8%	12.2%
	No	Count	37	8
		Table %	41.1%	8.9%

Table 4.4.2 presents that 37.8 percent (34 out of 90) of the respondents would frequently use both Braille slates and recorders in the classroom situation, while 41.1 percent (37 out of 90) of the respondents reported that they did not use Braille slates, but used recorders, and 11 (12.2 percent) of them only used Braille slates. Here 8.9 percent (8 of 90 students) of the students reported that they did not use either Braille or any recorder in the classroom situation.

Students' learning support will involve a partnership among the student, teacher and academic staff. On-going liaison is an important factor in ensuring that the students' requirements are responded to in an anticipatory manner. Good anticipatory practice begins with an understanding of the learning and support requirements of blind and visually impaired students. This might include a core teaching and learning support document, written in conjunction with the student and focusing on identifying the students' individual teaching, learning and support requirements.

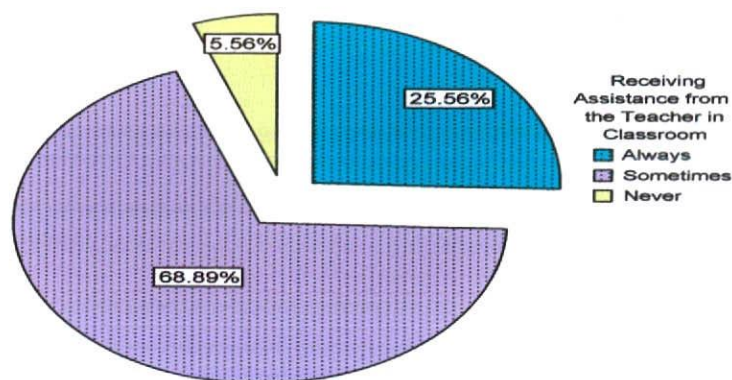


Figure 24: Extent of Assistance Received from Teachers

All the respondents ($n = 90$) were asked about how frequently they used to get support from the teachers during class lectures. As Figure 24 shows, 25.6 percent of them reported that they “always” got assistance and required support from teachers during classes. The majority (68.9 percent) responded as “sometimes” got attention and assistance from teachers during the classes while 5.6 percent (5 out of 90) reported “never”. Teachers’ assistance and support to VI students is more required than normal students. Only one-fourth of the students were fortunate in this regard. Majority got normal support as normal students get.

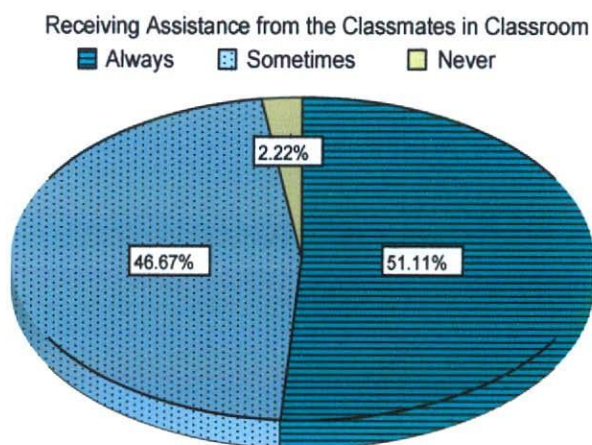


Figure 25: Extent of Assistance Received from Classmates

Moreover, students were asked how often they used to get support and assistance from their classmates. The majority (51.1 percent) said that they “always” got the required assistance from classmates while 46.67 percent responded “sometimes”. However, 2.2 percent of the student respondents reported that they did not get any support or assistance from classmates in the classroom (Figure 25). Peer support important for the impaired students to overcome their deficiencies. It is encouraging that more than one-half of the VI students used to get this support. Others suffered in this regard. Normal students should extend their hands for the impaired students.

4.4.1 Barriers perceived by the Participants

In this study the researcher found out about obstacles from the participants in the teaching-learning process in higher education. Students were asked to specify the common barriers or challenges in classroom teaching-learning. The most frequent responses were: no availability of Braille converted textbook, no reserved seat in the front bench of the classroom, no verbal explanation or demonstration while writing on the board or presenting in multimedia and also teachers did not use any vision related tactile aid or appliances.

Student respondents were asked about the infrastructural and other facilities relating to academic activities. Table 4.4.3 indicates that 62.2 percent of the students reported that there were no landmarks in the door/ classroom/ toilet/seminar room making it difficult to locate those rooms. Relating to this issue, 48.9 percent of the students faced difficulties in locating the classroom when classes were rescheduled. Regarding seating arrangements, 53.3 percent reported that they experienced difficulties in following class lectures as there was no reserved seating arrangement in the front of the class, with 32.2 percent of the respondents informed that they faced difficulties in using a recorder from the back benches.

Table 4.4.3
Common Challenges in Academic Activities

	Mentioned %
Difficult to locate the classroom, no landmark.	62.2%
No reserved seat for the VI in the front row.	53.3%
Due to narrow stairs, it is difficult to use.	34.4%
Electronic devices are needed in the classroom.	33.3%
Lack of ventilation and light in classroom.	10.0%
Long queues for the Lift.	7.8%
Difficult to find out the classroom, when classes were rescheduled.	48.9%

Another barrier was the teachers' lack of knowledge and skill regarding the teaching-learning process and lack of awareness on how to deal with visually impaired students. Table 4.4.4 shows that 28.9 percent of the respondents stated that the teachers did not permit them to use a recorder in the classroom, 45.6 percent stated that teachers did not take care of the visually impaired students.

Table 4.4.4
Barriers in Teaching Learning

	Braille converted books are unavailable to prepare for Exam	Difficult to listen and record the Lecture from Back Bench	Teachers are not attentive to the VI Students	Teachers don't allow to record lecture	Teachers' low voice during lectures.
	%	%	%	%	%
Reported	61.1%	32.2%	45.6%	28.9%	21.1%

As shown in the bar graph (Figure 26), when students were asked if they faced any difficulties when the teachers used any teaching aids or technology, 62.2 percent of the respondents reported that they did find difficulties in understanding as the aids were not appropriate for

visually impaired students, while 13.3 percent stated that they did not find any serious difficulties with the teaching aids, remaining 24.4 percent of the students reported that teachers did not ever use any teaching aids.

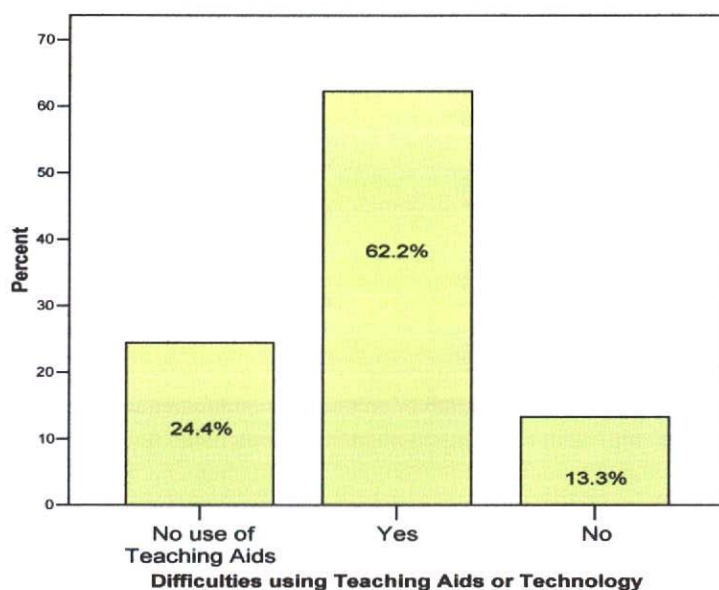


Figure 26: Use of Teaching Aids or Technology

The student respondents were then asked to identify the nature of the problems they faced with teaching aids or technology. Roughly 21 percent of respondents identified that maps, charts, graphs when used by the teachers were not sufficiently explained, making it difficult to understand as the students with visual impairment mostly depend on hearing. About 22.2 percent of the students mentioned as their most important problem that the lack of explanation by teachers of what they were writing on board. One student who had already said that there was no difficulty in using teaching aids mentioned that maps, charts, etc should be explained more. All the responses are presented in Table 4.4.5.

Table 4.4.5

Difficulties Faced While Using Teaching Aids or Technology

Table %	Difficulties faced while using Teaching Aids or Technology		
	No use of Teaching Aids	Yes	No
No Sound System or Multimedia		6.7%	
Maps, Charts, Graph, Not explained Enough		21.1%	1.1%
Teaching Aids are not appropriate for the VI Student		12.2%	
While writing in board, verbal explanation is not given		22.2%	
Not Applicable	24.4%		12.2%

Depending on the students' needs and learning environment the teachers' role can range from primary instructor for a visually impaired student to higher level of instructor. Whatever their role is, it is generally agreed that teachers of the visually impaired students should carry out some specific functions.

Teachers were asked whether the teaching learning process was favorable for visually impaired students. Out of 30 teachers 3 (10 percent) stated that the teaching learning process which the teachers used to follow was helpful for visually impaired students, while 27 (90 percent) teachers did not consider as favorable. 30 percent of the teacher respondents found that the traditional teaching learning process and lecture based classes were "not at all helpful" for the students with visual impairments. Table 4.4.6 outlines the teachers' responses regarding this issue.

Table 4.4.6
Teachers' Opinion Regarding Teaching Learning Process for VI Students

	Teaching learning process for VI students	
	Count	%
Helpful	3	10.0%
Not much	18	60.0%
Not at all helpful	9	30.0%
Total	30	100.0%

Common barriers perceived by the teachers were noted in the areas of note taking, absence of self-confidence, inadequate language skills, and weakness in English.

Another important obstacle was identified by the students of Chittagong University. Chittagong University is surrounded by hills and bisected by a small stream which makes this university a famous tourist spot across the country. However, the accessibility of the Chittagong University campus was not quite suitable for visually impaired students. Some departments, for example the Law Faculty, were situated in hilly areas which were difficult to access independently, thus hampering mobility. The infrastructure made it even harder for visually impaired students. For example, the lack of railings on the stairs, drainage in front of the building made it difficult to move from one place to another place (Appendix- D.2). It is important to address these issues, as good orientation and mobility can help the students in terms of socialization, personal management, independent living skills and career education.

4.4.2 Suggestions given by the respondents for overcoming the barriers

The respondents pointed to certain processes and changes to be implemented to remove the barriers to study. Relevant authorities must ensure that the visually impaired students are notified of any organizational change (classes, examinations, holidays etc.) as s/he will not be aware of messages left on notice boards or changes in lecture venues. This may include

enforcing policies that require organizational changes to be communicated to the visually impaired students verbally - either in person or over telephone. In consultation with the sighted peers, authorities also need to establish the access requirements relating to participation in group work, student presentations, assignments etc. A peer mentoring system, where visually impaired students are paired with sighted students who assist them in the classroom can also be implemented. Providing adequate residence facilities is also critical.

All the participants asked for Braille converted text books, academic tutorial support and special care and attention in teaching-learning process. Lewin-Jones and Hodgson (2004) point out that transforming printed material to other formats is a great loss of time for students with visual impairments. Consideration of the visually impaired students in relation to visual aids can be very important for such students. For one, at the start of the lectures they should be allowed the choice of where they sit or be allocated seating in the first row of the bench at the front of the classroom.

Table 4.4.7
Suggestions to Overcome Problems in Academic Activities

	Provision of keeping reserved seat in the front bench.	Handout and lecture sheet should be given ahead of time.	Orientation workshop for the teachers to deal with VI students.	Landmark in the Classroom, Door, Hall etc.	Fixed Classroom for each course/ each year
	%	%	%	%	%
Yes	32.2%	35.6%	20.0%	25.6%	16.7%

Table 4.4.7 indicates that 32.2 percent of the respondents wanted reserve seat in the first bench which was supported in Lewin-Jones and Hodgson's study. 35.6 percent of the respondents stated that handout and lecture sheet should be given ahead of time in particular

when Braille or audio formats are required. One important suggestion was orientation workshop for the teachers - 20 percent respondents supported this endeavor.

Verbal instruction is necessary while the teachers use blackboards or multimedia and teacher should describe in words the visual aspects (Tables, graphs and maps) displayed on screens or boards. Tactile or raised format material is necessary for diagrams, technical drawing, maps and other similar types of pictorial material and the preferred format for their printed written materials such as Braille, large print or electronic format. Cole-Hamilton and Vale (2000) found that students with visual impairments face great difficulties in obtaining books and handouts in their preferred format. Additionally, a study carried out by the Royal National Institute of the Blind (RNIB, 2002) showed that 47 percent of students with visual impairments did not receive books in a suitable format. Lecture sheets, handouts and other necessary documents should be provided at least 15 days before the examination. Furthermore, universities should arrange to establish a peer mentoring system for students with visual impairments in the classroom and in the residence. They should also ensure that the visually impaired students are notified of any organizational change (classes, examinations, holidays etc) – as he or she will not be aware of messages left on notice boards or changes in lecture venues. In consultation with the sighted students, they should establish their access requirements relating to participation in group work, student presentations, assignments, etc.

Table 4.4.8 presents a clear picture of this issue. A total of 61.1 percent (30 percent plus 31.1 percent) of the respondents faced lack of Braille material, while only 3.3 percent did not face any serious problems but still appealed for Braille books and lecture notes. The students proposed two possible solutions. First, handouts and lecture sheets should be given ahead of time, and second, Braille books should be made available for the relevant courses of the respective departments in the library. 31.1 percent of the respondents, who faced the

unavailability of Braille materials, mentioned only the second solution of getting Braille converted books for relevant courses. A total of 26.6 percent students neither faced the shortage nor proposed the solutions mentioned above.

Table 4.4.8
Problem and Solutions Regarding Braille Material

Table %		Handout and lecture sheet should be given ahead of time.			
		Mentioned		Not Mentioned	
		Braille books for the relevant courses of each Dept.		Braille books for the relevant courses of each Dept.	
		Yes	No	Yes	No
Braille converted books are unavailable to prepare for Exam	Mentioned	30.0%	-	31.1%	-
	Not Mentioned	3.3%	2.2%	8.9%	24.4%

Another suggestion identified by the respondents was the need for assistive technology. About 86.7 percent (n=78) students, whether they had access to computer in their department or not, asked for screen reading software to access information made available in an electric format (e.g. by computer). Electronic versions of teaching materials offer the greatest flexibility for the visually impaired students.

Table 4.4.9
Availability of Computer and Nature of Difficulties to Use

			Difficulties for using computer in Dept.				Total
			Not Accessible; Jaws (Screen Reader) is not installed.	Students are not Allowed to use Computer in Dept.	There is No Computer in the Dept.	No problem/ Difficulty	
Availability of Access to Computer in Department	Yes	Table %	27.8%	2.2%		3.3%	33.3%
	No	Table %	12.2%	6.7%	47.8%		66.7%
Total -		Table %	40.0%	8.9%	47.8%	3.3%	100.0%

According to Table 4.4.9, 33.3 percent of the students reported that computers were available in their respective departments. 3.3 percent faced no difficulty, 2.2 percent students reported that students were not allowed to use those computers, and 27.8 percent of the students found that computers were not accessible because there were no screen reader (JAWS program) installed. On the other hand a total of 18.9 percent of the respondents reported that computers were neither accessible nor available for the students. Also, 47.8 percent reported that there were no computers in their departments and they recommended arranging for one computer to be available in each department with screen reader installed. Thus, 96.7 percent of the visually impaired students reported facing one or more challenges in accessing computers in their departments during studies.

Table 4.4.10 shows the possible solutions to make computers more accessible as suggested by the student respondents of the study. For the question of accessing information and communication technology, 58.9 percent of the students asked for computers in all departments with screen reader to be installed, while 86.7 percent of the respondents emphasized the importance of having screen readers. 77.8 percent of the students especially emphasized the importance of installing speakers/headphones, otherwise screen readers (JAWS) would be of no use. The screen reader is special voice synthesizer software that reads the contents of programs that appear on the computer screen. Thus, screen reader software enhances the accessibility of computers for the blind and visually impaired students. Roughly 32.2 percent respondents asked for a separate room for using computers. One finding was that that 7.8 percent respondents asked for sighted peers' help in using computer.

Table 4.4.10

Possible Solutions to make Computers more Accessible

	Recommended by %
Make Computer available in all Departments.	58.9%
To install JAWS (Screen Reader) in Computers.	86.7%
Installing Speakers/ Audio system to Computers.	77.8%
Separate room for Using Computer.	32.2%
Appoint a Resource Person to help.	27.8%
Help from the sighted person in Using Computer.	7.8%

Teacher who did not find the teaching learning process "helpful" suggested possible solutions regarding this issue as presented in Table 4.4.11. Here, 46.7 percent of the teacher respondents and 46.2 percent of the student respondents did not suggest any possible solution, although they find the teaching learning process "not helpful". A number of students, 56.7 percent, suggested using modern technology in the classroom, this was also suggested by 36.7 percent of the teachers.

Table 4.4.11

Suggestions Regarding Teaching Learning Process

	Use of modern technology in classroom.	Reserve first row for VI students in a class.	Teachers' training/ workshops.	No suggestion/ Comment.
Suggested by the Students	56.68%	32.2%	20%	46.2%
Suggested by the Teachers	36.7%	10.0%	10.0%	46.7%

Table 4.4.12 presents how the teachers used to engage the visually impaired students in teaching learning activities within the classroom. About 70 percent of the teachers reported that they ensured the participation of visually impaired students in classroom activities, and

30 percent of the teachers did not usually practice anything additional to engage these students. Teacher respondents reported that they used one or more techniques through which they ensured the visually impaired students' participation in the class. The most common (70 percent) technique for ensuring participation of visually impaired students was by asking questions.

Table 4.4.12
Ways of Engaging VI Students in Class Activities

	Pair group	Group work	Individual work	Asking question
	%	%	%	%
Mentioned	16.7%	23.3%	10.0%	70.0%

There is significant effort required to reduce the barriers to the participation of visually impaired students in higher education. Teaching and learning is a particular area of concern since it involves various systematic changes, both to the way higher education institutes operate, and to the actual classroom environment.

For instance, barriers to accessing the curriculum need to be addressed. Effective ways to encourage sighted peers to assist their visually impaired classmates with lectures and class notes need to be developed. Alternative ways to approach information that may be missed need to be discussed. Sighted students may be asked to describe the visual aspects of what is shown in the multimedia or overhead projectors. Teachers need to try to understand and act upon the requirements of a student with visual impairment and promote their education. Teachers should express themselves simply, clearly and in a normal voice and if necessary repeat the lectures. Course teachers and the student advisors should allow extra time and provide assistance to such students when necessary.

Teachers were asked about the ways the students used to follow in recording class notes. Figure 27 presents the teachers responses regarding this issue - 50 percent of the teachers reported that visually impaired students used recorders to follow their classes, 28.9 percent of the students reported that teachers did not allow them to record lectures (Table 4.4.4), and 53.3 percent of the students reported that they could hardly follow lectures or even record it either because of the teachers low voice during lectures or because they had to sit in the back benches of the classroom.

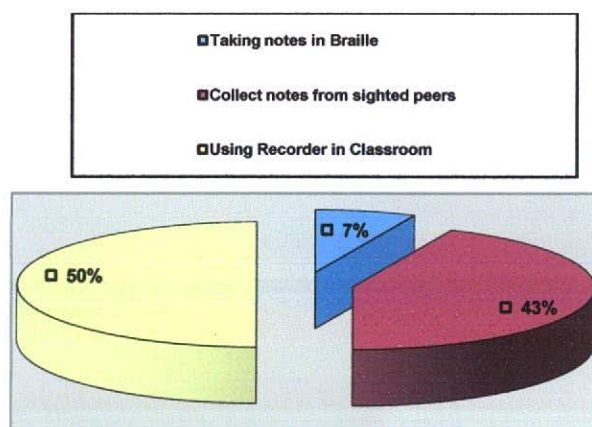


Figure 27: Ways of Following Classes and Taking Class Notes

Table 4.4.13 shows only 26.7 percent of the teacher respondents provided special arrangements in the first row for visually impaired students in their classes. The most frequent (40 percent) response regarding special support was to speak slowly and repeat the lectures.

Table 4.4.13
Teachers' Support to Students

	Speak slowly and repeat the lectures.	Ensure participation of all and assistance from the sighted peers.	Arranging seats in the first row for the VI students.	Using of tactile aids and real objects.
	%	%	%	%
Mentioned	40.0%	33.3%	26.7%	3.3%

During teaching learning activities in the class, 40 percent of the teacher respondents reported that the participation of visually impaired students in the class was the same as that of their sighted peers. The rest of the teachers (60 percent) mentioned that the participation of such students was lower than their sighted peers. All the teachers, regardless of their opinions mentioned earlier, agreed that effective teaching learning activities requires participation of all students as well as the teacher. Teachers were asked if they provided any special assistance to the visually impaired students outside the classroom. About 63.4 percent of the teachers reported that they provided various forms of supports to such students outside the classroom. This research found that 46.7 percent of the teacher respondents provided assistance to visually impaired students both inside and outside the classroom which shows in Table 4.4.14.

Table 4.4.14
Support from Teachers in and Outside Classroom

				Special Assistance outside classroom	
				Yes	No
Engaging VI students in class activities with required support	Yes	Table %		46.7%	23.3%
	No	Table %		16.7%	13.3%

Students with visual impairment reported that they used to build good relationships with their classmates and many of them would get cooperation from their teachers. They indicated (Figure 24 & Figure 25) that their fellow students and teachers accepted them in activities organized by the universities and colleges.

Trumpers' data (2001a, 2001b, 2006) showed a need for teachers to address misconceptions their students may have at all levels of instruction. Zelik, Schau, and Mattern (1998) suggested that at the beginning of class, an initial check for the knowledge level of the class should be conducted. The teachers need to work with the students to understand what their students believe and how those beliefs become part of the students' interpretations. By engaging the students in different activities that will help them to make connections with new concepts, it enhances their capabilities to socialize.

Teacher respondents mentioned the ways in which they provided assistance and support to visually impaired students in their class which are listed in Table 4.4.15 with response frequencies in percentages. The majority of the teachers (66.7 percent) said that they have provided support and even discussed the relevant courses with them over telephone.

Table 4.4.15

Ways of Providing Assistance as Reported by the Teachers

	Mentioned %
VI students can consult with the course teacher anytime even over telephone.	66.7%
Information about financial aid or financial assistance from the teacher.	13.3%
Provide books, notes, suggestions and peer tutoring.	50.0%
Provide Braille materials, recorder etc.	6.7%
Inspire them for co-curricular activities.	16.7%
Helping them for mobility and safety.	30.0%
Special care for all official and academic purposes.	60.0%
Arrange seat in residential hall.	16.7%
Give them simple assignment.	10.0%
Provide food free of cost occasionally.	6.7%

Table 4.4.15 shows that 50 percent teachers used to provide notes and suggestions and arrange for peer tutoring. It was also found that 60 percent respondents agreed that special care had been taken for the visually impaired students. Visually impaired students needed extra time to complete the assignment/tutorial/presentations and other academic works. 10 percent of the teachers used to give simple assignments to these students.

It is true that the number of textbooks in mother language (Bangla) should be increased and extra coaching in English should be offered. With the rapid development of new computer equipment and software adapted for visually impaired people, technology skills and computer proficiency have become increasingly important for this student population. Steps should be taken to provide visually impaired students with the specialized skills and technical knowledge for full access to their educational programs. Relatively simple adjustments, such

as routinely providing course notes and handouts for example, would effectively remove some students' disadvantages and be a useful resource for all students.

4.5 Library Facilities

Several studies stressed that staff working at the university libraries should be trained in assisting students with visual impairments (Jones, 2001; Kinnel & Creaser, 2001, Machell, 1996). University and college libraries can play an important role by offering all the visually impaired students a designated access membership. This might include features such as support for students who may require assistance with finding books or taking books from shelves and other kinds of assistance. In many developed nations, libraries have recognized their role in providing information resources and have also become leaders in accommodating individuals with disabilities within their physical spaces. Harris and Oppenheim (2003) argue that libraries need to conduct a survey of facilities, including the physical access of visually impaired students to libraries. Within the given facilities it is usually easy for a librarian to identify individuals with disabilities who need assistance. When a person who is blind uses speech within a library but cannot access certain resources because of their inaccessible design, library staff can note the patron's difficulty and make themselves available to read screen content.

Access to information is a major problem for the visually impaired students in Bangladesh, who depend on two primary sources for their information: Braille books and talking book services. But today's information and communication technology (ICT) has helped to reduce the gap between the sighted and the blind by providing information on their desktops. ICT and its tools are highly flexible and provide great scope for usage by persons with visual impairment. Still with all these technologies the visually impaired students have been facing

problems in accessing the information. Co-ordinating activities between library authorities and technology specialists may enhance the types of support available.

4.5.1 Barriers Perceived by the Participants

The researcher discovered that 70 percent of the respondents (Table 4.5.1) had never studied in the library. Although 30 percent reportedly studied in the library, library access was infrequent, and they stated that they did not get any benefit from the library.

Table 4.5.1
Students' Responses Regarding Use of Library

Way of Using printed Books at Library	Use of Books in the Library		Total
	Yes	No	Table %
	Table %	Table %	
Photocopying books and then recording	17.8%		17.8%
Photocopying books and then Converting to Braille	5.6%		5.6%
Taking books from Library and Listening from the Sighted Peers	6.7%	1.1%	7.8%
Not Applicable		68.9%	68.9%
Total	30.0%	70.0%	100.0%

Table 4.5.1 shows, 1.1 percent (1 out of 90) of the respondents reported that they used books occasionally by hearing their sighted peers discuss the material; 6.7 percent of the students used this process regularly to learn from printed books while studying in the library. Only 5.6 percent of the student-respondents reported that they used to make a photocopy (Xerox copy) of the relevant chapters and converted those to Braille by their personal Braille slates/machines, with the help of sighted persons, while 17.8 percent students recorded those to audio cassettes. Both of these procedures require a sighted reader to be hired which is often cost prohibitive. Similar responses were derived from the focus group discussions.

For the students with visual impairments there are three major techniques to enhance the accessibility to books and other reading material. These are: Braille converted books, audio books, and electronic books (e-books), which are compatible with screen reader software. In the institutions surveyed, there were no computers with the special software for reading digital books/text (screen reading or screen magnification software is usually installed and accessible). As discussed earlier 96.7 percent (Table 4.4.9) of the students reported that the computers were not accessible, and on the other hand, 78.9 percent (Table 4.4.1) of the students could use audio-recorder player. For instance, there were very few books in Braille in Dhaka University. The percentage was 25.6 percent (Figure 28) as reported by the respondents; those Braille converted books are only available in the Dhaka University Resource Centre and few other departments and institutes.

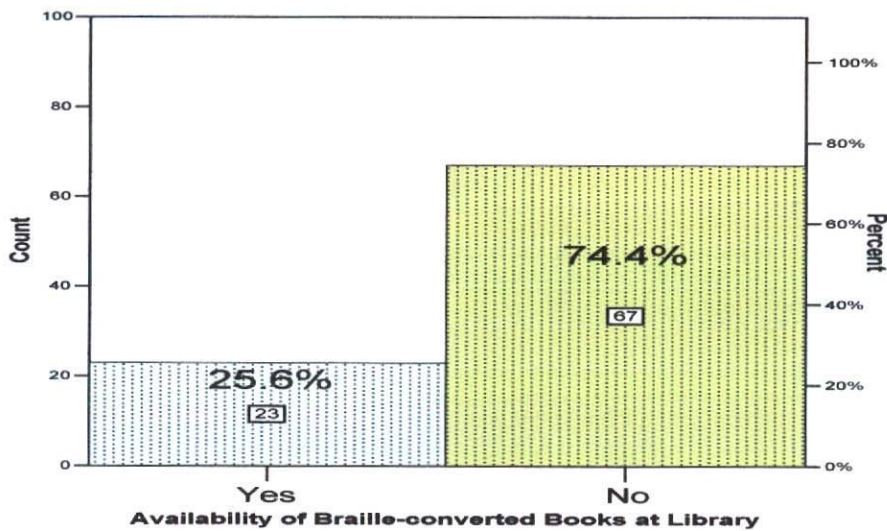


Figure 28: Responses of VI Students Regarding Availability of Braille Books at Library

The most commonly reported deficiencies of libraries were: the lack of text books in Braille or electronic format ($n = 67$), the lack of necessary assistive devices and technology for students with visual impairment ($n = 70$), the lack of qualified and trained personnel ($n = 80$), and incomplete information on the benefits of the library.

4.5.2 Suggestions for Enhancing Library Facilities

The participants provided the following suggestions for enhancing library facilities:

To establish a “Learning Resource Centre for Visually Impaired Students” in public universities and colleges. These centers would enable the blind and low-vision students to access the library resources and services without any hindrance, irrespective of their disciplines. Such a centre would provide easy, fast and timely access to the information resources and services of the library to all the visually challenged students, research scholars and faculty of the university/institute. It is necessary to formulate a national policy and guidelines to establish such resource centers.

Recommended measures for making libraries more accessible and supportive for higher studies are outlined in Table 4.5.2.1.

Table 4.5.2.1

Students Responses Regarding Enhancement of Library Facilities

	Recommended	Not mentioned	Mean	Std. Deviation	Mean Rank
	%	%			
Braille converted books for each Dept. in the Library.	97.8%	2.2%	1.02	.148	01
Separate Corner/ room for VI students.	51.1%	48.9%	1.49	.503	06
Appointing Readers from the Authority with specific job responsibility.	42.2%	57.8%	1.58	.497	08
Braille Materials/equipment should be available (e.g. Perkins Brailier, Braille Paper etc.).	95.6%	4.4%	1.04	.207	02
Use/ Maintain ICT (e.g. Recorder, Computer, internet).	75.6%	24.4%	1.24	.432	04
Deployment of Resource Person at Library.	37.8%	62.2%	1.62	.488	09
Reader/ Braille format for Newspaper/ Magazine.	83.3%	16.7%	1.17	.375	03
Special assistance from the staffs of the Library.	28.9%	71.1%	1.71	.456	11
Availability of Security Specially for the VI girls.	4.4%	95.6%	1.96	.207	12
Devices (e.g. close circuit television, Magnifier etc) for the Low Vision Students.	30.0%	70.0%	1.70	.461	10
List of the Books for related Courses in Braille.	57.8%	42.2%	1.42	.497	05
Braille Dictionary.	46.7%	53.3%	1.53	.502	07

Scale: 1= Recommended; 2= Not Mentioned

Some unique recommendations came out from this study. There were 4 female students (4.4 percent of the respondents) who suggested ensuring security for visually impaired students, especially for women (Table 4.5.2.1). In Table 4.5.2.1, responses are coded as 1=Recommended, 2= No Comment/ Not Mentioned. Lower mean value of response indicates higher rate of recommendation, and mean rank is shown on the right most column. For instance, Braille converted books for each department in the library is highly recommended

(Rank 01), and the issue of making Braille material available (e.g. Perkins Brailier, Braille paper) is ranked 02. Table 4.5.2.1 illustrates students' prioritized expectations.

Other suggestions were: to provide 'Equity of Access' to the visually impaired students, access to various academic information sources, Braille converted textbooks, teaching aids and materials, Braille dictionary, separate space to explore the utilization of "assistive technologies" (technology that magnifies print or transforms it into audio or tactile forms, while speech synthesizers verbalize electronic resources), screen reader software in both Bangla and English such as JAWS, and to train the library staff in providing information services for the visually challenged students. Suggestions from the teacher respondents for improving library facilities are shown below in Table 4.5.2.2.

Table 4.5.2.2
Teacher Responses Regarding Enhancement of Library Facilities

	Braille books, printer and other assistive devices	Spacious corner for VI students	To apply knowledge from developed countries to improve library support	Library catalog should be converted in to Braille	Audio CD for different issues/ courses/ books	Special Assistance from the staff of the library	Appoint a reader at the library	Advanced technology	No change needed
	%	%	%	%	%	%	%	%	%
Mentioned	73.3%	43.3%	13.3%	70.0%	63.3%	56.7%	36.7%	30.0%	20.0%

A notable trend that is evident in Table 4.5.2.2 is that teacher respondents did not exhibit high mention rates in certain categories of questions regarding enhancement of library facilities. For instance, as Table 4.5.2.1 indicates, nearly all visually impaired students stressed on the

importance of availability of Braille converted books in the libraries and other Braille material, including specialty paper and equipment. However, nearly one-third of the teachers did not mention availability of Braille books and other materials as a way to improve library facilities.

This divide is further noted in certain other responses, including the use of information technology to assist visually impaired students – only 30.0 percent of the teachers mentioned advanced technology as a way to enhance libraries, while 75.6 percent of the students mentioned increasing the use of technology. It is possible that this divide exists because of a problem of inaccurate perceptions – teachers may believe that Braille books, or technology tools like computers in the library will be underutilized by visually impaired students.

Another explanation is that the teachers were not aware of the benefits of those tools or they believed that the courses they teach may not necessarily benefit from the use computers, due to the lack of electronic resources. A comparison of student and teacher responses is highlighted in Table 4.5.2.3.

Table 4.5.2.3

Enhancement of Library Facilities, Comparison of Student and Teachers Responses

	Braille books, printer and other assistive devices	Specious corner for VI students	Special assistance from the staff of the library	Appoint a reader at the library	Advanced technology
	%	%	%	%	%
Mentioned by Students	97.8%	51.1%	28.9%	42.2%	75.6%
Mentioned by Teachers	73.3%	43.3%	56.7%	36.7%	30.0%

In addition, support from fellow students, collaborative group work and dedicated support staff in the library would improve the quality of their education. It is also important to raise awareness amongst all the students of the importance of creating accessible materials both for the benefit of the visually impaired students.

4.6 Examination and Evaluation

The examination and evaluation process should reflect the requirement to “reduce discriminatory barriers and provide equality of opportunity”, and in this sense, assessment and evaluation should be inclusive and equitable. There is a great potential for using assessment for learning systems to improve the ability of students to learn. Such systems integrate learning with assessment and typically provide educational experiences in the context of assessment (Bennett & Gitomer, 2009; Razzaq & Hefferman, 2006; Shute, Hansen & Almond, 2008). Examinations are among the most stressful times anyone has to face. This becomes even more stressful in the context of a visually impaired student because of the variety of writers one gets during examinations. The performance of many visually impaired students in the examination hall is hampered mainly because of the quality of the writers they are assigned.

4.6.1 Barriers Perceived by the Participants

Students who are blind or visually impaired usually require extra reading and writing time for their examination. Duration is therefore a vital aspect of examinations. Students also face difficulties in dealing with their writers – some students reported that writers were refused to take the examination just before it was scheduled. These experiences naturally put mental stress for the students. Almost all the respondents stated that they faced difficulties in getting writers who meet the criteria (academically two years junior) before the examination. In the

case of a 1st year undergraduate student, the difficulty in finding a two years junior (grade-11) writer was a serious problem. The following Table shows the breakdown of the responses.

Table 4.6.1
Problems Regarding With Examination

		Completing Answer paper within the Allotted Exam Time			
		Mentioned		Not Mentioned	
		Count	Table %	Count	Table %
Difficulty in Finding Writers as per Criteria	Mentioned	21	23.3%	59	65.6%
	Not Mentioned	3	3.3%	7	7.8%

It is important to note that the visually impaired students faced many difficulties when preparing to sit for an examination. This is evident from the respondents in this study. In addition, many students face obstacles in getting permissions for the writer. This problem varied among the institutions/universities. For Dhaka University, the students had to follow three steps: obtain permission from the Chairperson, permission from the Deputy Director of the Teacher-Student Center (TSC) and then permission from the Controller of the examinations. To overcome this hassle the participants suggested that only Chairman's permission should be made mandatory.

For government colleges, the visually impaired students had to go to the National University campus, located about 20 km from Dhaka City and far from many other districts. The authority did not give permission for more than one writer. To avoid these difficulties the suggestions were the permission should be sought from the principal of the respective college, and permission should be granted for more than one writers. Other difficulties included: high costs, limited time and resources, examinations held during vacation, difficulty to record the notes within few days, difficulty to get permission for more than one writer, unwillingness and incompetence of the writer. In many cases, parents would not allow their offspring to sit

for the examination as a writer which further impacted availability of suitable writers. Key responses regarding the examination from the student respondents are listed in Table 4.6.2.

Table 4.6.2
Nature of Key Difficulties in Examination

	Writers sometimes refuse just before the exam	Allotted Time is not enough for exam	Difficult to get the permission for writer	Invigilators don't want to stay for the extra time
	%	%	%	%
Mentioned	83.3%	35.6%	67.8%	10.0%

The Table shows that 83.3 percent respondents faced difficulty in finding writers, which was the most significant barrier. Many of these writers cancelled right before the exams. The other significant issue included obtaining permission for the writers which was 67.8 percent.

Student respondents were asked if they faced any difficulty in doing homework or assignments as required for courses. Figure 29 presents the frequency of the responses regarding the difficulties in doing assignments. It shows that the highest percentage of respondents (85.6 percent) faced difficulty in completing assignments, while 7.8 percent reported that they did not find any difficulty as they were able to hire sighted persons to assist in completing their assignments. The other 6.7 percent of the respondents reported that they never did any type of assignments at higher education. This is because the submission of assignments was too difficult for them, and provided no benefits. Therefore none of these respondents would complete his/ her own assignment.

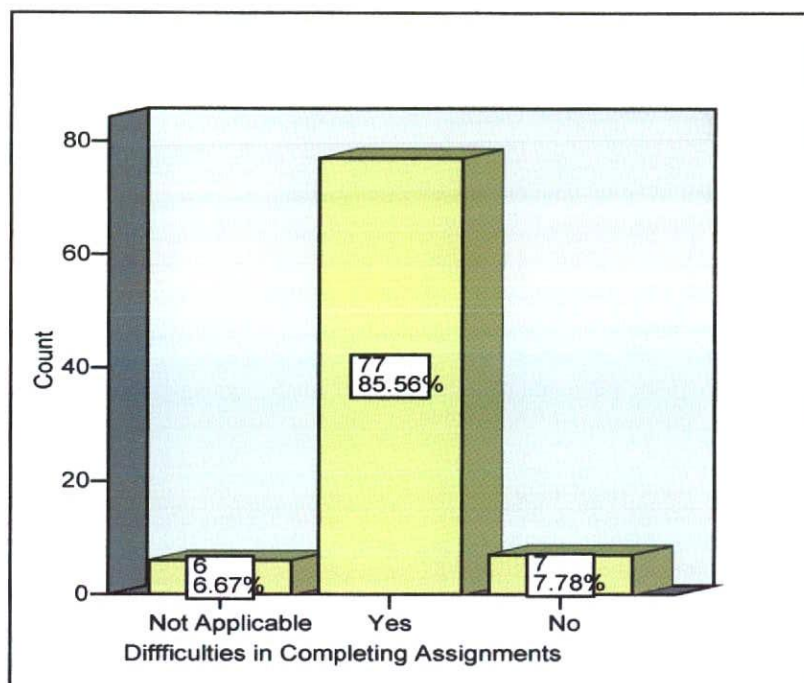


Figure 29: Difficulties in Completing Assignments

Participants were then asked to outline the nature of the problems in completing assignments. As shown in Table 4.6.3 several problems were pointed out by the respondents. Nearly 80 percent of the respondents reported that they tried to do their own assignments several times each semester but failed due to the limited accessibility of books, journals and other reading materials. About 72.2 percent mentioned that it was difficult to get assistance and support from sighted peers and classmates.

Table 4.6.3
Nature of Difficulties in Completing Assignments

	Difficult to access books, journals, reference etc.	Difficult to get support from the sighted classmates	Need to pay money to do assignments done by others
	%	%	%
Mentioned	80.0%	72.2%	23.3%

From the findings (Table 4.6.3) it could be said that doing assignments/tutorial was the most difficult task for them. The respondents also stated that they did not get any benefit or learn anything by doing these assignments.

4.6.2. Suggestions given by the respondents for overcoming problems relating to writer

The researcher compiled a list of suggestions that the respondents provided based on their experiences to overcome the problems relating to writers.

- The visually impaired candidates should be allowed to use a writer who is one year junior instead of two years, if belonging to the same stream of study or a writer from the same year belonging to a different stream.
- The University/College authority should appoint writers and also bear the cost of compensating them.
- There should be a suitable panel of writers from which they can be selected based on availability.
- The permission for writers should be given from relevant institution and department rather than the central university body which unnecessarily adds bureaucratic steps.
- Visually impaired candidates should be given additional time in examination and admission tests.
- In case of visual questions and visual based interpretation questions the visually impaired candidate should be given alternative non-visual questions but the candidate should have the liberty to answer either the original question or the alternative.
- Visually impaired students should not be penalized for spelling mistakes as mistakes are done by the writers not by the candidates.
- Visually impaired candidates should be assessed through oral examination.
- Awareness should be raised for the low vision students and they should be permitted to use the assistive devices (e.g. magnifying glasses).

Table 4.6.4
Suggestions to Overcome Challenges Regarding Examination

	College/ University authority will appoint the writer.	Permissio n for two or more writers, or panel of writers.	Instead of getting permission from the highest authority, Dept. should be allowed to give the permission.	Additional time for Class Test/ In course/ Mid Term etc.	Incentive for the writer from the authority .	Date of exam should be notified before 15 days.
	%	%	%	%	%	%
Recommended	80.0%	75.6%	63.3%	30.0%	36.7%	13.3%

Table 4.6.4 shows the frequencies of some of the recommended solutions to the writer problem. About 13.3 percent of the students said that it would be easier to find a writer if students were notified of the examination date earlier; 80 percent of the students suggested that the college or university authority should take the responsibility of selecting the writer and 75.6 percent of the respondents mentioned that permission for two or more writers should accorded or there should be a panel of writers.

Students were then asked if they had any alternative examination methods in mind. As presented in the bar graph (Figure 30) 27.8 percent of the respondents either did not comment on this or were unable to specify any suggestion. 26.7 percent of the students recommended 'using computer'; they feel that the dependency on a writer can easily be avoided if they could take examinations by using a computer with screen reader installed. Another 21.1 percent said that they could use personal Braille slates to answer the question paper, in which case examiners with skills in Braille would be required.

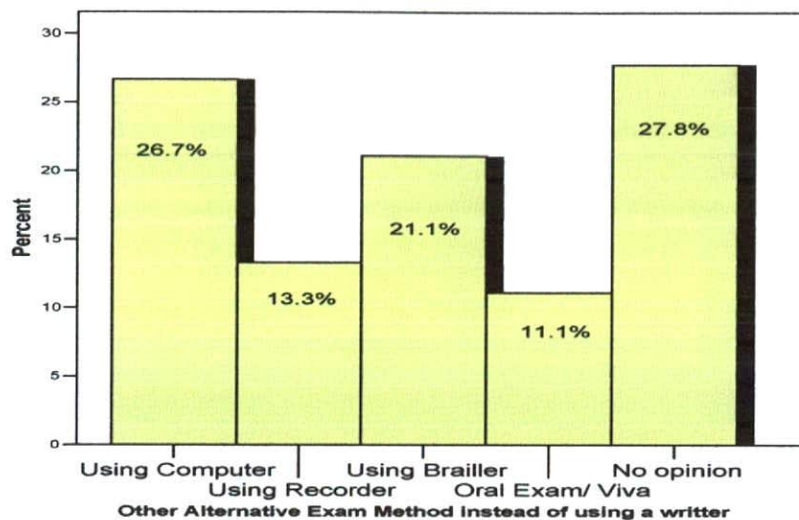


Figure 30: Alternative Exam Method Proposed by the VI Students

4.7 Co-curricular Activities

Visually impaired students faced particular challenges not only in terms of gaining physical access to buildings, but also in relation to the much wider access issue concerning the co-curricular activities. For this reason, they may be seen as a litmus test of the ability of higher education providers to include a diverse range of learners.

Some visually impaired students lacked social networks and were uninvolved in co-curricular activities, thus reducing opportunities for informal learning, which is an important aspect of the higher education experience.

In this study, the researcher found that only 7.8 percent (7 out of 90) respondents reported that they took part in musical competitions in the academic years, although such attempts were not frequent (usually once or twice). The rest of the respondents said that they did not participate in any type of co-curricular activities; because either they were not allowed to participate or the event was not appropriately organized for

them (this includes cultural events, debates, sports, musical groups, etc.). The most important factor that hinders the participation of a person with visual impairment in these activities was poor infrastructure of the university and colleges. Other factors were: lack of information about these activities, the lack of awareness by fellow students, the difficulty of access and the lack of opportunities. It should be noted that almost all participants indicated that they were not comfortable with co-curricular activities. Reasons for this included: negative attitudes of peers, unfavorable environments, and absence of encouragement from the relevant authorities. In addition there were no in-door or out-door games/events which were made accessible for them.

The suggestions from the teachers and the participants were that visually impaired students should be encouraged to participate in debates, recitations, literature competitions, announcements and suitable in-door games (such as Ludu or chess). It was suggested that a 'Disability Federation Sports Team' should be created that can take the responsibility of arranging accessibility for them. The student counselor and advisor can take this responsibility.

It is also very important for visually impaired students who need orientation and mobility services to receive appropriate instruction in orientation and mobility. Providing these students with the needed orientation and mobility services at the appropriate time increases the likelihood that they can participate meaningfully in a variety of aspects of their schooling, including co-curricular activities. Orientation and mobility skills would greatly enhance their ability to move around independently in a variety of educational, employment and community settings.

CHAPTER V

FOCUS GROUP DISCUSSIONS AND CASE STUDIES

5.1 Focus Group Discussion

The focus group discussion (FGD) is a rapid assessment, semi-structured data gathering method in which a purposively selected set of participants gather to discuss issues and concerns based on a list of key themes drawn up by the researcher (Kumar, 1987). It is a roundtable discussion consisting of 8 to 12 or less people that are qualitative in nature. As an indispensable tool for research (Krueger, 1988), the focus group discussion has become extremely popular because it provides a fast way to learn from the target audience (Debus 2000; US Department of Health and Human Services, 1980). It has been used to obtain insights into target groups perceptions, needs, problems, beliefs, and reasons for certain practices.

The following are the FGDs from two public universities and one Govt. College. It is important to mention that the researcher went through for focus group discussion in different settings in different period (DU on 14th March, 2011, CU on 7th October, 2010, and Eden 17th November, 2010).

At the discussion visually impaired (VI) students from University of Chittagong (CU) revealed that most of the VI students were from poor families, who could hardly manage their daily living. Those families could not afford educational expenses and thus not everyone could manage to continue primary education and got dropped out at secondary level of schooling, some got dropped out at secondary school certificate (SSC) and higher secondary certificate (HSC) levels. Those who survived could rarely enter in to the tertiary level. Huge drop outs of the visually impaired students at each level of education were the reality and that all attributed to poverty. Besides that, the dearth of hostel/ residential facilities for visually

impaired students at every educational level is another key factor for the drop outs. Another most commonly seen problem was VI students at pre-university level of rural areas failed to manage writers for their examination and often failed to complete associated formalities for the examination.

Lack of adequate information around the country about the educational and employment opportunities for the visually impaired students was also experienced as a barrier and reported by the VI students from DU and CU. There also exists scarcity of authentic information sources. It was often impossible for either VI students or their families to manage information regarding higher study by themselves. Sometimes parents did not allow their child to go for SSC and higher educational levels. In accordance with the discussion of CU students, parents did have a typical mindset; like, "What will s/he do with schooling?"; "SSC is enough, then why should I let my child go any further?"; "Who will take care of my child there (at the college/university) as we do?"; "how would s/he manage to carry on?"; "How am I supposed to keep paying for educational expenses as I did earlier?" All these indicate that there is immense need of counseling programs for the VIs and their families.

There were some sheltered workshops ran by Ministry of Social Welfare, and some NGOs, where some VI students got vocational training and residential facilities. There were 7 special schools for the VI with residential support which provided grade 1 to 10 (SSC) level of education, however none of them supported till grade 11 and 12 (HSC). Thus prior to higher education VI students became helpless and aimless after completing SSC examination, and could not continue for higher secondary education. All these organizations provided residential support for VI students till the age of 18; afterwards, VI students needed to search a new residence which was almost impossible for them due to their financial inability, unsecured future, social negligence, and lack of humanitarian support. This sudden fall of hope pushed them back from where they came.

Students with visual impairment at University of Dhaka (DU) also reported the higher rate of drop-outs at secondary level to be the vital factor lowering the enrollment rate of VI students at higher education. They identified the key barriers influencing dropout at pre-university level; these were, extreme poverty of the families, lack of awareness and knowledge, problems with admission in normal/ regular school, having no positive role model, social acceptance and support. In addition, there was another barrier, which every VI student faced throughout their academic careers – that was the evaluation system itself. Visually impaired students used to face a number of items in the question paper which required visual ability (e.g. map, chart, graph, and Table) for every examination from primary school to tertiary levels. This hurdle limited the VI students from completing the whole question paper and lowered the obtained marks, thus made the competition uneven. The same problem existed in higher education. At the discussion the VI students proposed to have an alternative question for each of this type of questions.

Education for Visually Impaired was treated as charity. The Bangladesh government provided some financial assistance, but the amount of allowance could not cover a student's living expenses. Government and non-government organizations can easily provide scholarships and other economical support to bring these youngsters to the mainstream of the society by ensuring education.

In this aspect, a number of issues were noted. Firstly, scope of education for the visually impaired or blind student was limited and required support and services were unavailable. Secondly, education and training for them are thought to be welfare or charity work, and not as a right. Besides that, in spite of being extreme poor VI students needed to pay the same amount as fees to the respective university like the other students; while study materials and supports (Braille, audio tapes, writers, and readers) would cost VI students at least twice as much as the non-disabled. According to the claim of VI students of respective institutions,

none of the universities/ colleges had any waiver plan of reducing fees for the disabled students.

VI students from DU reported to face a barrier of social isolation within the university campus. Even in classrooms, non-disabled students try to avoid the benches where VI students used to sit, most of the students showed a little interest in building social relationships and providing of cooperation. As the VI students claimed, similar experiences were noted for some of the university teachers who intentionally avoided contact with disabled students; moreover, they did not try to pay attention to the special needs of the student or even pay attention to them.

To overcome social barriers students therefore, proposed to build awareness and campaign on different types of impairment/disability. Another most commonly seen barrier in classroom situation was some teachers did not allow to record lectures yet they were informed that VI students needed to depend on audio materials and Braille converted text, and it was barely possible for students to take class notes using Braille slate as it takes more time than by writing with a pen. Therefore, students needed to rely on classmates to collect class notes; they needed to spend money in making Xerox copy of notes, hiring readers to make an audio copy of the respective notes. Another common barrier was the scarcity of the Braille converted books, since VI students did not have other alternatives (e.g. e-book, audio-book) available. It is not possible for a VI student to convert printed book to Braille all alone, nor can they manage from any other sources, because each page of Braille converted text costs high amount of money. Thus, accessing text was a huge challenge at higher education; students from CU, DU and Eden Mohila College stressed this point. Here, problems with accessing text could be reduced only if the Hi-tech ICT options of accessing text (e.g. Braille PDAs, Electronic Braille embosser, OCR scanner) were available in Bangladesh, as pointed by some of VI students at Govt. Eden Mohila College and Dhaka University. Researcher

found at the discussions that majority of the VI students did not know anything about the latest ICT options and all of them predominantly relied on traditional Braille slate and stylus and/or typical recorder player.

The fact unveiled at every discussion is that, the complex pattern of social pressures and lack of educational support often derived VI people out of schools to do either street begging directly or any other forms of begging. VI students who dropped out from university level tried to be self employed by running a shop at the locality, helping household works. Some simply stayed at home doing nothing; while proper incentives and residential support would bring them in to the trained work force of the country. VI students who managed to complete university degree failed to get a job after graduation; students named a number of former students who completed Bachelor/ Master Degrees and stayed unemployed till them. Thus they faced the bitterness of life all through their lives. All the VI students at three different FGDs concluded that overcoming barriers at higher education only would reduce problems for a time being, would not guarantee a decent life. So at first proper steps should be taken for earlier academic stages and most importantly for job placement.

5.2 Case Studies

Case Study - 1

Preamble

Disability is not a curse; only a problem that we face in our daily social lives. All societies have to deal with numerous issues, and disability is salient among them. Although disability is nothing new, it has come to attention only recently, as society has progressed to identify it as an issue that needs to be resolved. This is a step in itself; however, there is still much more to be done.

In Bangladesh, about 10 percent of the population has some sort of impairment, which is a problem exacerbated by the large proportion of people who live below the poverty line. Visual impairment holds a large share of the impaired population, and about 80 percent of the people with visual impairment come from families which are far below the poverty line. This socioeconomic constraint makes it even more difficult for them to achieve a good position in society. As a result, they often choose other, less reputable methods of income. Age is not a factor; even children with visual impairments often give up education in favor of these lines of income. Nevertheless, there are still those who overcome the obstacles placed in front of them by their impairment, environment and socioeconomic status, and rise to enter the field of higher education, guided by a little luck and a lot of hard work.

One such person was enrolled in the Master of Education of the Institute of Education and Research, University of Dhaka. His name is S.H. (abbreviated for confidentiality), and he did his Honors degree in Special Education.

S.H. was born in the village of Mohessharpasha in Doulatpur, Khulna. While he was in the womb, his mother endured stress, insufficient nutrition and manual labor – all of which are

risk factors for both mother and child. These factors left a permanent effect on him while he was in the prenatal stage.

Early School Life

In 1988, S.H. was enrolled in a local primary school. At this stage, nobody knew that he was visually impaired. On the first day of school, after formally welcoming everyone and asking their names, the teacher drew something on the blackboard and asked everyone to name it. Only he was not able to answer, so he remained quiet. The reason was simple – he couldn't see the drawing on the board from his seat in the second row. He received a slight reprimand from his teacher, and the fact that he was the only one to be reprimanded in his first ever school day left a permanent impression on him. It eventually became known that he was visually impaired. Soon after, he stopped attending school, and his enrolment was cancelled. The situation continued for the next few years.

Primary Education

In 1991, he first learned from a neighbor that there were schools for children with visual impairments. The neighbor had a son with moderate-level hearing impairment, and he attended such a school. After hearing this news, S.H. went with his neighbor to visit this school.

At the primary level, there were five special schools in five districts of Bangladesh, namely Dhaka, Khulna, Barisal, Rajshahi and Chittagong. All these schools used to enroll students with visual or hearing impairments; additionally, the Dhaka school also would admit students with mild-level mental retardation.

After visiting the Khulna school and knowing the curriculum for himself, he wasted no time in getting enrolled. However, things became harder for him as he had to live in a hostel, apart

from his mother. Even though he contemplated going back home, his peers convinced him to stay on. S.H was quite valuable to them, as he had better vision than most others at the school.

Problems of Primary Education

The students who are enrolled in these special schools faced numerous problems. Some of these problems are briefly listed below:

- Lack of textbooks
- Not enough trained teachers
- Lack of enthusiasm on the teachers' part
- Weak administrative system
- Insufficient care for the students
- Insufficient materials and poorly trained teachers in the case of mathematics education.

Secondary Education

After crossing the numerous hurdles of primary education, S.H. was enrolled into secondary education on the 10th of January, 1996. There were 64 integrated schools in the 64 districts of Bangladesh. These schools had facilities for teaching visually impaired students along with regular students. Many of these schools also had government or non-government residence halls where these visually impaired students could stay. In Magura, there was one non-government residence hall in and two government halls in Chuadanga and Narail. After enrolling in secondary education, he stayed in the Narail residence hall, which was located in the Tularampur sub-district of Narail. Although this school provided residence and dining facilities, the educational facilities were very limited. Consequently, very few of the students could prepare themselves sufficiently for taking their S.S.C. exams. S.H. spent 63 months or

more than 5 years in this institution, during which he had to face numerous problems set by the lack of proper educational facilities.

Problems of Secondary Education

Some of the problems that he noticed in secondary education were as follows:

- Severe lack of textbooks
- Lack of qualified staff in the administration
- Lack of responsibility on part of the staff
- Uncertainty regarding the students' future after S.S.C. exams
- Lack of properly trained teachers for teaching visually impaired students
- Weak coordination between school staff and government officials working for the integrated education curriculum
- Insufficient financial aid for the students entering these schools
- Lack of teaching resources
- Weak administrative policies of the social service department under which the school belongs

From the Khulna division, only a few students were able to overcome these issues and reach the next step in their education. S.H was among those who succeeded.

Higher Secondary Education

S.H. passed his Secondary School Certificate (S.S.C.) examination in 2001. Although he passed, his results were quite average, and he was unhappy about them. At the Higher Secondary (H.S.C.) level, he was faced with yet another obstacle - there was no any residence hall allocated for students with visual impairment. As a result, he had to make the difficult decision of choosing to continue college from home. So he returned home in August 2001 and enrolled in a college that was close by.

The name of this college was Mohessharpasha Shahid Zia College. S.H. was the first and only visually impaired student in the college, so his teachers and peers naturally accepted him differently. Although many were impressed to find a student with such determination, some viewed him as a disturbance. Within the first few days of starting college, one of the teachers called him and told him that as he was visually impaired, he should wear dark glasses and use a white cane. However, S.H. did not want his peers to view him differently, and they did not want to view him differently either.

In a few months' time, a national election was held and a different political party came to power. At the same time, the college's old principal was replaced, and the teacher mentioned above was selected to be the new principal. This new principal had long held a negative attitude towards him. S.H. received indifference, verbal abuse, and misbehavior from him. In 2003, he did well enough in the H.S.C. test exams and placed in the merit list. But for the final exam, he now needed a writer to assist him. With increasing desperation, he searched for one, and when all other options were exhausted, he approached his principal. However, the principal refused to help, and he could not take his H.S.C. exams that year. As a result, he lost one valuable year from his school life.

Next year, S.H. tried to take his H.S.C. exams and again needed a writer. Once again, he approached the principal for a solution. The principal only replied by saying, "I have nothing to do." At this point, S.H. found his back to the wall, so he went to the Chairman of the education board and told him of his situation and the principal's reluctance to help him. The Chairman listened to his story, and immediately called up the principal to reprimand him for his indifference towards a student's education. He further said, "This boy will definitely take his exams this year, and you are responsible for ensuring that. I don't want him to have to come to me again." The same day, a writer was assigned for him, through the efforts of various teachers in the college and influential men in his neighborhood.

The principal found himself detesting him even more, but found that he could do nothing about it. He took his H.S.C. exam in 2004. When the results came out, he went to college to find out how he had done. As he couldn't see, he asked his friends to check the results board for him. It turned out that he had received the best results in the whole college. That day, he went home with the blessings of all his teachers, except, perhaps, those of his principal, who was not at all happy with him.

His college traditionally hosted a large event to celebrate the good results of H.S.C. candidates and give prizes to the most meritorious students. A special prize was always awarded to the student who had the best result. That year, he was the recipient of that prize. However, his principal said that the prize should not be given to a person with any disability. Using that and many other excuses, the principal cancelled the event for that year. Once again, S.H. found himself a victim of discrimination.

Higher Education

S.H.'s aim was to pursue higher studies at the Arts faculty of the University of Dhaka, where he applied for admission in 2005. Although he was well prepared for the admission test, his writer made a significant error during the examination. S.H. was quite sure that he wouldn't pass with such a mistake in his paper, and unfortunately, he was right. However, he incidentally found that there was still time to apply to the Institute of Education and Research (IER) of the University of Dhaka. Without delay, he picked up another admission form, took the exam and scored very well, too. However, his poor S.S.C. result caused his overall score to drop, and thus he could not achieve the merit list. Nevertheless, he fulfilled the disability students' quota and was accepted into the 11th Batch of IER during the 2004-2005 academic session. At the same time, he received a four-year scholarship from Dutch-Bangla Bank,

which was yet another bit of good news for him. This marked the start of a new chapter in his life.

When interviewed S.H. was in his second semester at his Masters Levels. In first semester, he received a B+ average, with a 65 percent and 66 percent in terms of marks. While reflecting on these results, he realized that the reason he could not perform better was the stress that he faced on a daily basis. The problem that S.H. faced was financial; living in an expensive city like Dhaka and paying tuition fees was a difficult task. Although he received a scholarship, this only covers two-thirds of his monthly expenses. For the remaining one-third, he had to borrow money every month, thus pushing himself into greater amounts of debt with time. Tutoring other students was not an option. He did not receive any support from home either; the general notion being that as he lives in the city, he will be able to work and earn enough to send money back home, in addition to supporting himself. Furthermore, there was the added worry that if he does not excel academically, his scholarship might be discontinued. And even if he does well, the scholarship covers a four-year period, and his studies will take longer to complete. Amidst all these worries, he has to struggle through daily life – an unfair situation for someone who had stood first in college and had scored the highest among all the visually impaired students in the H.S.C. exams.

What S.H. requires then is proper guidance, advice, and necessary assistance. Without these things, he might be withheld from repeating his past successes, and his ambition of receiving an Honors degree and achieving a solid standing in society may remain unfulfilled.

Conclusion

From this case study, the researcher pinpoints some of the roadblocks which prevent visually impaired students from successfully completing their higher studies. They are as follows:

- Financial limitation
- Lack of support from the family
- Lack of awareness
- Uncertainty regarding life after studies
- Numerous hurdles in school life
- Not enough exemplary figures to follow
- Lack of special schools
- Indifference on the part of resource teachers
- Self-defeating attitude/depression

When looking at S.H.'s case, the author found that he led a life of hard work and discipline from the very beginning of his life. The hindrances that he faced could be overcome with help and advice from people of wisdom and experience, but then, he faced an uncertain future where his hard work and past successes might come to no avail.

Reflection of the Researcher

This case study reflects the vulnerabilities faced by a visually impaired student at every stage of his educational career, yet with extreme effort, self-confidence and mental strength he was able to pursue his educational goals. S.H. had to face a lot of challenges in his life and up until then, he managed to overcome those challenges. This particular case study also demonstrates negative attitudes that are often exhibited towards the visually impaired, and the need for attitudinal change is very crucial to support disabled people.

At the end, this is a success story of a visually impaired person that can be cited as a model who can contribute their efforts in every aspect of life.

Case Study - 2

M.N.S (used abbreviation, the author called S.) was born on the 10th of November, 1989 in Khulna District. He was the eldest among two brothers and a sister. His mother was a primary school teacher, so he received non-formal education at home from a very early age. At the age of 3, he started accompanying his mother to school. From the very beginning he was energetic, spontaneous, and cooperative. He had excellent interpersonal skills, and would visit every house in the community. Occasionally, he was invited to stay at neighbors' place.

Primary Education

S. enrolled in his mother's school formally at the age of 6. At that time, he had normal vision. He proved to be an excellent student, never placed below 5th position in his class each year. The teachers were very cooperative and caring, especially as his mother was a teacher. Early childhood life passed smoothly and joyfully.

One day, while playing football, he fell in the playground. He got injured in his left eye but did not say anything at home. Gradually his vision became blurry, and his eye became reddish and discolored. At this point, he went to the eye hospital run by the Bangladesh National Society for the Blind (BNSB). The doctors said that it was just an allergy, and there was nothing to worry about. He took the medication they prescribed, and recovered gradually. Within a few days, however, he felt that he could not see clearly. There was nothing to be done just then, as the grade five final examinations were knocking at the door. He did well in his exams, even securing the highest marks in English, and was successfully promoted to grade six.

Junior Secondary Education

One important thing he pointed out was that every year, his left eye would get a virus infection. In grade six he went to India for treating this problem. The doctors there prescribed eyeglasses, and with that he continued up to grade eight. But even with glasses, he had to keep the reading materials very close to his eyes. At one stage he could not see anything. That signaled the end of his vision, and was a great tragedy for him.

When he lost his vision completely, he was admitted to the Tularampur Secondary School in Narail. This was an integrated school run by the Government's Integrated Education Program for Visually Impaired students. After enrolling in secondary education, he stayed in the Narail residential hostel. Although this school provided residence and dining facilities, the educational facilities were very limited. He had a difficult time in learning to read Braille, faced difficulties in getting writers for exams, and sometimes he would not receive full support from his teachers. Nevertheless, encouragement came from the Headmaster, who was very cooperative and tried to convince other students to help him. Despite this struggle, he successfully passed the secondary school certificate examination.

Higher Secondary Education

During this period, S. enrolled in the Fultala M. M. College near his residence. Although he was interested in economics, geography and computer science, he was unable to study those subjects due to the subjects' heavy reliance on graphical presentations. However, he received permission to attend those classes whenever he wanted. Moreover, he received full support and cooperation from all his teachers throughout grades 11 and 12. The only difficulty he faced was in finding a writer.

During those years, he was actively involved with Action on Disability and Development (ADD), a reputed non-government organization. As a volunteer, he would not only organize activities for members, but would also work to increase awareness of certain issues concerning visually impaired people in society. Eventually, he started earning money amounting Tk.1500 per month for his work, which encouraged him to be an independent person. He was actively involved with the Rover Scouts during that time.

Just before the HSC final examination, he suffered an attack from the viral disease ‘pox’. Both his eyes were affected, and he decided to travel to India for treatment. This time, he went to the “Songkhonettaloy Medical College Hospital” in Valor for treatment. The doctors commented that ‘it was too late’, and that the previous treatment had been incorrect. They fixed the date for immediate surgery and follow-up. But the surgery would cost one lac and fifty thousand taka (Tk. 150,000). He was not prepared to pay at the time, so he returned home. Faced with such a large financial burden, his parents expressed their inability to afford treatment. The surgery was cancelled. In spite of this setback, he passed his HSC examination in 2006.

Higher Education

S. was very enthusiastic about studying law at the University of Dhaka. He did not enroll in any coaching center to prepare for the entrance exams, but he applied to the “Bangladesh Protibondhi Kallyan Somity” for computer training and was accepted. He then appeared for the University admission test, but as he did not have ample preparation, he did not achieve the required score in the Bengali component of the exam.

Fortunately, he met a person who informed him about Chittagong University. He bought the admissions form, but did not fill in the disabled quota section. He sat for the admission test and gained admission into the department of law. But as he had not submitted some necessary

documents, he could not enroll in the department. With the help of the Dean of the Social Science faculty, he enrolled in the department of Sociology.

Then he was in the final year of sociology department. Although he spent a significant amount of time in the university with other visually impaired students, he thought that, that would not affect his relationships with sighted students, since he had a large circle of sighted friends and regularly participates in their activities. Throughout the teaching program, he was very enthusiastic in learning and highly proactive about getting help. He expected digital library and internet access for visually impaired students. He was also hopeful for digital solutions to the problem of finding writers during tests and exams. His dream was to achieve a University degree in the department of Sociology.

Reflection of the researcher

This case study is little bit different. This person is an adventitious blind. He grew up a positive and supportive environment. From an injury, and a series of neglectful diagnose he lost his vision over time. The researcher notes that this case illustrates the importance of early identification and proper intervention are crucial steps to mitigate any kind of disability.

CHAPTER VI

DISCUSSION AND CONCLUSIONS

"The cause of oppression usually exists in the social or constructed environment and not in the body. Every inaccessible building is a closet representing the oppression of people with disabilities by able-bodied society."

(Seibers, 2004).

6.1 Overview

One of the major objectives of this discussion is to describe and analyze the implications of the data obtained, as well as to propose solutions to overcome the barriers that have been identified. The varied type and nature of the obstacles experienced by visually impaired students in higher education were described through the responses given by the participants of this study. The impediments to higher education enumerated by the respondents can be broadly classified at two levels – pre-admission, and post-admission. Pre-admission barriers include insufficient information regarding education opportunities, financial constraints, difficult admission procedures, and physical distance to universities and colleges. Post-admission barriers included various teaching-learning process barriers that include lack of availability of visual impairment friendly formats, lack of visual aids and other resources, difficulty in finding writers for examinations, poor access to library facilities, and the negative attitudes from faculty, peers and staff. Recommendations for improvement included providing learning materials in accessible formats, using assistive learning devices in the classroom, improving access to library facilities, making the university/college responsible for appointing writers, implementing social awareness programs in the community, and creating new government policies to support visually impaired students.

6.2 Challenges and Prospects for the Visually Impaired Students

6.2.1. Admissions Procedures

There are some differences in eligibility and admissions criteria between the universities in this study. As shown in Appendix C.1, differences in admission procedures often result in difficulties for visually impaired students. For instance, Dhaka University requires a higher pass mark (48/100) for its admission test whereas the government colleges required lower marks (35/100). These institutions allowed equal time to take the examination for both sighted and visually impaired students. For visually impaired students, completing the examination within the allotted time, as well as attaining the higher pass mark often becomes a challenge, preventing them from gaining admission.

Furthermore, many participants described having difficulties independently accessing their admission materials (advertisement, admission instructions) when they were presented in print. Therefore, it is important to make these required materials accessible to blind and low vision students.

6.2.2. Distance

Admission procedures alone do not explain the differences between visually impaired student enrolments at these universities. For instance, compared to the other universities in the sample, Chittagong University has an admissions policy that appears more favorable for such students since it does not require an admissions test. It also offers a quota of 11 seats which are set aside specifically for visually impaired students. However, often these seats remain vacant often. One explanation may be its location – Chittagong University is located away from the city center, and its distance presents a physical barrier for visually impaired students who are unable to travel far without assistance. Traveling also represents a significant

financial hurdle, since transportation costs eat up the students' monthly budgets. Lack of support from their families compounds these problems – most parents of visually impaired students are not educated (Table 4.2.2), and therefore do not recognize the benefits their blind children may receive from higher education, and consequently fail to support their endeavors. Moreover, some parents are poor and are unable to bear expenses. This problem is particularly visible for female students, because protective parents do not wish to send them far from home. This finding is also reported in the focus group discussions. This attitude, although understandable, can be responsible for diminishing the hopes of a stable future for female visually impaired students.

6.2.3. Knowledge and Awareness

Lack of awareness of opportunities at different universities also presents a challenge. It appears that information regarding university admission procedures and instructions is not readily available to visually impaired students, and therefore, they are unable to recognize prospects. The focus group discussions revealed that misinterpretation and miscommunication are common problems, for example missing deadlines of submitting application forms because of poor communication. Differences in procedures at the university level also contributes to confusion, For instance, Dhaka University offers classes in a semester format (six months duration) while Chittagong University offers them in an annual format, which contributes to less paperwork when signing up for classes. Yet, enrollment rates in Chittagong University remain lower, because this difference is not well communicated.

The lack of awareness of the need for education, as well as the opportunities available, can often be attributed to the parents of visually impaired students. It has been demonstrated that the percentage of visually impaired students is higher in the lower socioeconomic groups. Table 4.2.4 illustrated that 52.2 percent of the families having monthly income less than BDT

5000. Children born in lower socioeconomic groups are thus at a two-fold risk: they are less likely to receive early intervention when affected by a disease or injury with the potential to cause visual impairment, and they are less likely to receive a full education because of their parents' low educational qualifications and/or monthly income. This finding is comparable to results reported by Majumder (1997), who found that mothers' and fathers' education and family income have emerged as important determinants of infant and child mortality in Bangladesh.

6.2.4. Study Materials

Accessing printed materials is an extremely challenging barrier to overcome for people with visual impairments (Sperr, 1982). Participants in the present study were no exception. During the focus group discussions and the interviews, they reported facing this difficulty in all stages of their education process. For many students, covering vast quantities of reading material with only the assistance of sighted readers is the hardest part of their education, and failure to cover material is common. Consequently it is very difficult for them to achieve results similar to their sighted counterparts. To overcome these challenges teachers need to be more attentive and aware for the visually impaired students regarding the format of the handouts and other necessary papers and make them accessible in audio or Braille formats. Moreover, university and college authorities can appoint readers in the library to assist visually impaired students.

The survey results indicate that there is a big gap between public universities and government colleges in the timing of providing handouts, lecture sheets by the respective teachers. The government colleges have a traditional yearly examination system, whereas the universities (with the exception of Chittagong University) follow semester system. Students in government colleges stated that converting all the notes from a full year of study to Braille

was inconvenient, and also placed a large financial burden on them, if they get the sheets, notes just before the examination. On the other hand, if they only had to convert the notes for one semester at a time, it would be easier for them. In this case they would also prefer to have the material, ahead of time.

Visually impaired students were particularly concerned about teachers who did not provide educational materials in accessible formats. They may need print materials in alternative formats such as materials converted to audiotapes, scanned onto disks, enlarged or image-enhanced, and Braille. Nearly all participants (97.8 percent, see Table 4.5.2.1) reported that they require the books in alternative formats which can meet their specific needs, a result similar to the findings of Harris & Oppenheim, (2003). It is the teachers' responsibility to take care and pay attention to the needs of visually impaired students in the classroom. Students with visual impairments use tactile and kinesthetic input to learn about their environment, so any visual materials used in the classrooms need to be adapted for use by students who do not have the visual skills required for the task. Charts, models, maps, and graphs will then have greater educational value for students with visual impairment. Teachers should avoid pointing or using vague, ambiguous words such as 'this', 'that', 'over there' and 'over here'; instead, they should speak aloud about what is written on the board. The visually impaired student allows both the teacher and other students to benefit from requiring the teacher to think more clearly about how the material should be created and described, how long it should be presented to be absorbed, and what effects are expected from each component of the presentation. In this way, what one does to address the needs of the visually impaired student fundamentally contributes to the quality of learning for the entire class.

6.2.5. Teaching Learning Process

Teachers play a fundamental role in promoting students' well-being and in creating conditions for learning. Participants in the present study reported having both positive and negative experiences with their teachers. Some stated that they had teachers without whom they would not have succeeded in their studies. Others stated that certain teachers made their lives extremely difficult, mostly due to ignorance. It was widely noted that the teachers had a great deal of influence in the lives of these participants.

Participants also described feeling that their sighted peers impacted their studies in both positive and negative ways. For the most part, peers were considered to be a positive part of the participants' life, as they were supportive both in and out of the classroom. However, there are instances where peers had negative or ignorant attitudes towards the visually impaired students. The respondents believed that developing ways to incorporate educational awareness activities in faculty workshops and in curriculums for students would assist in overcoming many of these attitudinal barriers. Addressing the attitudinal barriers would also alleviate isolation experienced by students who are visually impaired by helping to eliminate fears and stereotypes held by those who are sighted.

6.2.6. Tools and Technology

In the experiences of participants, universities and colleges are still very inaccessible. The instructional methods typically used and the way materials were presented and disseminated were especially problematic, when maps and charts are presented and important information is written on blackboards. Even for those who succeeded, there were severe limitations in the programs they could take. In this regard, it was noted that the use of assistive technology would enable students with visual impairment to better adjust to regular learning processes and academic domains, by enhancing their communication, mobility, and environmental

control. Nearly all the students were able to describe the comfort of using assistive technology. It allows the visually impaired students to access the same information source their peers use.

The kinds of inadequacies cited by the participants included the availability of information in an accessible format and the technical and academic preparedness of educators, employers and support staff to create a level playing field between individuals with visual impairments and their sighted counterparts. Educators must recognize that education for students with blindness or visual impairment is a continuous and dynamic process, and should therefore provide appropriate transitional support at critical times. In addition; there should be instructional and environmental modification according to the needs of visually impaired students. For instance, they may need preferential seating because they it is important for them to listen and understand the teacher/instructor. They may also need separate rooms for examination which may include assistive technology. Decisions about what to include or exclude in specially designed curriculums for visually impaired students should allow for adequate breadth of coverage, while maintaining enough depth to assure that students are learning the material. The challenge is therefore to create an environment in which the students with visual deficiencies feel 'safe' and supported. Motivation will thus be enhanced, particularly if students see themselves as successful learners. At no point should teachers assume that a student with a visual disability is less intelligent, less capable of completing tasks, or unable to comprehend course material.

6.2.7. Libraries

It is important for libraries to fully recognize their role in providing information resources to everyone, regardless of disabilities. It is usually easy for the staff of the library to identify individuals with visual impairment who need assistance. When a student arrives at the library with a white cane or accompanied by sighted persons, the library staff can sense what types of accommodation he or she might need in order to access specific library holdings. They can pay attention to the difficulties faced and provide support accordingly. Allocating a reserved corner for the use of students with disabilities would be a valuable step in this endeavor. Improving library facilities is a challenge that was highlighted during the focus group discussions, and it needs to be overcome in order to improve prospects for visually impaired students in educational settings.

6.2.8. Lack of Writers

Another issue presented during the focus group discussions was that visually impaired students regularly face hurdles with writers for examinations. Finding a writer is often difficult, and the cost of hiring a writer often presents itself as a significant financial burden on the student, particularly because many of these students come from low income families (see Table 4.2.4). Even after finding a writer, students often have to go through various steps in obtaining the necessary permissions with regard to engaging a writer. Furthermore, several students in this study have experienced situations where a writer canceled their appointment just before an examination. Incidents like this can be extremely frustrating and stressful for the student, and it is important for the respective educational institution to ensure that their students are not put into such circumstances.

6.2.9. Leaving School

Dropping out of school is one of the most serious and pervasive problems in primary and secondary education in Bangladesh. Visually impaired students are more likely to drop out than their sighted peers due to their disabilities, even though they come from similar socioeconomic backgrounds. This is more serious at the higher secondary level, as was discovered during the focus group discussion.

Society, in general, possesses negative attitudes about the educational potentials of children with disability. Most of the people including the parents believe that sending children with disability in schools is a waste of time, money and energy. A survey shows that a very large group of people (74 percent) are stereotyped to these types of opinion (BANBEIS, 2007). Even if the children are enrolled in mainstream school, they are not always welcomed in the school. Choudhuri et al. (2005) notes that, "in Bangladesh it has been found that on average 35 percent of peer learners and 13 percent of teachers' attitude towards learners with disability is unfriendly".

According to Farrell, Orr and Smink, two common components of successful secondary dropout prevention programs are work-based learning and personal development/self esteem building (Farrell, 1990; Orr, 1987; Smink, 2002). The parents of visually impaired students are uniquely positioned to assess their students' social/self-help skills thus they should receive on-going guidance or training in strengthening the social/self-help skills of their learners.

6.2.10. Housing

One policy that university and government colleges should implement in order to assist graduate and undergraduate students who are visually impaired is to establish suitable accommodations. Accommodation is a highly challenged area for the visually impaired

students. As the focus group report and case study present– this problem is faced at all levels of the education process, including the higher secondary level. In addition to providing visually impaired students a place to stay near the campus and improve access, this also would give them a clear idea of the kind of assistance they can expect from the institution and encourage them to seek higher education. It is important to have a procedure for communicating the established accommodations to teachers, staff and administrators. Students should not be the ones directly responsible for implementing accommodations, although they are crucial to the process. Instead, the higher authorities could be given lists of accommodations for each student by policy.

6.3 Recommendations

While the participants and the teachers cited many problems/challenges, it is very important to note that in recent years considerable progress has been made towards addressing some of the educational needs of students with visual impairments. Research indicates that a variety of instructional approaches can be used to increase access to the general curriculum and standard-based instruction (Kameenui & Carnine, 1998). Approaches such as differentiated instruction (Tomlinson, 1999), strategy instruction (Deshler, et al., 2001), textbook organization (Crawford & Carnine, 2000; Harniss, Dickson, Kinder & Hollenbech, 2001), and technology use (Rose & Meyer, 2000), are showing that access to the curriculum can be substantially improved, with positive outcomes for students with visual impairment as well as other disabilities. Establishing intentional learning outcomes for students regarding disability issues and then putting mechanisms in place to ensure the outcomes are achieved will enhance the learning outcomes.

Respondents were asked to provide suggestions for overcoming the problems and obstacles faced by the visually impaired in pursuing higher education. The researcher recommended the

following measures based on the suggestions given by the respondents as well as reflections of the researcher based on the other findings of the study.

6.3.1 Financial Support

During this study, it was observed that visually impaired students mainly came from lower socio-economic strata. Most of their parents were either illiterate or barely educated and poor. The few visually impaired students that seek higher education do so out of their mental strength and drive to succeed. To meet their educational goals, they cannot rely on support from family income. Consequently merit based financial support is essential to enable them to continue their education.

To that end it is appropriate and necessary to collect and compile demographical data about visually impairment on a national level, and utilize such data to identify what types of financial support is appropriate. A deeper understanding of these trends may allow the educational institutions to also communicate financial needs to private and government organizations and utilize such sources to extend financial support such as stipends/scholarships/educational loans to visually impaired students.

6.3.2 Admission

A major problem for visually impaired students is to get admitted at the desired higher educational institution, of which the principal requirement is GPA-7 in institutions like Dhaka University. Since many of these prospective students cannot attain a total grading of GPA-7 from both SSC and HSC levels of examination, they cannot become eligible for getting admitted.

The researcher believes these admission criteria needs to be lowered for visually impaired students. In addition, in many cases, even those who have attained GPA-7 cannot pass at the

English language portion of the admission test (which tests comprehension). This is not surprising, given that the secondary and higher secondary level education that most visually impaired students are able to access do not focus on teaching English. Furthermore, the writer who reads out the English portion of the test is required to be of a two year junior, and is neither adequately trained nor well versed in English language, which makes this part of the admission examination even more difficult. Thus, it would be appropriate to redesign the English sections for visually impaired students.

In this area, the study discovered that at present three major impediments exist for visually impaired students seeking admission for higher education. These are inadequate knowledge and comprehension of the English language, the format in which the English language tests are conducted, and residential and financial problems faced by the admitted visually impaired students. A redesign of the examination format that takes into account the limited English language background of the visually impaired students may help them achieve passing scores on the entrance examination.

Furthermore, the current quota system may be expanded to education institutions that do not have one in place. Introducing a quota system for admission that specifically allocates a certain number of seats to visually impaired students can also facilitate their access to higher education, and ensure that a certain number of students are granted the opportunity to study. Such a quota system can utilize a different set of merit-based admission criteria instead of relying on traditional exams and grade requirements.

6.3.3 Teaching Learning Process

The researcher proposes redesigning teacher training programs that would increase awareness about the needs of the visually impaired, and train teachers to be more sympathetic and attentive in the classroom. From the initial survey it has been observed that the number of

students for any department is generally limited to 2 or 3. Given these small numbers, these students can easily be encouraged by allocating seating on the front benches. In addition, allowing them to record the lecture, adopting assistive technological aids, and by explaining whatever is written on the board or displayed in maps and charts may be repeated verbally to the VI students to assist them to properly comprehend the material.

These steps can encourage visually impaired students substantially to perform well, and in turn, encourage more such students to seek higher education.

From the researcher's point of view, pre service training and continuing professional development programs are needed to ensure that current teachers are up-to-date and fully able to support students at all levels at higher education. Miller et al. (2000) found in a national study that nearly 8 out of 10 teachers (79%) reported that they received five hours or less in service training regarding inclusion of students with disabilities in school-to-work programs. This indicates that service training is one of the important factors in all levels of education for disabled students. In an effort to move towards the social justice paradigm, mandatory disability awareness training for all current and new employees may be a step in the right direction. Teachers can provide information to parents, community, and collaborative employers to promote the value of participation in postsecondary education and ultimately better prepare the institutions in providing an equitable educational experience for all students.

6.3.4 Library Facilities

First off, library authorities can take initiatives to obtain Braille converted text materials-books, journals etc. for respective departments with the assistance of non-government organizations. Moreover, stocking Braille materials such as Braille paper, Braille machine and audio cassettes is also important.

In the digital era, it is relatively easy to maintain computers with software installed and reserved for visually impaired students. Some advantages of using software include the capacity to automatically convert Bengali and English text to Braille and the ability to allow a visually impaired person or a sighted Braille Transcriber to create a Braille document directly by typing in Braille codes with audio support.

Authorities can also appoint readers to assist visually impaired persons in using the facility and accessing resources.

Other recommendations suggested by the study participants include maintaining a repository of notes in Braille may at the library or resource center at the end of each academic year, in order to assist future students. This can help reduce costs. To facilitate this process, the researcher suggests the preparation of an easily-accessible database/information desk/text for visually impaired students.

6.3.5 Examination and Evaluation

The crucial point for visually impaired students is that they do not get any additional time for the entrance examinations. This provision already exists for final examinations. Given that there is already an element of stress associated with new setting and placement when appearing for an admissions test, allowing these students extra time is essential.

Another important issue is the difficulties surround writers. An effective strategy that institutions can adopt to prevent this problem is to establish a writer selection committee that will appoint and fund specific students to work as writers. This will streamline the process of finding writers and obtaining permission for them. In addition, if a writer knows that his or her responsibilities have been granted by higher authorities, he will have an incentive to be more professional about his work.

In addition, teachers should be encouraged to be flexible in marking down silly errors (such as spelling mistakes) when grading answer scripts.

Finally, the examination process can be further streamlined to enable visually impaired students to perform better. One recommendation involves conducting oral instead written exams. Providing separate room for exam candidates with necessary assistive technologies, or writers and readers would allow the visually impaired students to take the exams comfortably without disturbing other exam takers. The researcher's visit to Punjab University in Lahore, Pakistan in 2005 revealed that the uses of such assistive technologies, including computers, to take examinations are already in place in education institutions in the South Asian region.

6.3.6 Co-curricular Activities

The overall development of disabled persons depends on the attitudes of the people and community surrounding them. In cases of positive attitudes from parents, teachers, peers and others in the society, the disabled are more confident and find success in life while the negative attitudes made the disabled depressed, dependent and suffer from low self-esteem.

The researcher suggests motivating the visually impaired students to participate in co-curricular activities by creating at least one or two events designed to be accessible to them. For instance, they can participate in debates, recitations, story making and story telling, music, and other activities along with sighted peers. In addition they can participate in few indoor games such as ludu, chess and other board games. They can also take part in some selected events in sports, like throwing, running, jumping even they can take part in some games. This would help them feel attached to community, and their involvement would also generate awareness among their sighted peers and help foster a more accepting environment.

6.3.7 Technology

The researcher notes that there may be significant scope to improve the educational experience of visually impaired students by using technology.

Assistive technology is an interdisciplinary field of knowledge comprising products, resources, methodologies, strategies, practices, and services that aims to promote functionality for visually impaired people with regard to autonomy, independence, quality of life, and social inclusion (Cook, 2002). Gerber (2003) noted that a plethora of researchers and practitioners in the field of visual impairment have acknowledged that the use of computers and assistive technology could change the lives of people with visual impairment to a great extent by improving educational and employment opportunities, enhancing social networks, and facilitating independence. In an increasingly interdependent world, information technology is an essential tool to create, distribute, and exchange knowledge.

Technology may be able to help visually impaired students in the workplace, classroom or at home. Personal computers available in computer labs, resource centers and libraries should be modified using large print, speech or Braille adaptations. Furthermore, these computer systems may be configured to send and receive electronic mail, browse web pages, compose documents, work with spreadsheets and databases in a visual-impairment friendly format. One such implementation may be JAWS for Windows, which is a software package developed for blind and visually impaired persons. JAWS read information on the screen of the user using synthesized speech. It provides many commands that help the blind students to use programs, edit the documents, and read web pages. It also has a refreshable Braille display and can provide Braille output in addition to speech. The software can be customized to individual needs and preferences.

Other assistive technology includes adaptive devices such as talking and large-print calculators, Braille writers, note-takers and other specialized adaptive devices for use in the classroom or other places.

Technology skills and computer proficiency are becoming increasingly important for student in the digital era. It is important that steps are taken that visually impaired students are provided equal access to technology use as part of their educational progress.

On this regard, the national ICT policy of Bangladesh has been designed to develop a countrywide ICT infrastructure to ensure access to information by all citizens, including the Persons with Disabilities. It is vital to sustain open, organized, and cohesive information flows at home and abroad to help facilitate the advancement and empowerment of visually impaired people.

6.3.8 Additional Recommendations

The limited enrollment for visually impaired children in school can be attributed largely to the lack of confidence from family members and community. Simply put, the social system does not have faith in abilities of visually impaired persons to function at the same level as others. The high dropout rate of visually impaired students from primary, secondary, integrated and special education to higher education is a significant barrier to their respective advancement. Reasons for such barriers are limited access to educational materials, financial burden and the unavailability of an appropriate learning environment in mainstream educational institutions.

To overcome these barriers social awareness and attitudinal changes are extremely important for the parents, educators, caregivers and policy makers. The following measures can be taken by the community, educators, parents, media and the policy makers (The Ministry of Social

Welfare, in charge of promotion and protection of the rights of persons with disabilities is keen to address these issues):

- Implement social awareness and training programs through government and non-governmental organizations.
- Encourage parents of visually impaired students to support their children's education.
- Supply Braille books and other assistive devices at primary and secondary schools.
- Organize human rights and other external organizations to encourage policy makers and the government to take initiatives for supporting visually impaired students.
- Awareness programs should be implemented to encourage sighted peers to be supportive of visually impaired students in their classes.
- Increase the number of special and inclusive schools at the primary level.
- Provide teacher training at primary, secondary and higher secondary levels incorporating aspects of VI including use of assistive technology for the visually impaired students.
- Providing financial support, especially after completion of the secondary school certificate examinations.
- Provide residential facilities for visually impaired at higher secondary level.
- Introduce coaching in English before commencing the actual course.
- Promote the inclusion of visually impaired students from primary to higher education.
- Share the success stories of renowned individuals with visual impairment to motivate students to succeed in their education programs.

The following measures can be addressed on a national basis:

- Implement new government policies to support visually impaired students.
- Education of disabled students should be transferred from the Ministry of Social Welfare to the Ministry of Education.

- Support and fund research at all levels of education and prepare a long term plan for promoting inclusion.
- Create employment opportunities for the visually impaired and promote access to BCS (civil service) examinations.
- Improve counseling and guidance services to help students succeed in higher education and to find suitable jobs afterward.

6.4 Implications and Future Directions for Research

The results of this study provide some insight into how visually impaired students study and learn, and the challenges they face. These facilitate to recognize the prospects to improve their access to education.

It should also be noted that all the visually impaired students consulted during this study coped with the higher education and passed their examinations on time. They all viewed a university education and the acquisition of knowledge as forms of self-realization. The facts that they were able to study and pass their examinations were signs of successful rehabilitation.

Psychological efforts in professional rehabilitation (Sekowski, 2001) should be directed toward shaping strong personalities among people who were visually impaired, focusing on such aspects as persistence, openness, feelings of self-worth, the ability to establish interpersonal relationships, and the ability to cope with high levels of stress. These characteristics seemed to help students who were blind or had low vision to enter and achieve academic success in universities.

Future research is needed to further identify and determine ways to remove those barriers experienced by the visually impaired students on a detailed basis. Past and current researches in these areas are extremely limited, as evidenced by the scarcity of supporting evidence

sought for the literature review in the present study. In addition, a study from the perspective of the institutions would help to shed further light on the barriers existing in areas such as obtaining alternative formats, improving accessibility, finding writers and other important aspects of higher education. It would also be important to learn from institutions about the barriers they face when attempting to accommodate visually impaired students, as well as what had been done to make access to accommodations easier for these students.

6.5 Concluding Thoughts

This study aimed to establish the prospects and challenges for the visually impaired students in higher education. The researcher identified the number and proportion of visually impaired students in higher education and their areas of study, their admission, teaching-learning process, library facilities and other information, in order to put together a more detailed picture of the current level of support needed for the visually impaired students in higher education. Changes in philosophy are needed at both the individual and institutional levels. At the individual level, visually impaired students need to take full responsibility for their education. To encourage pursuit of higher education, comprehensive changes are required at the institutional level that enhances existing facilities to create a favorable educational environment for visually impaired students.

It is to be noted that memory is best engaged if a student employs a variety of senses to comprehend, examine and reflect upon the information in the process of storing it. Assisting a visually impaired student offers sighted students the advantage of verbalizing what have been read or are being seen, and in that process, they are using an additional sense and storing the information in additional memory locations. It can also be concluded that the influence of teachers, administrators and peers is extremely important in the success of students in higher education who are visually impaired. Establishing intentional learning people who are willing to assist these students and learn more about blindness are invaluable resources to them.

Implementing opportunities for education and awareness about blindness would assist students who are visually impaired as well as the sighted people who can provide assistance.

At this junction, it is very important to formulate national policies and guidelines to establish a “Learning Resource Centre for Visually Impaired Students” in every university and institute. This will be a big leap towards promoting ‘inclusive education’ in the higher education system of the country.

Moreover, the requirement for inclusion of students with disabilities in assessments and access to the general education has been reinforced strongly by the Bangladesh Government. This requires that students with disabilities participate not only in assessment, but also in accountability systems. The purpose of these requirements is to ensure that institutions are held accountable for providing these students with access to general education, improving learning environments, and motivating to reach their full potential.

It is logical to conclude that showing respect for others, achieving a mutual comfort level during interactions, and demonstrating awareness and sensitivity of another person’s needs will clarify meaning and, in turn, enhance communication. As one student succinctly expressed, “I may not be able to see you or see to do something, but please just treat me like a human being. Treat me like you would anyone else”.

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Appendix- A

Appendix- A.1

Questionnaire for Students (English Version)

Directions: The following questions are to be answered by visually impaired students enrolled in higher education. Please listen to each question carefully. There are multiple choice responses for each question. Pick the answer which applies to you most appropriately. For questions requiring you to state a comment, please do so.

There is no right or wrong answers. You will only respond to a set of statements. Please try to make your responses accurate and unbiased. Your responses will be used only for this research, and complete confidentiality will be maintained. Thank you for your cooperation.

1. A) Name:
- B) Sex: ☐ Male ☐ Female
- C) Mother's name:
- D) Father's name:
- E) Highest education received:

	Illiterate	Literate	5 th grade	8 th grade	S.S.C	H.S.C	Honors	Masters	Others
Mother									
Father									

- F) Religion: ☐ Muslim ☐ Hindu
☐ Buddhist ☐ Christian ☐ Other

2. A) Total family income: Tk. _____
- B) Family size: _____ people
- C) Educational expenses are born by: (multiple responses may be chosen)
 - Parents/guardians
 - Income from tutoring other students
 - Scholarships/Financial aid
 - Other sources _____

If you have received any scholarships or financial aid,

- Amount received each month: Tk. _____
- From the following organization(s): _____

3. Date of birth (Christian calendar)

Day	Month	Year

4. At what age did you lose your vision? _____ years

5. Cause of visual impairment:

- ☐ Birth related ☐ Injury/Accident ☐ Disease ☐ Other

6. A) Degree of visual impairment:

- ☐ Severe ☐ Moderate ☐ Mild

B) Do you have difficulty seeing even with corrective lenses?

- ☐ Always ☐ Sometimes ☐ Never

C) Can you see with one or both eyes?

	Mild visual impairment	Moderate visual impairment	Severe visual impairment	No Light Perception
Left Eye				
Right Eye				

D) Is your eyesight changing? If so, then how?

E) Please list any blood relatives who are visually impaired:

- ☐ Mother ☐ Father ☐ Brother(s) ☐ Sister(s) ☐ Others

F) Please list any impairment other than visual: _____

7. A) Name of your institution (university or college): _____

B) How far is your house from the institution? _____ Kilometers

8. A) Department name: _____

B) Class:

Honors (Pass)	Honors (High)	Masters
---------------	------------------	---------

C) Year enrolled:

D) Current semester:

9. Where are you currently living?

- A) University or college hostel/hall ☐
- B) Own house ☐
- C) Mess ☐
- D) Relative's house ☐
- E) Other ☐

10. What kind of educational curriculum did you study under at the secondary and higher secondary level?

	Special	Integrated	Mainstream/ inclusive
Primary			
Secondary			
Higher Secondary			

11. How comfortable do you feel studying in a public university or a university college?

- ☐ Very comfortable
- ☐ Quite Comfortable
- ☐ Comfortable
- ☐ Not comfortable
- ☐ Not at all comfortable

12. Are you facing difficulties in any of these aspects of higher education?

☐ Admissions-related

☐ Educational curriculum

☐ Housing

☐ Exams and evaluation

☐ Other: _____

Problem description: _____

Possible solution: _____

13. Are the scores evaluated by the Bengali and English admission tests helpful for visually impaired students? ☐ Yes ☐ No

If not, then why? _____

14. Did you get admitted into your department of choice? ☐ Yes ☐ No

If not, then why? _____

15. Please mention any administrative difficulties involved in the admission of visually impaired students: _____

If you have any opinions on how the difficulties can be resolved, please state them:

16. Please state any opinions you have on determination of admissions quota: _____

17. Do you face any difficulties with the physical aspects of your classroom (e.g. stairs leading to the classroom, classroom size, location, furniture, seating, blackboard, and lighting)? Please list them in order of importance.

A)

B)

C)

18. Do you use any of the following learning aids in the classroom?

☐ Braille slate

☐ Cassette player

☐ Magnifying glass

☐ Others: _____

19. Are there any computer facilities available in your educational curriculum?

☐ Yes

☐ No

If you face any difficulties using these computer facilities, please mention them: _

What steps can be taken to remove these difficulties? _____

20. Do you receive any assistance from your teachers in the classroom?

- ☐ Always ☐ Sometimes ☐ Never

Do you face any difficulties using learning aids or learning technology in the classroom?

- ☐ Yes ☐ No

If yes, please describe the difficulty: _____

21. A) Do you use any of the books, journals or references available in the library?

- ☐ Yes ☐ No

If yes, then how? _____

B) Are there any Braille-converted textbooks or reference books in the library?

- ☐ Yes ☐ No

If yes, how are they in number?

- ☐ Highly sufficient ☐ Sufficient ☐ Insufficient

C) What steps do you think the library should take to be more accessible to visually impaired students? _____

22. How often do your classmates assist you in classroom learning?

- ☐ Always ☐ Sometimes ☐ Never

Please describe the type of assistance: _____

23. Do you face any difficulties in completing homework or assignments for any course?

☐ Yes ☐ No

If yes, please describe the difficulties: _____

24. Do you face any difficulties in sitting for exams with the current examination system?

☐ Yes ☐ No

If yes, please describe the difficulties: _____

Possible solutions: _____

25. A) Do you have trouble finding sufficiently qualified writers?

☐ Yes ☐ No

If yes, please describe the difficulties: _____

B) Is it possible to finish the examination with a writer in the allotted time?

☐ Yes ☐ No

If not, please explain why: _____

C) If you feel that any other examination method should be used instead of using a writer, please describe your recommendation: _____

26. If you have faced any difficulties in co-curricular activities, please mention them here: _____

27. Have you received preference when getting a place in a residential hostel/hall?

- ☐ Yes ☐ No

28. As a visually impaired student, what mentality do you feel your teacher has towards you?

- ☐ Friendly
☐ Caring
☐ Helpful
☐ Reluctant
☐ Negative

29. Do you require any of the following mobility assistance?

- ☐ Use of a cane
☐ Sighted guide
☐ Help from pedestrians
☐ Independent

30. If you have any special recommendations to make it easier for visually impaired students to obtain higher education, please mention them: _____

Appendix- A.2

Questionnaire for Teachers (English Version)

Directions: The following questions are to be answered by the teachers of visually impaired students in higher education. For questions requiring you to state a comment, please do so. You can use a separate sheet for your opinion or comment.

There is no right or wrong answers. You will only respond to a set of statements. Please try to make your responses accurate and unbiased. Your responses will be used only for this research, and complete confidentiality will be maintained. Thank you for your cooperation.

1. Name: _____ 2. Sex: ☐ Female ☐ Male

3. Designation: _____

4. Department: _____

5. Name of the Institution: _____

6. What is the average percentage of classroom attendance among the visually impaired students? -----

7. If you have any recommendations for increasing the enrollment of visually impaired students in higher education, please describe them here.

8. Do you think that the teaching-learning process in the classroom is helpful for visually impaired students? (Always (Sometimes (Not at all

9. Do you apply any special methods or techniques for teaching visually impaired students in the classroom? (Yes (No

If so, what are they?

10. How do the visually impaired students take notes in the class?

- a. Prepare the notes in Braille
- b. Collect the notes from their sighted peers
- c. Use tape recorders in the classroom
- d. Other methods

11. Do the visually impaired students get extra support in or outside the classroom?

(Yes (No

If so, how?

12. If you have any recommendations for modifying the course material for visually impaired students, please describe them here.

13. How suitable is the traditional examination system for visually impaired students?

☐ Suitable

☐ Average

☐ Not at all

14. If the traditional examination system is not suitable for the visually impaired students, what steps can be taken to improve it?

15. If you have any recommendations for improving library facilities for visually impaired students, please describe them here.

16. Do the visually impaired students participate equally with their sighted peers in the teaching-learning process? ☐ Yes ☐ No

If not, please mention why.

17. Do you engage the visually impaired students in different activities in the classroom?

☐ Yes ☐ No

If yes, please check all that apply.

- a) Make them work in pairs
- b) Make them work in groups
- c) Assign individual tasks
- d) Ask questions related to the lesson

e) Other methods (please specify) -----

18. Do you use special arrangements for the visually impaired students in the classroom?

☐ Yes

☐ No

If so, how?

19. Do you think that teacher training is necessary for teaching the visually impaired students in the classroom?

☐ Yes

☐ No

If so, what will be the nature of the training?

20. If you have any special recommendations for visually impaired students in higher education, please mention them.

Signature & Date

Appendix- B

Appendix- B.1

March 22, 2010

To

The Registrar
National University
Gazipur, Dhaka

Subject: Visually Impaired Students in Higher Education

Dear Sir

I wish to inform you that I am doing a research for the Visually Impaired students in higher education (Degree/Honors/Masters) from Public Universities and Government colleges and Institutions (at present) in Bangladesh. On this basis I need the data from National University which will be the authentic source for my research.

I shall be highly obliged for your kind cooperation.

Thanking You,

Diba Hossain
Ph.D Research Fellow
Institute of Education and Research
University of Dhaka.

Appendix- B.2

August 01, 2010

To

Registrar
University of Dhaka
Dhaka

Subject: Seeking permission for data collection

Sir

It's my pleasure to let you know that I am doing a research work for the higher education of the Visually Impaired students in Bangladesh. From my information there are about 40 visually impaired students are studying at your premises. It will be a great help for my research if I could interview them.

I shall be much obliged if you grant me the permission to interview them.

Your co-operation will be highly appreciated.

Yours sincerely,

Diba Hossain
Ph.D Research Fellow
Institute of Education and Research (IER)
University of Dhaka

Appendix- B.3

27 September, 2010

To

The Registrar
The Chittagong University
Chittagong

Subject: Asking Permission for Collecting Data

Dear Sir

I am the Associate Professor of the department of Special Education in The Institute of Education and Research, Dhaka University. I am doing my PhD work in the area of Visually Impaired students at higher education both Public and National University in Bangladesh. As far I know there are 26 blind students at Chittagong University.

I shall be highly obliged if you grant me the permission for collecting data at your premises.

Your kind co-operation will be highly appreciated.

Yours truly,

Diba Hossain
Ph.D Research Fellow
Institute of Education and Research
Dhaka University

Appendix- C

Appendix- C.1

Comparison of different issues among the sample Institutions

Issues	BM	Carmichael	CU	DU	Eden
Eligibility of applicants* (GPA at Scale of 5, Excluding 4th subject)	SSC- 2.00 HSC- 2.00	SSC- 2.00 HSC- 2.00	Cumulative GPA of SSC and HSC- 5.5	GPA of SSC+HSC- 7 (for Arts); 8 (for Science); and 7.5 (for Commerce)	SSC- 2.00 HSC- 2.00
Pass Marks* (Admission Test)	35 out of 100	35 out of 100	Not Applicable (Viva Voce)	48 out of 120	35 out of 100
Required marks in Bangla and English* (separately)	Arts and Commerce group- 7 out of 25. Science group - 6 out of 20	Arts and Commerce group- 7 out of 25. Science group - 6 out of 20	Not Applicable (Visually impaired Students do not face admission test)	8 (Eight) out of 30 in Bangla and English separately	Arts and Commerce group- 7 out of 25. Science group - 6 out of 20
Quota for the Students with disabled children*	3 (Three) For Visually impaired students	3 (Three) For Visually impaired students	11 (Eleven) (Arts- 2; Social Sc- 7; Law- 2.)	Not Specific	3 (Three) For Visually impaired students
Number of hall/ hostel*	4 (Four)	4 (Four)	10 (Ten)	20 (Twenty)	5 (Five)
Number of VI students with residency**	None of 7 students	None of 4 students	22 of 26 students	30 of 40 students	15 of 23 students
Minimum Living Cost** (approx.)	Seat Rent- (Yearly)1500 BDT Food- 2166 to 3150 BDT(per month	Seat Rent- (Yearly)2160 BDT Food- 2100 to 3000 BDT(per month	Seat Rent- (Yearly) 500 BDT Food- 1500- 2000BDT(per month)	Seat Rent- (Yearly) 600 BDT Food- 1800- 2000 BDT(per month	Seat Rent- (Yearly) 300 BDT Food- 1500- 1800 BDT(per month

Source: * Respective Authority and related documents ** Students with Visual Impairment

Appendix- C.2

Prevalence of disability in the member countries of the WHO South-East Asia Region

Country	Prevalence	Year	Source
Bangladesh	5.6 percent	2001	National Forum of Organizations Working With The Disabled Handicap International survey.
Bhutan	3.5 percent	2005	UN Economic & Social Commission (UNESCO) for Asia and the Pacific
India	1.8 percent	2002	UNESCO for Asia and the Pacific
Indonesia	21.3 percent	2007	Ministry of Health Republic of Indonesia
Maldives	3.4 percent	2003	UNESCO for Asia and the Pacific
Myanmar	2 percent	2007	Ministry of health of Myanmar
Nepal	1.6 percent	2001	UNESCO for Asia and the Pacific
Sri-Lanka	1.6 percent	2001	National Statistics Office
Thailand	2.9 percent	2007	National Statistics Office
Timore-Leste	1.5 percent	2002	UNESCO for Asia and the Pacific

Source: http://www.searo.who.int/en/Section1174/Section1461_15167.htm#able?

The above Table shows in the year of 2001 and 2002 survey data, Bangladesh had the highest prevalence rates of 5.6 percent compared with a 1.5 percent rate in Timor-leste. Census data suggests that Thailand had a prevalence rate for disability in 2007 of 2.9 percent compared with a rate of 1.6 in Sri Lanka in 2001.

Appendix- D

Appendix- D.1: Classrooms

D.1.1



D.1.2



The above picture shows the classroom in different institutions. Participant said that sometimes the long benches and tools are difficult for them to entering in to the seats.

Appendix- D.2: Stairs and Pathways

D.2.1: There was no railing in the stairs.



D.2.2: The following picture shows the exposed drainage slab formed an obstacle along the walkway which is difficult for mobility.

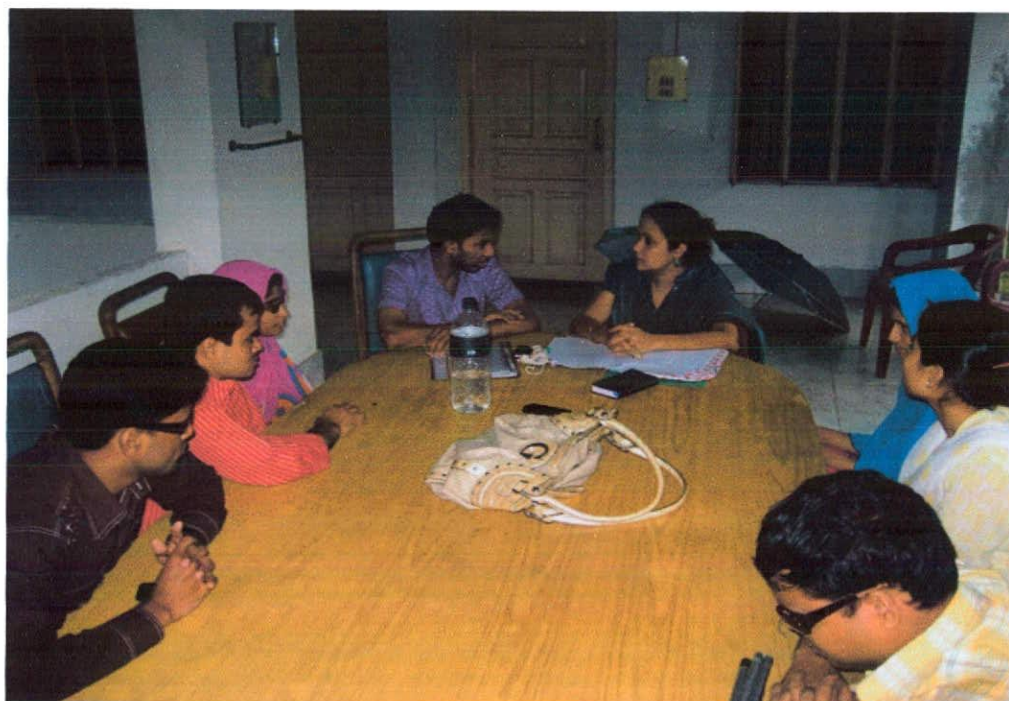


Appendix- D.3: Focus Group Discussions

D.3.1: FGD at DU



D.3.2: FGD at CU



Appendix E

Appendix- E.1: Admission Manual, DU- Kha Unit



ঢাকা বিশ্ববিদ্যালয়

খ ইউনিট

ভর্তি নির্দেশিকা ২০০৯-২০১০

(চার বৎসর মেয়াদি অনার্স কোর্স)

২০০৯-২০১০ শিক্ষাবর্ষে ঢাকা বিশ্ববিদ্যালয়ের প্রথম বর্ষ স্নাতক (সম্মান) শ্রেণীতে ভর্তির জন্য প্রাথমিক আবেদনপত্র কলা অনুষদের তিন অফিসে ০১-১০-২০০৯ তারিখ থেকে ১৯-১০-২০০৯ তারিখের মধ্যে অফিস চলাকালে জমা দিতে হবে। প্রাথমিক আবেদনপত্র জনতা ব্যাংকের ঢাকা বিশ্ববিদ্যালয় শাখায় (ছাত্র-শিক্ষক কেন্দ্রে অবস্থিত) ০১-১০-২০০৯ তারিখ থেকে পাওয়া যাবে।

প্রাথমিক আবেদনপত্র, SIF (Student's Information Form) এবং ভর্তি নির্দেশিকা সংগ্রহের সময় পরীক্ষার ফিস বাবদ ৩০০ (তিন শত) টাকা জনতা ব্যাংক-এর ঢাকা বিশ্ববিদ্যালয়ের ছাত্র-শিক্ষক কেন্দ্র শাখায় জমা দিতে হবে।

গুরুত্বপূর্ণ খ-ইউনিটের মাধ্যমে মানবিক শাখার ছাত্র-ছাত্রীরা নিবলিখিত বিভাগগুলিতে ভর্তির জন্য আবেদন করতে পারবে এবং যোগ্যতা থাকা সাপেক্ষে নির্দিষ্ট সংখ্যক আসনে ভর্তি হতে পারবে। মানবিক শাখার ছাত্র-ছাত্রীরা ঘ-ইউনিট (Transfer Unit)-এর মাধ্যমে এ-সব বিভাগে ভর্তি হতে পারবে না।

- ক. কলা অনুষদের অন্তর্ভুক্ত বিভাগ : ১. বাংলা ২. ইংরেজি ৩. আরবি ৪. ফারসি ভাষা ও সাহিত্য ৫. উর্দু ৬. সংস্কৃত ৭. পালি এন্ড বুদ্ধিস্ট স্টাডিজ ৮. ইতিহাস ৯. দর্শন ১০. ইসলামের ইতিহাস ও সংস্কৃতি ১১. ইসলামিক স্টাডিজ ১২. তথ্যবিজ্ঞান ও গ্রন্থাগার ব্যবস্থাপনা ১৩. ভাষাবিজ্ঞান ১৪. নাটকলা ১৫. সংগীত ১৬. বিশ্বধর্ম ও সংস্কৃতি
- খ. সামাজিক বিজ্ঞান অনুষদের অন্তর্ভুক্ত বিভাগ : ১. অর্থনীতি ২. রাষ্ট্রবিজ্ঞান ৩. নৃবিজ্ঞান ৪. গণযোগাযোগ ও সাংবাদিকতা ৫. সমাজবিজ্ঞান ৬. লোকপ্রশাসন ৭. আন্তর্জাতিক সম্পর্ক ৮. শান্তি ও সংঘর্ষ অধ্যয়ন ৯. উইমেন এন্ড জেন্ডার স্টাডিজ ১০. উন্নয়ন অধ্যয়ন
- গ. আইন অনুষদের অন্তর্ভুক্ত বিভাগ : আইন
- ঘ. আর্থ এন্ড এনভায়রনমেন্টাল সায়েন্সেস অনুষদের অন্তর্ভুক্ত বিভাগ : ভূগোল ও পরিবেশ
- ঙ. জীববিজ্ঞান অনুষদের অন্তর্ভুক্ত বিভাগ : মনোবিজ্ঞান
- চ. সমাজকল্যাণ ও গবেষণা ইনস্টিটিউট : সমাজকল্যাণ

প্রার্থীর প্রাথমিক যোগ্যতা

- ২০০৮ এবং ২০০৯ সনের উচ্চ মাধ্যমিক বা সমমানের পরীক্ষায় মানবিক শাখায় যারা উত্তীর্ণ হয়েছে কেবল তারাই ভর্তি নির্দেশিকায় বর্ণিত শর্ত পূরণ সাপেক্ষে 'খ' ইউনিটের মাধ্যমে ভর্তির জন্য আবেদন করতে পারবে।
- ২০০৮ সনের উচ্চ মাধ্যমিক পরীক্ষায় উত্তীর্ণ ২০০৮-২০০৯ শিক্ষাবর্ষে ঢাকা বিশ্ববিদ্যালয়ের খ ইউনিট ভুক্ত বিভাগগুলিতে ১ম বর্ষ সম্মান শ্রেণীতে ভর্তিকৃত কোনো ছাত্র/ছাত্রী যদি বিভাগ পরিবর্তনের জন্য ২০০৯-২০১০ শিক্ষাবর্ষে ১ম বর্ষ সম্মান শ্রেণীর ভর্তি পরীক্ষায় অংশ গ্রহণ করতে চায় তাহলে তাকে সংশ্লিষ্ট বিভাগের চেয়ারম্যানের নিকট থেকে পরীক্ষায় অংশগ্রহণের অনুমতি নিয়ে তা প্রাথমিক আবেদন পত্রের সঙ্গে কলা অনুষদের তিন অফিসে জমা দিতে হবে।
- প্রার্থীদের মাধ্যমিক ও উচ্চ মাধ্যমিক বা সমমানের পরীক্ষায় (৪র্থ/অতিরিক্ত বিষয় বাদে) প্রাপ্ত জি.পি.এ-র যোগফল অন্তত ৭ হতে হবে।

ঢাকা বিশ্ববিদ্যালয়

- যে-বিষয়ে ভর্তি হতে ইচ্ছুক সে-বিষয়ে বা সংশ্লিষ্ট অনুমোদিত বিষয়ে উচ্চ মাধ্যমিক পর্যায়ে প্রার্থীর কমপক্ষে 'সি' গ্রেড থাকতে হবে। এছাড়া কোনো কোনো বিভাগের ক্ষেত্রে ইউনিট কর্তৃক নির্ধারিত নম্বর/গ্রেডের শর্তও পূরণ করতে হবে।
- যেসব প্রার্থী নম্বরের ভিত্তিতে মাধ্যমিক বা সমমানের পরীক্ষায় উত্তীর্ণ হয়েছে তাদের প্রাপ্ত নম্বর (৪র্থ/অতিরিক্ত বিষয় বাদে) ২০০৫ সনের মাধ্যমিক পরীক্ষার ফলাফলের স্কেল অনুযায়ী লেটার গ্রেডে রূপান্তরিত করে জি.পি.এ নির্ণয় করা হবে। ২০০৫ সনের মাধ্যমিক পরীক্ষার স্কেল নিম্নরূপ :

লেটার গ্রেড	প্রাপ্ত নম্বরের ব্যাপ্তি	গ্রেড পয়েন্ট
এ+	৮০-১০০	৫.০০
এ	৭০-৭৯	৪.০০
এ-	৬০-৬৯	৩.৫০
বি	৫০-৫৯	৩.০০
সি	৪০-৪৯	২.০০
ডি	৩০-৩৯	১.০০
এফ	০০-৩২	০.০০

- জি.সি.ই - 'ও' লেভেল পরীক্ষায় অন্তত ৫টি বিষয়ে এবং ২০০৮ অথবা ২০০৯ সনের 'এ' লেভেল পরীক্ষায় অন্তত ২টি বিষয়ে উত্তীর্ণ ছাত্র-ছাত্রীরাও ভর্তির জন্য আবেদন করতে পারবে। তবে 'এ' লেভেলে অন্ততপক্ষে দুটি মানবিক শাখার বিষয় থাকতে হবে। 'ও' লেভেলের এবং 'এ' লেভেলের ৭টি বিষয়ের মধ্যে তাদেরকে যথাক্রমে অন্তত ৪টি বিষয়ে 'বি' গ্রেড এবং ৩টি বিষয়ে 'সি' গ্রেড প্রাপ্ত হতে হবে। 'ও' লেভেল এবং 'এ' লেভেল পরীক্ষায় প্রাপ্ত লেটার গ্রেডের গ্রেড পয়েন্ট নিম্নরূপ :
এ = ৫.০ বি = ৪.০ সি = ৩.৫ ডি = ৩.০
- বিদেশে প্রাপ্ত ডিপ্লোমা বা সার্টিফিকেট অনুযায়ী সমতুল্য নিরূপিত হলে সংশ্লিষ্ট প্রার্থীগণ ভর্তি পরীক্ষায় অংশ গ্রহণ করতে পারবে। কিন্তু ইউনিট কর্তৃক নির্ধারিত অন্যান্য শর্ত পূরণ করতে হবে।

প্রার্থীর করণীয়

- প্রার্থীকে প্রাথমিক আবেদনপত্র অবশ্যই নিজে পূরণ করতে হবে।
- ভর্তির প্রাথমিক আবেদনপত্রের ৩টি নির্দিষ্ট স্থানে প্রার্থীর সদ্যতোলা একই রকম ৩টি পাসপোর্ট আকারের রঙিন ছবি লাগাতে হবে। আবেদনপত্রের ৩টি অংশেই নির্দিষ্ট স্থানে প্রার্থীকে একই রকম স্বাক্ষর করতে হবে। প্রার্থী ছাড়া অন্য কেউ প্রার্থীর পক্ষে স্বাক্ষর করতে পারবে না। স্বাক্ষরে কোনো রকম গরমিল পরিলক্ষিত হলে ভর্তি-পরীক্ষায় অংশগ্রহণের অনুমতি দেওয়া হবে না।
- ভর্তির জন্য চূড়ান্তভাবে নির্বাচিত প্রার্থীর ভর্তির আবেদনপত্রে যে-স্বাক্ষর ও যে-ছবি থাকবে, সেই একই রকমের স্বাক্ষর ও ছবি ভর্তির চূড়ান্ত ফরমসহ ভর্তি-সংক্রান্ত অন্যান্য কাগজপত্রেও থাকবে। অর্থাৎ সর্বত্র প্রার্থীর স্বাক্ষর ও ছবি অবিকল একই রকম হতে হবে।
- প্রাথমিক আবেদনপত্রের উল্টো পিঠে নির্ধারিত স্থানে প্রার্থীর মাধ্যমিক ও উচ্চ মাধ্যমিক বা সমমানের পরীক্ষায় জিপিএ (গ্রেড পয়েন্ট এভারেজ) উল্লেখ করতে হবে এবং আবেদনপত্রের সঙ্গে SIF (Student's Information Form) এবং এক কপি করে সংশ্লিষ্ট বোর্ড কর্তৃক ইস্যুকৃত মাধ্যমিক ও উচ্চ মাধ্যমিক বা সমমানের পরীক্ষার নম্বরপত্রের/ট্রান্সক্রিপ্টের সত্যায়িত ফটোকপি অফিস চলাকালে অনুমোদনের ডীন অফিসে অবশ্যই জমা দিতে হবে।
- ওয়ার্ড, আদিবাসী, দৃষ্টি প্রতিবন্ধী ও মুক্তিযোদ্ধার সন্তান কোটার মাধ্যমে ভর্তি প্রার্থীদের প্রাথমিক আবেদনপত্র জমা দেওয়ার সময়ই আবেদনপত্রের নির্দিষ্ট ঘরে টিক চিহ্ন (✓) দিয়ে তা উল্লেখ করতে হবে এবং SIF-এর ১০ নং ছক পূরণ করতে হবে। প্রার্থী যে-কোটার ভর্তি হতে ইচ্ছুক সে-কোটার যোগ্যতার প্রমাণপত্র অবশ্যই জমা দিতে হবে। ওয়ার্ড কোটার ক্ষেত্রে ঢাকা বিশ্ববিদ্যালয়ের সংশ্লিষ্ট বিভাগ/ইনস্টিটিউট/অফিসের চেয়ারম্যান/পরিচালক/অফিস প্রধানের প্রত্যয়নপত্র, মুক্তিযোদ্ধা সন্তান কোটার ক্ষেত্রে মুক্তিযুদ্ধ বিষয়ক মন্ত্রণালয় কর্তৃক ইস্যুকৃত সনদপত্র অথবা ১৯৯৭ সন থেকে ২০০১ সন পর্যন্ত বাংলাদেশ মুক্তিযোদ্ধা সংসদের অধীনে তৎকালীন মাননীয় প্রধানমন্ত্রী কর্তৃক প্রতিস্বাক্ষরিত

খ ইউনিট ভর্তি নির্দেশিকা ২০০৯-২০১০

মুক্তিযোদ্ধার সনদপত্র, এবং আদিবাসী কোটার ক্ষেত্রে স্ব-স্ব আদিবাসী প্রধান/জেলা প্রশাসকের সনদপত্র জমা দিতে হবে। যাদের মুক্তিযুদ্ধ বিষয়ক মন্ত্রণালয় কর্তৃক ইস্যুকৃত সনদ নেই কিন্তু যারা সনদের জন্য আবেদন করেছে তাদের মুক্তিযুদ্ধ বিষয়ক মন্ত্রণালয় কর্তৃক ইস্যুকৃত প্রত্যয়নপত্র জমা দিতে হবে। ভর্তির জন্য চূড়ান্ত নির্বাচনের পূর্বে অবশ্যই মুক্তিযুদ্ধ বিষয়ক মন্ত্রণালয় কর্তৃক ইস্যুকৃত সনদপত্র জমা দিতে হবে।

কোটার মাধ্যমে ভর্তিচ্ছু প্রার্থীদেরকে ভর্তি পরীক্ষার ফল প্রকাশের ৭ দিনের মধ্যে ডীন অফিস থেকে ভর্তি পরীক্ষার প্রবেশপত্র দেখিয়ে নির্ধারিত ফরম সংগ্রহ করতে হবে এবং তা যথাযথভাবে পূরণ করে ঐ সময়সীমার মধ্যেই কলা অনুষদের ডীন অফিসে জমা দিতে হবে।

- স্বাক্ষরবিহীন বা অসম্পূর্ণ প্রাথমিক আবেদনপত্র বাতিল বলে গণ্য হবে। যে-কোনো পর্যায়ে ভুল তথ্য পরিলক্ষিত হলে প্রার্থী ভর্তির যোগ্যতা হারাতে পারে।
- প্রাথমিক আবেদনপত্র জমা দেওয়ার সময় প্রার্থীকে ভর্তি পরীক্ষার প্রবেশপত্র দেওয়া হবে। এই প্রবেশপত্র সঙ্গে না থাকলে কোনো প্রার্থীই ভর্তি পরীক্ষায় অংশগ্রহণ করতে পারবে না।
- প্রার্থী যদি SIF-এ ভুল করে থাকে, তাহলে সে কলা অনুষদের ডীন অফিস থেকে নতুন SIF সংগ্রহ করতে পারবে। তবে সে-ক্ষেত্রে তাকে কলা অনুষদের ডীন বরাবর নির্ধারিত ফরমে আবেদন করতে হবে এবং ডীন অফিসে একশত টাকা (১০০/-) জমা দিতে হবে।

ভর্তি পরীক্ষা

- ভর্তি পরীক্ষা ৬ই নভেম্বর ২০০৯, শুক্রবার সকাল দশটা থেকে এগারোটা পর্যন্ত (১ঘণ্টা) অনুষ্ঠিত হবে।
- পরীক্ষার আসন বন্টন প্রার্থীর রোল নম্বর অথবা ফরমের সিরিয়াল নম্বর অনুসারে হবে। পরীক্ষার আগের দিন কলা অনুষদ অফিস থেকে প্রার্থীকে তার পরীক্ষার নির্দিষ্ট স্থান জেনে নিতে হবে।
- ভর্তি পরীক্ষা মোট ১২০ নম্বরের মধ্যে এম সি কিউ (MCQ) পদ্ধতিতে অনুষ্ঠিত হবে।
- পরীক্ষায় OMRD পদ্ধতির (একটি শীট) উত্তরপত্র বিশ্ববিদ্যালয় সরবরাহ করবে। অতিরিক্ত কোনো শীট দেওয়া হবে না।
- মোট ১২০ নম্বরের ভর্তি পরীক্ষায় বাংলা, ইংরেজি ও সাধারণ জ্ঞান — এই তিনটি বিষয়ে ১০০টি প্রশ্ন থাকবে। তিন বিষয়ের নম্বর নিম্নরূপ :
বাংলা — ৩০; ইংরেজি — ৩০; সাধারণ জ্ঞান — ৬০
- ক. বাংলাদেশ ও আন্তর্জাতিক ঘটনা প্রসঙ্গে ৩০ নম্বরের জন্য মোট ২৫টি প্রশ্ন থাকবে।
- খ. মৌলিক বিষয়ে (মাধ্যমিক ও উচ্চ-মাধ্যমিক পর্যায়ে পঠিত সমাজবিদ্যা, রাজনীতি, অর্থনীতি, ইতিহাস, ভূগোল, ধর্ম ইত্যাদি) ৩০ নম্বরের জন্য মোট ২৫টি প্রশ্ন থাকবে।
- যারা মাতৃভাষা হিসেবে বাংলা পড়েনি কেবল তারাই বাংলার পরিবর্তে Elective English-এর উত্তর দেবে এবং Elective English-এর বৃত্ত পূরণ করবে।
- প্রশ্নপত্র পাওয়ার সাথে সাথে প্রশ্নপত্রে যে সেট-কোড আছে তা সেট-কোডের নির্দিষ্ট জায়গায় লিখে সংশ্লিষ্ট বৃত্ত পূরণ করতে হবে এবং রোল নম্বরের জায়গায় রোল নম্বর লিখে সংশ্লিষ্ট বৃত্ত পূরণ করতে হবে। এর ব্যতিক্রম হলে প্রার্থীকে পরীক্ষায় অংশগ্রহণ করতে দেওয়া হবে না।
- উত্তরপত্রের উপরিভাগে প্রার্থীর নাম ও পিতার নাম যেভাবে ভর্তি পরীক্ষার প্রবেশপত্রে আছে ঠিক সেভাবে লিখতে হবে।
- সরবরাহকৃত উত্তরপত্রেই প্রশ্নের উত্তর বৃত্ত পূরণ করে চিহ্নিত করতে হবে।
- ভর্তি-পরীক্ষার ১২০ নম্বরের মধ্যে পাস নম্বর ৪৮। প্রার্থী ৪৮ নম্বর না পেলে ভর্তির অযোগ্য বলে বিবেচিত হবে।
- এছাড়া ভর্তি পরীক্ষায় ইংরেজিতে অন্তত ৮ নম্বর, বাংলায় ৮ নম্বর এবং সাধারণ জ্ঞানে অন্তত ১৭ নম্বর না পেলে প্রার্থী ভর্তির অযোগ্য বলে গণ্য হবে।
- প্রার্থীকে মনে রাখতে হবে যে, ভর্তি পরীক্ষায় প্রতি ভুল উত্তরের জন্য নির্ধারিত নম্বরের এক চতুর্থাংশ নম্বর কাটা যাবে।
- প্রার্থীকে কোনো অবস্থাতেই মোবাইল ফোন, বই ও কাগজপত্র ইত্যাদি দিয়ে পরীক্ষাকেন্দ্রে প্রবেশ করতে দেওয়া হবে না।
- নির্ধারিত সময়ের মধ্যে প্রার্থীকে অবশ্যই পরীক্ষার হলে নিজ আসন গ্রহণ করতে হবে।

ঢাকা বিশ্ববিদ্যালয়

মেধাক্ষোর তৈরির পদ্ধতি ও ভর্তির জন্য মনোনয়ন

- মাধ্যমিক বা সমমানের বা 'ও' লেভেল পরীক্ষায় ৪র্থ/অতিরিক্ত বিষয় যদি থাকে তা বাদে প্রাপ্ত/হিসাবকৃত জি.পি.এ-কে ৬ দিয়ে গুণ করে, উচ্চ মাধ্যমিক বা সমমানের বা 'এ' লেভেল পরীক্ষায় ৪র্থ/অতিরিক্ত বিষয় যদি থাকে তা বাদে প্রাপ্ত/হিসাবকৃত জি.পি.এ-কে ১০ দিয়ে গুণ করে এবং ভর্তি পরীক্ষার প্রাপ্ত নম্বর যোগ করে মোট ২০০ নম্বরের ভিত্তিতে মেধাক্ষোর নির্ধারিত হবে।

২০০ নম্বরের বিভাজন নিবন্ধন :

- ❖ মাধ্যমিক ও সমমানের বা 'ও' লেভেল পরীক্ষায় প্রাপ্ত জি.পি.এ — ১৫% (অর্থাৎ ৩০)
- ❖ উচ্চ-মাধ্যমিক বা সমমানের বা 'এ' লেভেল পরীক্ষায় প্রাপ্ত জি.পি.এ — ২৫% (অর্থাৎ ৫০)
- ❖ ভর্তি পরীক্ষায় ৬০% (অর্থাৎ ১২০)

- মেধাতালিকার ভিত্তিতে ন্যূনতম যোগ্যতা সাপেক্ষে চূড়ান্ত ভর্তির জন্য মনোনয়ন দেওয়া হবে।

ভর্তি পরীক্ষার ফলাফল

- ভর্তি পরীক্ষায় উত্তীর্ণ প্রার্থীদের মেধাক্রমিক তালিকা যথাসময়ে ডীন অফিসে প্রদর্শিত হবে; সম্ভব হলে সংবাদপত্রে এবং বিশ্ববিদ্যালয়ের ওয়েবসাইটেও দেওয়া হবে। ওয়েবসাইট :

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বিভিন্ন বিভাগে ভর্তির ন্যূনতম যোগ্যতা

- প্রার্থীরা কোন্ কোন্ বিভাগে ভর্তির জন্য যোগ্য, তা নিম্নরূপভাবে বিভাগ/ইনস্টিটিউট কর্তৃক নির্ধারিত এবং বিশ্ববিদ্যালয় কর্তৃক অনুমোদিত।

বিভাগ	সংশ্লিষ্ট বিষয় (ব্যতিক্রম উল্লেখ করা না হলে উচ্চ মাধ্যমিক পর্যায়ে যে বিষয় বা বিষয়গুলি থাকলে অনার্স নেওয়া যায়)	বিভাগ/ইনস্টিটিউট কর্তৃক নির্ধারিত ন্যূনতম গ্রেড, নম্বর ও অন্যান্য যোগ্যতা
বাংলা	বাংলা	ভর্তি পরীক্ষায় বাংলায় ১৪ নম্বর এবং ইংরেজিতে ১০ নম্বর
ইংরেজি	ইংরেজি	মাধ্যমিক ও উচ্চ মাধ্যমিক বা সমমানের পরীক্ষায় ইংরেজি বিষয়ে ২০০ নম্বরের পরীক্ষা; প্রাপ্ত গ্রেড-বি; ভর্তি পরীক্ষায় ইংরেজিতে ২০ নম্বর; 'ও' এবং 'এ' লেভেল পরীক্ষায় যে কোনো স্তরে ইংরেজিতে 'সি' গ্রেড
আরবি	আরবি/ইসলামি শিক্ষা/বাংলা/ইংরেজি	দাখিল পরীক্ষায় আরবি বিষয়ে ন্যূনতম সি গ্রেড; আলিম/উচ্চ মাধ্যমিক পরীক্ষায় আরবি/ইসলামি শিক্ষা/বাংলা/ইংরেজিতে ন্যূনতম সি গ্রেড; * আরবি বিভাগে ভর্তি হলে মেধাক্রম অনুসারে প্রথম পর্যায়ে সাক্ষাৎকারভুক্ত প্রার্থীরা ব্যতীত অন্য প্রার্থীরা পরবর্তীকালে কোনো অবস্থাতেই বিভাগ পরিবর্তন করতে পারবে না।
ফারসি ভাষা ও সাহিত্য	ফারসি/উর্দু/আরবি/ইসলামিক শিক্ষা	আলিম/উচ্চ মাধ্যমিক পরীক্ষায় ফারসি/ উর্দু/আরবি/ইসলামিক শিক্ষায় 'সি' গ্রেড অথবা বাংলা অথবা ইংরেজিতে 'সি' গ্রেড * ফারসি ভাষা ও সাহিত্য বিভাগে ভর্তি হলে মেধাক্রম অনুসারে প্রথম পর্যায়ে সাক্ষাৎকারভুক্ত প্রার্থীরা ব্যতীত অন্য প্রার্থীরা পরবর্তীকালে কোনো অবস্থাতেই বিভাগ পরিবর্তন করতে পারবে না।
উর্দু		আলিম/উচ্চ মাধ্যমিক পরীক্ষায় উর্দু/আরবি/ইসলামি শিক্ষায় সি গ্রেড অথবা বাংলা/ইংরেজিতে সি গ্রেড *উর্দু বিভাগে ভর্তি হলে মেধাক্রম অনুসারে প্রথম পর্যায়ে সাক্ষাৎকারভুক্ত প্রার্থীরা ব্যতীত অন্য প্রার্থীরা পরবর্তীকালে কোনো অবস্থাতেই বিভাগ পরিবর্তন করতে পারবে না।

খ ইউনিট ভর্তি নির্দেশিকা ২০০৯-২০১০

সংস্কৃত	উচ্চ-মাধ্যমিক পরীক্ষায় সংস্কৃত/বাংলা অথবা, মাধ্যমিক পরীক্ষায় হিন্দুধর্ম অথবা, বাংলাদেশ সংস্কৃত ও পালি শিক্ষাবোর্ডের আদ্য পরীক্ষায় সংস্কৃত	সংস্কৃত ও হিন্দু ধর্ম বিষয়ে এবং আদ্য পরীক্ষায় সংস্কৃতের যে কোনো বিষয়ে ৫০% / 'বি' গ্রেড অথবা বাংলায় কমপক্ষে ৬০% / 'এ-' গ্রেড * উচ্চ মাধ্যমিক পরীক্ষায় সংস্কৃত থাকলে কিংবা আদ্য পরীক্ষা পাশ হলে প্রার্থীরা ভর্তির ক্ষেত্রে অগ্রাধিকার পাবে। তবে তাদেরকে ভর্তি পরীক্ষায় উত্তীর্ণ হতে হবে। * সংস্কৃত বিভাগে ভর্তি হলে মেধাক্রম অনুসারে প্রথম পর্যায়ে সাক্ষাৎকারভুক্ত প্রার্থীরা ব্যতীত অন্য প্রার্থীরা পরবর্তীকালে কোনো অবস্থাতেই বিভাগ পরিবর্তন করতে পারবে না।
পালি এন্ড বুদ্ধিস্ট স্টাডিজ	উচ্চ মাধ্যমিক পরীক্ষায় পালি/বাংলা অথবা, মাধ্যমিক পরীক্ষায় বৌদ্ধধর্ম অথবা বাংলাদেশ সংস্কৃত ও পালি শিক্ষাবোর্ডের আদ্য পরীক্ষায় পালি	পালি ও বৌদ্ধধর্ম বিষয়ে এবং আদ্য পরীক্ষায় পালির যে কোনো বিষয়ে ৪৫% / সি গ্রেড অথবা বাংলায় কমপক্ষে ৬০% / 'এ-' গ্রেড উচ্চ মাধ্যমিক পরীক্ষায় পালি থাকলে কিংবা আদ্য পরীক্ষায় পাশ হলে প্রার্থীরা ভর্তির ক্ষেত্রে অগ্রাধিকার পাবে। তবে তাদেরকে ভর্তি পরীক্ষায় উত্তীর্ণ হতে হবে। * পালি বিভাগে ভর্তি হলে মেধাক্রম অনুসারে প্রথম পর্যায়ে সাক্ষাৎকারভুক্ত প্রার্থীরা ব্যতীত অন্য প্রার্থীরা পরবর্তীকালে কোনো অবস্থাতেই বিভাগ পরিবর্তন করতে পারবে না।
ইতিহাস	ইতিহাস/ইংরেজি/বাংলা/ অর্থনীতি/ইসলামের ইতিহাস/পৌরনীতি/ভূগোল/ যুক্তিবিদ্যা/সমাজকল্যাণ/ সমাজবিজ্ঞান	ভর্তি পরীক্ষায় বাংলায় ১০ নম্বর
দর্শন	যুক্তিবিদ্যা/পৌরনীতি/ মনোবিজ্ঞান/ গণিত/অর্থনীতি/সমাজবিজ্ঞান/ ইতিহাস/ইসলামের ইতিহাস/ ইসলামিক স্টাডিজ	অতিরিক্ত কোনো শর্ত নেই
ইসলামের ইতিহাস ও সংস্কৃতি	ইসলামের ইতিহাস/ইতিহাস/ আরবি/ইসলামিক স্টাডিজ/ বাংলা/ইংরেজি/পৌরনীতি/ অর্থনীতি/ভূগোল/যুক্তিবিদ্যা/ মনোবিজ্ঞান/সমাজবিজ্ঞান/ সমাজকল্যাণ	ভর্তি পরীক্ষায় বাংলায় ১০ নম্বর, ইংরেজিতে ১০ নম্বর
ইসলামিক স্টাডিজ	ইসলামিক স্টাডিজ/ইতিহাস/ আরবি/ইসলামের ইতিহাস/ বাংলা/ইংরেজি/পৌরনীতি/ ভূগোল/যুক্তিবিদ্যা/মনোবিজ্ঞান/ সমাজবিজ্ঞান/সমাজকল্যাণ	অতিরিক্ত কোনো শর্ত নেই
তথ্যবিজ্ঞান ও গ্রন্থাগার ব্যবস্থাপনা		ভর্তি পরীক্ষায় বাংলায় ১৪ নম্বর, ইংরেজিতে ১৪ নম্বর উচ্চ মাধ্যমিক পরীক্ষায় বাংলা ও ইংরেজি প্রতি বিষয়ে 'বি' গ্রেড
ভাষাবিজ্ঞান	উচ্চ-মাধ্যমিক/আলিম পরীক্ষায় বাংলা অথবা ইংরেজি	ভর্তি পরীক্ষায় বাংলায় ১৪ নম্বর, ইংরেজিতে ১৪ নম্বর মাধ্যমিক ও উচ্চ মাধ্যমিক উভয় পরীক্ষায় বাংলায় ২০০ নম্বর, ইংরেজিতে ২০০ নম্বর
নাট্যকলা		ভর্তি পরীক্ষা ছাড়াও ৫০ নম্বরের মৌখিক এবং ব্যবহারিক পরীক্ষায় ন্যূনতম ২৫ নম্বর * নাট্যকলা বিভাগে ভর্তি হলে মেধাক্রম অনুসারে প্রথম পর্যায়ে সাক্ষাৎকারভুক্ত প্রার্থীরা ব্যতীত অন্য প্রার্থীরা পরবর্তীকালে কোনো অবস্থাতেই বিভাগ পরিবর্তন করতে পারবে না।

ঢাকা বিশ্ববিদ্যালয়

সংগীত		ভর্তি পরীক্ষা ছাড়াও ৫০ নম্বরের মৌখিক এবং ব্যবহারিক পরীক্ষায় ন্যূনতম ২৫ নম্বর সংগীত বিষয়ে 'আই মিউজ' পরীক্ষায় ৪৫% / 'সি' গ্রেড প্রাপ্ত ছাত্র-ছাত্রীদের মৌখিক এবং ব্যবহারিক পরীক্ষায় অগ্রাধিকার দেওয়া হবে। তবে তাদেরকে ভর্তি পরীক্ষায় উত্তীর্ণ হতে হবে। * সংগীত বিভাগে ভর্তি হলে মেধাক্রম অনুসারে প্রথম পর্যায়ের সাক্ষাৎকারভুক্ত প্রার্থীরা ব্যতীত অন্য প্রার্থীরা পরবর্তীকালে কোনো অবস্থাতেই বিভাগ পরিবর্তন করতে পারবে না।
বিশ্বধর্ম ও সংস্কৃতি	ইতিহাস/ইসলামের ইতিহাস/যুক্তিবিদ্যা/সমাজবিজ্ঞান/সমাজকল্যাণ/পৌরনীতি/মনোবিজ্ঞান/ইসলামিক স্টাডিজ	ভর্তি পরীক্ষায় বাংলায় ১২ নম্বর, ইংরেজিতে ১০ নম্বর
অর্থনীতি	অর্থনীতি/গণিত/পরিসংখ্যান	উচ্চ মাধ্যমিক পর্যায়ে অর্থনীতি/গণিত/পরিসংখ্যান-প্রতিটি বিষয়ে ২০০ নম্বরের পরীক্ষা; অর্থনীতিতে 'বি' গ্রেড; গণিতে 'এ' গ্রেড; পরিসংখ্যানে 'এ' গ্রেড; ভর্তি পরীক্ষায় ইংরেজিতে ১৬ নম্বর; ইসলামিক অর্থনীতি, গার্হস্থ্য অর্থনীতি অর্থনীতির বিকল্প নয়।
আন্তর্জাতিক সম্পর্ক	ইতিহাস/ইসলামের ইতিহাস/পৌরনীতি/অর্থনীতি/ভূগোল/সমাজবিজ্ঞান/যুক্তিবিদ্যা/পরিসংখ্যান/মনোবিজ্ঞান	উচ্চ মাধ্যমিক পরীক্ষায় ইংরেজিতে ৪৫% / 'সি' গ্রেড; ভর্তি পরীক্ষায় ইংরেজিতে ১৪ নম্বর উচ্চ মাধ্যমিক বা সমমানের পরীক্ষায় বাংলায় ২০০ নম্বর এবং ইংরেজিতে ২০০ নম্বর
সমাজবিজ্ঞান	সমাজবিজ্ঞান/ইতিহাস/ইসলামের ইতিহাস/পৌরনীতি/অর্থনীতি/ভূগোল/যুক্তিবিদ্যা/মনোবিজ্ঞান	ভর্তি পরীক্ষায় ইংরেজিতে ১৮ নম্বর
লোক প্রশাসন		ভর্তি পরীক্ষায় ইংরেজিতে ১৪ নম্বর
রাষ্ট্রবিজ্ঞান	পৌরনীতি/অর্থনীতি/ইতিহাস/সমাজবিজ্ঞান	ভর্তি পরীক্ষায় বাংলায় ১২ নম্বর; ইংরেজিতে ১২ নম্বর
নৃবিজ্ঞান	সমাজবিজ্ঞান/ইতিহাস/ভূগোল/পৌরনীতি/অর্থনীতি/মনোবিজ্ঞান	ভর্তি পরীক্ষায় ইংরেজিতে ১৫ নম্বর
উইমেন এ্যান্ড জেন্ডার স্টাডিজ	বাংলা/ইংরেজি	ভর্তি পরীক্ষায় বাংলায় ১৫ নম্বর; ইংরেজিতে ১৫ নম্বর উচ্চ মাধ্যমিক বা সমমানের পরীক্ষায় বাংলায় ২০০ নম্বর, ইংরেজিতে ২০০ নম্বর বাংলা ও ইংরেজি উভয় বিষয়ে 'বি' গ্রেড
শান্তি ও সংঘর্ষ অধ্যয়ন		ভর্তি পরীক্ষায় বাংলা ও ইংরেজি প্রত্যেকটিতে ১২ নম্বর
গণযোগাযোগ ও সাংবাদিকতা		মাধ্যমিক ও উচ্চ মাধ্যমিক/সমমানের পর্যায়ে বাংলা বিষয়ে ২০০ নম্বরের পরীক্ষা এবং ইংরেজি বিষয়ে ২০০ নম্বরের পরীক্ষা-দুটির প্রত্যেকটিতে 'বি' গ্রেড; ভর্তি পরীক্ষায় বাংলায় ১৬ নম্বর এবং ইংরেজিতে ১৫ নম্বর; জিসিই-র ক্ষেত্রে ইংরেজিতে ১৮ নম্বর
আইন		ভর্তি পরীক্ষায় বাংলা ও ইংরেজিতে মোট ৩০ নম্বর; ইংরেজিতে ১৬ নম্বর
ভূগোল ও পরিবেশ	ভূগোল/ইতিহাস/অর্থনীতি/পৌরনীতি/পরিসংখ্যান/সমাজবিজ্ঞান/কম্পিউটার	ভর্তি পরীক্ষায় ইংরেজিতে ১২ নম্বর

খ ইউনিট ভর্তি নির্দেশিকা ২০০৯-২০১০

মনোবিজ্ঞান	মনোবিজ্ঞান/গণিত/যুক্তিবিদ্যা/ গার্হস্থ্য অর্থনীতি/পরিসংখ্যান/ কম্পিউটার বিজ্ঞান	অতিরিক্ত কোনো শর্ত নেই
সমাজকল্যাণ	সমাজকল্যাণ/সমাজবিজ্ঞান/ অর্থনীতি/পৌরনীতি/গার্হস্থ্য অর্থনীতি/মনোবিজ্ঞান/গণিত/ যুক্তিবিদ্যা/পরিসংখ্যান	ভর্তি পরীক্ষায় ইংরেজিতে ১৫ নম্বর
উন্নয়ন অধ্যয়ন		মাধ্যমিক ও উচ্চ মাধ্যমিক পরীক্ষায় ইংরেজিতে 'এ' গ্রেড; জিসিই 'এ' লেভেল পরীক্ষায় 'বি' গ্রেড ভর্তি পরীক্ষায় ইংরেজিতে ১৬ নম্বর * উন্নয়ন অধ্যয়ন বিভাগে ইংরেজি মাধ্যমে পড়তে হবে।

সাক্ষাৎকার

- কলা অনুষদের ডীন অফিসে ঘোষিত তারিখে সাক্ষাৎকার গ্রহণ করা হবে।
- সাক্ষাৎকারের জন্য ছাত্র-ছাত্রীদেরকে অবশ্যই (ক) ভর্তি পরীক্ষার প্রবেশপত্র (খ) এসএসসি ও এইচএসসি-এর মূল নম্বরপত্র/ট্রান্সক্রিপ্ট (গ) দুই কপি পাসপোর্ট আকারের রঙিন ছবি আনতে হবে।
- সাক্ষাৎকারের পূর্বে প্রার্থীকে তার পছন্দ অনুযায়ী বিভাগের নাম অগ্রাধিকার ভিত্তিতে লিখে একটি 'preference form' পূরণ করতে হবে।
- কেবল মেধাতালিকার ভিত্তিতেই উত্তীর্ণ প্রার্থীদের সাক্ষাৎকার গ্রহণ করা হবে। নির্ধারিত আসন সংখ্যার চেয়ে কিছু বেশি সংখ্যক প্রার্থীকে ডাকা হবে এ কারণে যে, কিছু প্রার্থী অনুপস্থিত থাকতে পারে। তবে আসন সংখ্যা পূর্ণ হয়ে গেলে সংশ্লিষ্ট বিভাগ বা বিভাগগুলিতে ভর্তির জন্য সাক্ষাৎকার বন্ধ হয়ে যাবে।
- সাক্ষাৎকারের সময় নির্দিষ্ট বিভাগে ভর্তির জন্য মনোনীত হলে সংশ্লিষ্ট বিভাগে যোগাযোগের শেষ তারিখ উল্লেখ করে প্রার্থীকে একটি মনোনয়ন ফরম দেওয়া হবে।
- আরবি, নাট্যকলা, সংগীত, ফারসি ভাষা ও সাহিত্য, উর্দু, সংস্কৃত, এবং পালি এন্ড বুদ্ধিস্ট স্টাডিজ বিভাগের নির্ধারিত আসন সংখ্যা পূরণের জন্য প্রথমে ঘোষিত মেধাক্রম-তালিকার পরেও বেশ কিছু প্রার্থীর সাক্ষাৎকার নেওয়া হতে পারে। কিন্তু এক্ষেত্রে মনে রাখতে হবে, যারা এই সকল বিভাগে ভর্তির শর্ত পূরণ করবে, কেবল তাদের মধ্য থেকেই মেধাক্রম অনুযায়ী সাক্ষাৎকার গ্রহণ করা হবে।

মনোনয়ন প্রাপ্তির পরে প্রার্থীর করণীয়

- প্রার্থীকে সংশ্লিষ্ট বিভাগে নির্ধারিত তারিখের মধ্যে যোগাযোগ করে বিভাগের অফিস থেকে পে-ইন-স্লিপ সংগ্রহ করতে হবে এবং পে-ইন-স্লিপে উল্লিখিত পরিমাণ টাকা জনতা ব্যাংকের টাকা বিশ্ববিদ্যালয় ছাত্র-শিক্ষক কেন্দ্র শাখায় জমা দিয়ে পে-ইন-স্লিপের কাউন্টার ফয়েল বিভাগীয় অফিসে নির্ধারিত সময়ের মধ্যে জমা দিতে ভর্তি-ফরম সংগ্রহ করতে হবে।
- কোনো বিভাগে ভর্তির জন্য মনোনীত হয়ে সেই বিভাগে নির্দিষ্ট সময়ের মধ্যে ভর্তি না হলে প্রার্থী ভর্তির সুযোগ হারাবে।
- কোনো বিভাগে ভর্তি হলে সে বিভাগ যদি প্রার্থীর মন:পুত না হয়, তাহলে পরবর্তীকালে নির্দিষ্ট সময়ের মধ্যে আসন খালি থাকা সাপেক্ষে, ভর্তির ন্যূনতম যোগ্যতায় কোনো ব্যতিক্রম উল্লেখ না থাকলে কিংবা বিভাগীয় শর্ত না থাকলে মেধা অনুসারে প্রার্থী বিভাগ পরিবর্তনের সুযোগ পাবে।
- বিভাগের চাহিদা অনুসারে প্রার্থীকে নিম্নলিখিত কাগজপত্র আনতে হবে :
 - ৮ কপি পাসপোর্ট আকারের রঙিন ছবি;
 - মাধ্যমিক ও উচ্চ মাধ্যমিক কিংবা সমমানের পরীক্ষার মূল নম্বরপত্র/ট্রান্সক্রিপ্ট এবং দুই কপি করে নম্বরপত্রের/ট্রান্সক্রিপ্টের ফটোকপি;
 - উচ্চ মাধ্যমিক পরীক্ষার মূল প্রবেশপত্র ও ২টি ফটোকপি;
 - অভিভাবকের আয়ের সনদপত্র;
 - কলেজ অধ্যক্ষ কর্তৃক প্রদত্ত প্রশংসাপত্র, ইত্যাদি।
- ছবি ও ফটোকপিগুলি সংশ্লিষ্ট বিভাগের শিক্ষক সত্যায়িত করবেন।

ঢাকা বিশ্ববিদ্যালয়

Student's Information Form (SIF) পূরণের নির্দেশাবলি

- প্রাথমিক আবেদনপত্রের সঙ্গে কম্পিউটারে ব্যবহারের জন্য Student's Information Form (SIF) নামে একটি ফরম ভালভাবে পড়ে নির্দেশমত পূরণ করতে হবে।
- ফরমটি ভাঁজ বা স্ট্যাপল করা নিষেধ এবং ফরমের সাথে কিছুই সংযুক্ত করা যাবে না। ফরমে কোনো রকম অবাঞ্ছিত দাগ দেওয়া চলবে না।
- ফরমের মোট ১০টি ছকে (Box) ক্ষুদ্র বৃত্তাকার ঘর পূরণের জন্য কালো কালির বলপেন ব্যবহার করতে হবে। ঘরগুলি এমনভাবে ভরাট করতে হবে যাতে ভেতরের লেখা দেখা না যায়।
- সংখ্যা দিয়ে ফরম পূরণের সময় বামদিকে খালি ঘর থাকলে শূন্য (0) বসাতে হবে এবং সংশ্লিষ্ট ঘর পূরণ করতে হবে।
- দাগ মোছার দরকার হলে উন্নত মানের ইরেজার দিয়ে ঘষে এমনভাবে পরিষ্কার করতে হবে যেন পূর্বের দাগের কোন চিহ্ন না থাকে বা দাগ লেপটে না যায়।

SIF-এর ছক পূরণ

- ১ নং ছক : প্রাথমিক আবেদনপত্রের রোল নম্বরের বৃত্ত পূরণ করতে হবে।
- ২ নং ছক : প্রাথমিক আবেদনপত্রের সিরিয়াল নম্বরের বৃত্ত পূরণ করতে হবে।
- ৩ নং ছক : প্রার্থীর নামের বৃত্ত পূরণ করতে হবে। উপরে বাম দিক থেকে নাম লিখে সংশ্লিষ্ট বৃত্ত পূরণ করে অব্যবহৃত বৃত্ত খালি রাখতে হবে। নামের জন্য দেওয়া ২৫টি বৃত্ত যথেষ্ট না-হলে অবশিষ্ট অক্ষর (যদি থাকে) ব্যবহার করার প্রয়োজন নেই।
- ৪ নং ছক : ছেলে প্রার্থীদের Male এবং মেয়ে প্রার্থীদের Female এর বৃত্ত ভরাট করতে হবে।
- ৫ নং ছক : প্রার্থীদের স্ব স্ব শাখার নির্ধারিত বৃত্ত পূরণ করতে হবে। যাদের শাখা উল্লেখ করা নেই তারা Others-এর বৃত্ত পূরণ করবে।
- ৬ নং ছক : রোল নম্বরের জায়গায় মাধ্যমিক/দাখিল/সমমানের পরীক্ষায় রোল নম্বর লিখতে হবে এবং সংশ্লিষ্ট বৃত্ত পূরণ করতে হবে। বাংলাদেশের যে কোনো শিক্ষাবোর্ড থেকে এসএসসি কিংবা দাখিল পাস হলে সংশ্লিষ্ট বৃত্ত পূরণ করতে হবে। 'ও' লেভেল পাস করলে 'ও' লেভেল-এর বৃত্ত এবং অন্য ক্ষেত্রে Others-এর বৃত্ত পূরণ করতে হবে। পাসের বৎসরের বৃত্ত পূরণ করতে হবে এবং ৪র্থ/অতিরিক্ত বিষয় বাদে জি.পি.এ লিখতে হবে এবং সংশ্লিষ্ট বৃত্ত যথারীতি পূরণ করতে হবে।
- ৭ নং ছক : রোল নম্বরের জায়গায় উচ্চ মাধ্যমিক/আলিম/সমমানের পরীক্ষায় রোল নম্বর লিখতে হবে এবং সংশ্লিষ্ট বৃত্ত পূরণ করতে হবে। বাংলাদেশের যে-কোনো শিক্ষাবোর্ড থেকে এইচ.এস.সি, আলিম অথবা ডিপ্লোমা পাস হলে সংশ্লিষ্ট বৃত্ত পূরণ করতে হবে। 'এ' লেভেল হলে 'এ' লেভেল-এর বৃত্ত পূরণ করতে হবে। অন্যান্য ক্ষেত্রে Others-এর বৃত্ত পূরণ করতে হবে। পাসের বৎসরের বৃত্ত পূরণ করতে হবে এবং ৪র্থ/অতিরিক্ত বিষয় বাদে জি.পি.এ লিখতে হবে এবং সংশ্লিষ্ট বৃত্ত যথারীতি পূরণ করতে হবে।
- ৮ নং ছক : মাধ্যমিক ও উচ্চ মাধ্যমিক স্তরের ৪র্থ বিষয় বাদে জি.পি.এ-এর যোগফল এই ছকের বৃত্তে পূরণ করতে হবে।
- ৯ নং ছক : ৭নং ছকে দেওয়া Exam System অনুযায়ী এই ছক পূরণ করতে হবে। SIF ফরমে প্রদত্ত সাবজেক্ট কোড উপরের বাম দিকে SC ঘরে এবং সে বিষয়ে প্রাপ্ত গ্রেড পয়েন্ট ডান দিকে SGP ঘরে বসাতে হবে এবং সংশ্লিষ্ট বৃত্ত ভরাট করতে হবে। বাংলা (05)-এর পরিবর্তে অন্য কোনো বিষয় নিয়ে থাকলে Bangla (05) ছকে ঐ বিষয়ের সাবজেক্ট কোড ও গ্রেড পয়েন্ট বসাতে হবে এবং সংশ্লিষ্ট বৃত্ত ভরাট করতে হবে। পঠিত বিষয়ের SC না থাকলে Others-এর কোড দিতে হবে। ৪র্থ/অতিরিক্ত বিষয়ের গ্রেড পয়েন্ট নির্ধারিত ঘরেই পূরণ করতে হবে।
- ১০ নং ছক : ওয়ার্ড, আদিবাসী, দৃষ্টি প্রতিবন্ধী ও মুক্তিযোদ্ধার সন্তান কোটার মাধ্যমে আবেদন করতে চাইলে এই ছক পূরণ করতে হবে। ছক পূরণ না করলে আবেদন বিবেচিত হবে না।

বিশেষ দ্রষ্টব্য : ভর্তি সংক্রান্ত নিয়মনিতির যে-কোনো ধারা ও উপধারার পরিবর্তন, সংশোধন, সংযোজন ও পুনঃসংযোজনের অধিকার কর্তৃপক্ষ সংরক্ষণ করেন।

Appendix E.2: Admission Manual, DU- Gha Unit



ঢাকা বিশ্ববিদ্যালয়

‘ঘ’ ইউনিট

২০০৯-২০১০ শিক্ষাবর্ষ

প্রথম বর্ষ স্নাতক (সম্মান) শ্রেণী

ভর্তি-নির্দেশিকা

উচ্চ-মাধ্যমিক/ সম্মান পরীক্ষার শাখাসমূহ	যে সকল বিভাগ/ ইনস্টিটিউটে ভর্তি হওয়া যাবে
বিজ্ঞান শাখা, কৃষি বিজ্ঞান শাখা ও গার্হস্থ্য অর্থনীতি শাখা	কলা, সামাজিক বিজ্ঞান ও বিজনেস স্টাডিজ অনুষদের বিভাগসমূহ, আইন অনুষদের আইন বিভাগ এবং সমাজকল্যাণ ও গবেষণা ইনস্টিটিউট।
মানবিক শাখা	বিজ্ঞান অনুষদের গণিত এবং পরিসংখ্যান, প্রাণপরিংখ্যান ও তথ্যপরিংখ্যান বিভাগ; বিজনেস স্টাডিজ অনুষদের সকল বিভাগ এবং আসন খালি থাকা সাপেক্ষে কলা অনুষদের নাট্যকলা বিভাগ এবং সংগীত বিভাগ।
ব্যবসায় শিক্ষা, ডিপ্লোমা-ইন- কমার্স ও বিজনেস ম্যানেজমেন্ট শাখা	কলা ও সামাজিক বিজ্ঞান অনুষদের বিভাগসমূহ, আর্থ এন্ড এনভায়রনমেন্টাল সায়েন্সেস অনুষদের ভূগোল ও পরিবেশ বিভাগ, জীব বিজ্ঞান অনুষদের মনোবিজ্ঞান বিভাগ, আইন অনুষদের আইন বিভাগ এবং সমাজকল্যাণ ও গবেষণা ইনস্টিটিউট।

ভর্তি পরীক্ষা: ০৪ ডিসেম্বর ২০০৯, শুক্রবার
সকাল ১০টা

ভর্তি সংক্রান্ত নিয়মনীতির যে কোন ধারা ও উপ-ধারার পরিবর্তন, সংশোধন,
সংযোজন ও পুন: সংযোজনের অধিকার কর্তৃপক্ষ সংরক্ষণ করেন।

সামাজিক বিজ্ঞান অনুষদ
কলা ভবন (দ্বিতীয় তলা)

১

১. ভর্তিযোগ্য বিভাগ

কলা অনুষদ : বাংলা, ইংরেজি, আরবী, ফারসি ভাষা ও সাহিত্য, উর্দু, সংস্কৃত, পালি এন্ড বুদ্ধিস্ট স্টাডিজ, ইতিহাস, দর্শন, ইসলামিক স্টাডিজ, ইসলামের ইতিহাস ও সংস্কৃতি, তথ্যবিজ্ঞান ও গ্রন্থাগার ব্যবস্থাপনা, নাট্যকলা, সংগীত, ভাষাবিজ্ঞান এবং বিশ্বধর্ম ও সংস্কৃতি।

সামাজিক বিজ্ঞান অনুষদ: অর্থনীতি, রাষ্ট্রবিজ্ঞান, আন্তর্জাতিক সম্পর্ক, সমাজবিজ্ঞান, গণযোগাযোগ ও সাংবাদিকতা, লোক প্রশাসন, নৃবিজ্ঞান, শান্তি ও সংঘর্ষ অধ্যয়ন, উইমেন এন্ড জেন্ডার স্টাডিজ এবং ডেভেলপমেন্ট স্টাডিজ।

বিজ্ঞান স্টাডিজ অনুষদ: ম্যানেজমেন্ট স্টাডিজ, একাউন্টিং এন্ড ইনফরমেশন সিস্টেমস, মার্কেটিং, ফিন্যান্স, ব্যাংকিং, ম্যানেজমেন্ট ইনফরমেশন সিস্টেমস, ট্যুরিজম এন্ড হসপিটালিটি ম্যানেজমেন্ট এবং ইন্টারন্যাশনাল বিজনেস।

বিজ্ঞান অনুষদ: গণিত এবং পরিসংখ্যান, প্রাণপরিসংখ্যান ও তথ্যপরিসংখ্যান।

জীব বিজ্ঞান অনুষদ: মনোবিজ্ঞান।

আইন অনুষদ: আইন।

আর্থ এন্ড এনভায়রনমেন্টাল সায়েন্স অনুষদ: ভূগোল ও পরিবেশ।

সমাজকল্যাণ ও গবেষণা ইনস্টিটিউট: সমাজকল্যাণ।

২. প্রার্থীর প্রাথমিক যোগ্যতা

- ♦ যে সকল ছাত্র/ছাত্রী ২০০৮ বা ২০০৯ সনে নিম্নলিখিত পরীক্ষাসমূহের
 - ক. উচ্চ মাধ্যমিক (মানবিক, বিজ্ঞান, ব্যবসায় শিক্ষা, কৃষি বিজ্ঞান, গার্হস্থ্য অর্থনীতি)
 - খ. মাদ্রাসা বোর্ডের আলিম (মানবিক ও বিজ্ঞান)
 - গ. ডিপ্লোমা-ইন-কমার্স, বিজনেস ম্যানেজমেন্ট
 - ঘ. জিসিই বা সমমানের বিদেশী সার্টিফিকেট
 যে কোন একটি পাশ করেছে, তারাই উচ্চ মাধ্যমিক পর্যায়ে অধীত শাখা বাদ দিয়ে অন্য শাখাভুক্ত বিভাগে নিম্নবর্ণিত শর্তসমূহ পূরণ সাপেক্ষে ভর্তির জন্য আবেদন করতে পারবে।
- ♦ ২০০৮ সনের উচ্চ মাধ্যমিক পরীক্ষায় উত্তীর্ণ হয়ে ২০০৮-২০০৯ শিক্ষাবর্ষে ঢাকা বিশ্ববিদ্যালয়ে ১ম বর্ষ স্নাতক (সম্মান) শ্রেণীতে ভর্তিকৃত কোন ছাত্র/ছাত্রী যদি বিষয়/বিভাগ পরিবর্তনের জন্য পুনরায় ২০০৯-২০১০ শিক্ষাবর্ষে ১ম বর্ষ সম্মান শ্রেণীর ভর্তি পরীক্ষায় অংশগ্রহণ করতে চায়, তবে তাকে সংশ্লিষ্ট বিভাগের চেয়ারম্যানের নিকট থেকে পরীক্ষায় অংশগ্রহণের অনুমতিপত্র (রোল, মেমোরান্ডাম, নিয়ম) নিয়ে তা ভর্তির প্রাথমিক আবেদনপত্রের সাথে সংশ্লিষ্ট ইউনিট অফিসে জমা দিতে হবে। অন্যথায় আবেদনপত্র বাতিল হয়ে যাবে।

শর্তসমূহ

- ক। উচ্চ মাধ্যমিক বা সমমানের পরীক্ষায় বাংলা ও ইংরেজি উভয় বিষয়ে সম্মিলিতভাবে কমপক্ষে গ্রেড পয়েন্ট ৬.০ পেতে হবে, তবে কোন বিষয়েই লেটার গ্রেড বি (গ্রেড পয়েন্ট ৩.০)-এর নিচে গ্রহণযোগ্য হবে না।
- খ। মানবিক শাখা (মাদ্রাসা শিক্ষা বোর্ডসহ) থেকে আগত ছাত্র/ছাত্রীদের মাধ্যমিক ও উচ্চ মাধ্যমিক (৪র্থ বিষয় বাদ দিয়ে) পরীক্ষায় প্রাপ্ত জিপিএ-দ্বয়ের যোগফল কমপক্ষে ৭.০ হতে হবে।
- গ। বিজ্ঞান, মাদ্রাসা শিক্ষা বোর্ডের বিজ্ঞান, কৃষি বিজ্ঞান এবং গার্হস্থ্য অর্থনীতি শাখা থেকে আগত ছাত্র/ছাত্রীদের মাধ্যমিক ও উচ্চ মাধ্যমিক (৪র্থ বিষয় বাদ দিয়ে) পরীক্ষায় প্রাপ্ত জিপিএ-দ্বয়ের যোগফল কমপক্ষে ৮.০ হতে হবে।
- ঘ। বাণিজ্য, ব্যবসায় শিক্ষা, ডিপ্লোমা-ইন-কমার্স ও বিজনেস ম্যানেজমেন্ট শাখা থেকে আগত প্রার্থীদের মাধ্যমিক ও উচ্চ মাধ্যমিক বা সমমানের পরীক্ষায় (৪র্থ বিষয় বাদ দিয়ে) প্রাপ্ত জিপিএ-দ্বয়ের যোগফল কমপক্ষে ৭.৫ হতে হবে।
- ঙ। কোন কারণে কেউ নম্বরের ভিত্তিতে মাধ্যমিক অথবা সমমানের পরীক্ষায় উত্তীর্ণ হয়ে থাকলে তাদের প্রতিটি বিষয়ের প্রাপ্ত নম্বর নিম্নবর্ণিত স্কেল অনুযায়ী লেটার গ্রেডে পরিবর্তন করে (৪র্থ বিষয় বাদ দিয়ে) জিপিএ হিসাব করতে হবে।

স্কেল

লেটার গ্রেড	প্রাপ্ত নম্বরের ব্যাপ্তি	গ্রেড পয়েন্ট
এ +	৮০-১০০	৫.০
এ	৭০-৭৯	৪.০
এ -	৬০-৬৯	৩.৫
বি	৫০-৫৯	৩.০
সি	৪০-৪৯	২.০
ডি	৩০-৩৯	১.০
এফ	০০-৩২	০.০

- ঢ। GCE: O-Level পরীক্ষায় অন্তত ৫টি বিষয়ে এবং ২০০৮ অথবা ২০০৯ সনের A-Level পরীক্ষায় অন্তত ২টি বিষয়ে উত্তীর্ণ ছাত্র/ছাত্রীগণ ভর্তির জন্য আবেদন করতে পারবে। তাদেরকে O-Level এবং A-Level মিলিয়ে ৭টি বিষয়ের মধ্যে কমপক্ষে ৪টি বিষয়ে অন্তত: বি-গ্রেড, ৩টি বিষয়ে কমপক্ষে সি-গ্রেড পেতে হবে। O-Level এবং A-Level পরীক্ষায় প্রাপ্ত লেটার গ্রেডের পয়েন্ট নিম্নরূপ হবে: A= 5.0 B= 4.0 C= 3.5
- ছ। সমতুল্য বিদেশী সার্টিফিকেট/ডিপ্লোমাধারী প্রার্থীরাও জিসিই ছাত্র/ছাত্রীদের অনুরূপ আবেদনপত্র সংগ্রহ ও পরীক্ষায় অংশগ্রহণ করতে পারবে। তবে উভয় ক্ষেত্রে ইউনিট থেকে সমতা নিরূপন করা হবে।

৩. প্রার্থীর করণীয়

- ক। প্রার্থীকে প্রাথমিক আবেদনপত্র অবশ্যই নিজ হাতে পূরণ করতে হবে।
- খ। পরীক্ষার ফিস বাবদ নগদ ৩০০ (তিনশত) টাকা টাকা বিশ্ববিদ্যালয়ের ছাত্র-শিক্ষক কেন্দ্র (টিএসসি)-এ অবস্থিত জনতা ব্যাংক শাখায় জমা দিয়ে ভর্তির প্রাথমিক আবেদনপত্র, Student Information Form (SIF) ও ভর্তি-নির্দেশিকা সংগ্রহ করতে হবে। ভর্তি-নির্দেশিকা অনুযায়ী তা যথাযথভাবে প্রার্থীর স্বহস্তে পূরণ করে সামাজিক বিজ্ঞান অনুষদের ডিনের কার্যালয়ে (কলাভবনের দক্ষিণ-পূর্ব কোণে নিচ তলায়) ০১/১০/২০০৯ তারিখ থেকে ১৯/১০/২০০৯ তারিখের মধ্যে অফিস চলাকালে জমা দিতে হবে। সময় উত্তীর্ণ হওয়ার পর কোন আবেদনপত্র গ্রহণযোগ্য হবে না।
- গ। জিসিই বা সমতুল্য প্রার্থীদের ক্ষেত্রে: টিএসসি'র জনতা ব্যাংকের ম্যানেজারের নিকট থেকে সরাসরি ৮০০ (৩০০/- ফরম ও ৫০০/-সমতা নিরূপন ফি) টাকা প্রদান পূর্বক সীলমোহরকৃত প্রাথমিক আবেদনপত্র ও অন্যান্য উপকরণ সংগ্রহ করতে হবে। অন্যথায় তা বাতিল হয়ে যাবে।
- ঘ। ভর্তির প্রাথমিক আবেদনপত্রে তিনটি অংশ রয়েছে, যার দু'টি স্থানে পারফরেট (ছিদ্র) করা। আবেদনপত্রের নির্দিষ্ট স্থানে সম্প্রতি তোলা একই রকম চারটি পাসপোর্ট সাইজের ছবি (সাম্প্রতিক ও রঙিন) দিতে হবে। ভর্তির প্রাথমিক আবেদনপত্রের তিনটি অংশে নির্দিষ্ট স্থানে প্রার্থীকে একই স্বাক্ষর দিতে হবে। স্বাক্ষরে গরমিল হলে ভর্তি পরীক্ষায় অংশগ্রহণের অনুমতি দেয়া হবে না।
- ঙ। প্রাথমিক আবেদনপত্রের নির্ধারিত স্থানে প্রার্থীর পরিচয়, যোগাযোগের ঠিকানা, মাধ্যমিক ও উচ্চ মাধ্যমিক বা সমমানের পরীক্ষার সন, জিপিএ (৪র্থ বিষয় বাদ দিয়ে), মাধ্যমিক ও উচ্চ মাধ্যমিক পরীক্ষায় প্রাপ্ত জিপিএদ্বয়ের যোগফল (৪র্থ বিষয় বাদ দিয়ে) এবং আবেদনপত্রের সঙ্গে বোর্ড কর্তৃক প্রদত্ত মাধ্যমিক ও উচ্চ মাধ্যমিক বা সমতুল্য পরীক্ষার নম্বরপত্র/ গ্রেডসীটের এক কপি করে সত্যায়িত অনুলিপি সংযোজন করতে হবে। স্কুল অথবা কলেজ কর্তৃক ইস্যুকৃত নম্বরপত্র/ গ্রেডসীট গ্রহণযোগ্য হবে না।
- চ। কোটায় ভর্তিযোগ্য প্রার্থীদের ক্ষেত্রে: ভর্তির প্রাথমিক আবেদনপত্রে কোটার ঘরে (✓) চিহ্ন এবং SIF-এর কোটার ছক পূরণ করতে হবে। শুধুমাত্র যে সকল ছাত্র/ছাত্রী ভর্তি পরীক্ষায় উত্তীর্ণ হবে, কেবল তারাই অনুষদের অফিস থেকে নির্দিষ্ট ফর্ম সংগ্রহ করে তা যথারীতি পূরণ করে সত্যায়িত নম্বরপত্র/গ্রেডসীট এবং যে কোটায় ভর্তি হতে ইচ্ছুক সে কোটার যোগ্যতার প্রমাণপত্রসহ আলাদা করে ভর্তি পরীক্ষার ফলাফল প্রকাশের ৭ দিনের মধ্যে সামাজিক বিজ্ঞান অনুষদের অফিসে জমা দিতে হবে। ওয়ার্ড কোটার ক্ষেত্রে

ঢাকা বিশ্ববিদ্যালয়ের সংশ্লিষ্ট বিভাগ/ ইনস্টিটিউট/অফিস এর চেয়ারম্যান/ পরিচালক/অফিস প্রধানের প্রত্যয়নপত্র, মুক্তিযোদ্ধার সন্তান কোটার ক্ষেত্রে মুক্তিযুদ্ধ বিষয়ক মন্ত্রণালয় কর্তৃক ইস্যুকৃত সনদপত্র এবং আদিবাসী কোটার ক্ষেত্রে স্ব-স্ব আদিবাসী প্রধান/জেলা প্রশাসন এর সনদপত্র জমা দিতে হবে।

- ছ। ভর্তির জন্যে চূড়ান্তভাবে নির্বাচিত প্রার্থীদের ভর্তির প্রাথমিক আবেদনপত্রে যে স্বাক্ষর ও ছবি থাকবে, অনুরূপ স্বাক্ষর ও ছবি ভর্তির ফরমসহ ভর্তি সংক্রান্ত অন্যান্য কাগজপত্রে থাকতে হবে। এর ব্যতিক্রম হলে ভর্তির অনুমতি দেয়া হবে না।
- জ। প্রাথমিক আবেদনপত্র জমা দেয়ার সময় প্রার্থীকে ভর্তি পরীক্ষায় অংশগ্রহণের প্রবেশপত্র দেয়া হবে। প্রবেশপত্র ছাড়া কোন প্রার্থীকে ভর্তি পরীক্ষায় অংশগ্রহণ করতে দেয়া হবে না।
কোন কারণে প্রবেশপত্র হারিয়ে গেলে থানায় জি.ডি. করে তার কপিসহ ডীন অফিসে নগদ ২০০ (দুইশত) টাকা জমা দিয়ে ইউনিট প্রধান (ডীন) বরাবর আবেদন করে Duplicate প্রবেশপত্র সংগ্রহ করতে হবে।
- ঝ। স্বাক্ষরবিহীন বা অসম্পূর্ণ বা ভুল তথ্য সংবলিত আবেদনপত্র বাতিল হয়ে যাবে। কোন প্রার্থীর ভর্তি পরীক্ষায় অংশগ্রহণের ন্যূনতম যোগ্যতা না থাকলে তার আবেদনপত্র বাতিল বলে গণ্য হবে।

৪. ভর্তি পরীক্ষা

- ক। সকল প্রার্থীকে নিম্নবর্ণিত বিষয়সমূহে ভর্তি পরীক্ষায় অবতীর্ণ হতে হবে। মোট নম্বর হবে ১২০। পরীক্ষার প্রশ্নের মান হবে উচ্চ মাধ্যমিক পর্যায়ের।

বিষয়	নম্বর
ক. বাংলা, বিকল্প হিসেবে Advanced English (for GCE passed candidates)	৩০
খ. ইংরেজি	৩০
গ. সাধারণ জ্ঞান (বাংলাদেশ বিষয়াবলি)	৩০
ঘ. সাধারণ জ্ঞান (আন্তর্জাতিক বিষয়াবলি)	৩০

- খ। ভর্তি পরীক্ষা Multiple Choice of Questions (MCQ) পদ্ধতিতে অনুষ্ঠিত হবে। ভর্তি পরীক্ষার সময় হবে ১ ঘণ্টা এবং ১২০ নম্বরের জন্য সর্বমোট ১০০টি প্রশ্নের উত্তর দিতে হবে। প্রতি প্রশ্নের মান ১.২।
- গ। প্রশ্নপত্রের সেট কোড উত্তরপত্রে না লিখলে বা ভুল লিখলে বা ঘষামাজা করলে উত্তরপত্র বাতিল হয়ে যাবে।
- ঘ। ভর্তি পরীক্ষার প্রতি প্রশ্নের ভুল উত্তরের জন্য ০.৩০ নম্বর কাটা হবে।
- ঙ। ভর্তি পরীক্ষায় ইংরেজি, বাংলা/Advanced English, বাংলাদেশ বিষয়াবলি ও আন্তর্জাতিক বিষয়াবলিতে পৃথকভাবে কমপক্ষে ৮ নম্বর করে এবং সর্বমোট কমপক্ষে ৪৮ নম্বর না পেলে ভর্তির অযোগ্য বলে বিবেচিত হবে। এই বিধি সকলের ক্ষেত্রে (ওয়ার্ড, মুক্তিযোদ্ধা, আদিবাসী, দৃষ্টি প্রতিবন্ধী, সাধারণ প্রার্থী) প্রযোজ্য হবে।
- চ। ভর্তি পরীক্ষার আগের দিন বিশ্ববিদ্যালয়ের ওয়েবসাইট (www.univdhaka.edu), সামাজিক বিজ্ঞান অনুষদের নোটিশ বোর্ড, কলা ভবনের প্রবেশদ্বারসহ প্রতিটি পরীক্ষা কেন্দ্রে আসন বিন্যাস দেয়া হবে। পরীক্ষার্থীদের স্ব স্ব কেন্দ্রের নির্ধারিত আসনে বসে পরীক্ষা দিতে হবে।

৫. মেধা তালিকা

- ক। ভর্তি পরীক্ষায় প্রাপ্ত নম্বর এবং মাধ্যমিক বা সমমানের পরীক্ষায় এবং উচ্চ মাধ্যমিক বা সমমানের পরীক্ষায় প্রাপ্ত নম্বরের ভিত্তিতে মোট ২০০ নম্বরের মেধা স্কোর তৈরী করা হবে। মাধ্যমিক বা সমমানের পরীক্ষায় প্রাপ্ত জিপিএ থেকে ১৫% (অর্থাৎ ৩০ নম্বর), উচ্চ মাধ্যমিক বা সমমানের পরীক্ষায় প্রাপ্ত জিপিএ থেকে ২৫% (অর্থাৎ ৫০ নম্বর) বিবেচনা করে এবং ভর্তি পরীক্ষায় প্রাপ্ত নম্বরকে ৬০% (অর্থাৎ ১২০ নম্বর) ধরে তা নির্ণয় করা হবে। অর্থাৎ ছাত্র/ছাত্রীদের মাধ্যমিক পরীক্ষায় প্রাপ্ত জিপিএ-কে (৪র্থ বিষয় বাদ দিয়ে) ৬

দিয়ে এবং উচ্চ মাধ্যমিক পরীক্ষায় প্রাপ্ত জিপিএ-কে (৪র্থ বিষয় বাদ দিয়ে) ১০ দিয়ে গুণ করে ভর্তি পরীক্ষার প্রাপ্ত নম্বরের সাথে যোগ করা হবে। যেসব ছাত্র/ছাত্রী মাধ্যমিক, উচ্চ মাধ্যমিক বা সমমানের পরীক্ষা নম্বরের ভিত্তিতে পাশ করেছে, তাদের নম্বর পূর্বোল্লিখিত নিয়মে (প্রাথমিক যোগ্যতা দ্রষ্টব্য) লেটার গ্রেডে রূপান্তরিত করে ৪র্থ বিষয় বাদ দিয়ে জিপিএ হিসাব করে মেধা স্কোর তৈরী করা হবে।

খ। মেধা স্কোরের ভিত্তিতে প্রার্থীদের মেধাতালিকা তৈরী করা হবে। মেধাতালিকা হবে নিম্নরূপ:

ক. বিজ্ঞান, কৃষি বিজ্ঞান ও গার্হস্থ্য অর্থনীতি শাখা থেকে আগত প্রার্থীদের জন্যে একটি সম্মিলিত মেধাতালিকা

খ. মানবিক শাখা থেকে আগত প্রার্থীদের জন্যে একটি মেধাতালিকা।

গ. ব্যবসায় শিক্ষা শাখা থেকে আগত প্রার্থীদের জন্যে একটি মেধাতালিকা।

গ। মেধা স্কোর একই হলে প্রার্থীদের ভর্তি পরীক্ষায় প্রাপ্ত নম্বরের অগ্রাধিকার দেয়া হবে। এ দু'টি সমান হলে পর্যায়ক্রমে নিম্নলিখিত মাপকাঠি প্রয়োগ করে ভর্তির অগ্রাধিকার নির্ণয় করা হবে:

* উচ্চ মাধ্যমিক/ সমমানের পরীক্ষায় জিপিএ (৪র্থ বিষয় বাদ দিয়ে)

* মাধ্যমিক/ সমমানের পরীক্ষায় জিপিএ (৪র্থ বিষয় বাদ দিয়ে)

পর্যায়ক্রমে উল্লিখিত মাপকাঠি প্রয়োগ করে প্রার্থীদের অগ্রাধিকার তালিকা নির্ণয় করা সম্ভব না হলে কর্তৃপক্ষ অন্য কোন যৌক্তিক মাপকাঠি প্রয়োগ করে অগ্রাধিকার নির্ণয় করবে। এক্ষেত্রে কর্তৃপক্ষের সিদ্ধান্ত ই চূড়ান্ত বলে গণ্য হবে।

ঘ। মেধা স্কোরের ভিত্তিতে নির্ণীত মেধাক্রম অনুযায়ী ভর্তি পরীক্ষায় উত্তীর্ণ প্রার্থীদের তালিকা সামাজিক বিজ্ঞান অনুষদের ডিনের কার্যালয়ে প্রকাশ করা হবে। মেধা তালিকা ঢাকা বিশ্ববিদ্যালয়ের ওয়েবসাইট www.univdhaka.edu-এ দেয়া হবে।

৬. ভর্তির শর্ত ও প্রক্রিয়া

ক। নিচের সারণিতে উল্লিখিত বিশেষ শর্তাবলী পূরণ সাপেক্ষে প্রার্থীদের পছন্দক্রম অনুযায়ী ভর্তির জন্য মনোনয়ন প্রদান করা হবে।

বিভিন্ন বিভাগে ভর্তির ন্যূনতম যোগ্যতা

ভর্তির বিভাগ	উচ্চ মাধ্যমিক/সমমান পরীক্ষায় যা থাকা আবশ্যিক	ভর্তি পরীক্ষার বিষয় ও ন্যূনতম নম্বর	
		বিষয়	নম্বর
১. অর্থনীতি	অর্থনীতি/ গণিত/ পরিসংখ্যান/ অর্থনীতি ও বাণিজ্যিক ভূগোলে B গ্রেড (ইসলামিক অর্থনীতি/গার্হস্থ্য অর্থনীতি-অর্থনীতির পরিপূরক হিসেবে গ্রহণযোগ্য হবে না।)	ইংরেজি	১৬
২. রাষ্ট্রবিজ্ঞান	-	বাংলা	১২
		ইংরেজি	১২
৩. আন্তর্জাতিক সম্পর্ক	২০০ নম্বরের বাংলা ও ২০০ নম্বরের ইংরেজি	ইংরেজি	১৪
		সাধারণ জ্ঞান (আন্তর্জাতিক বিষয়াবলী)	১৫
৪. সমাজবিজ্ঞান	-	ইংরেজি	১৮
৫. গণযোগাযোগ ও সাংবাদিকতা	২০০ নম্বরের বাংলা ও ২০০ নম্বরের ইংরেজি	ইংরেজি	১৫
		বাংলা	GCE-১৮
৬. লোক প্রশাসন	-	ইংরেজি	১৪
৭. নৃবিজ্ঞান	-	ইংরেজি	১৫
৮. শান্তি ও সংঘর্ষ অধ্যয়ন	-	বাংলা	১২
		ইংরেজি	১২

৯	উইমেন এ্যান্ড জেন্ডার	২০০ নম্বরের বাংলা ও ২০০ নম্বরের ইংরেজি	বাংলা	১৫
			ইংরেজি	১৫
১০	ডেভেলপমেন্ট স্টাডিজ	ইংরেজিতে A গ্রেড (জিসিই পরীক্ষার্থীদের ক্ষেত্রে ইংরেজিতে B গ্রেড)	ইংরেজি	১৬
১১	বাংলা	-	ইংরেজি	১০
			বাংলা	১৪
১২	ইংরেজি	২০০ নম্বরের ইংরেজি এবং ইংরেজিতে B গ্রেড/৫০% (GCE পরীক্ষায় C গ্রেড)	ইংরেজি	২০
১৩	আরবি	মাধ্যমিক/ দাখিল ও উচ্চ মাধ্যমিক/আলিম উভয় পরীক্ষায় অথবা শুধু মাধ্যমিক/ দাখিল পরীক্ষায় আরবি থাকতে হবে।		
১৪	ফারসি ভাষা ও সাহিত্য	ফারসি / উর্দু/আরবি/ ইসলামিক শিক্ষা/ বাংলা/ ইংরেজিতে C গ্রেড		
১৫	উর্দু	আলিম/উচ্চ মাধ্যমিক পরীক্ষায় উর্দু/ আরবি/ইসলামিক শিক্ষায় 'সি' গ্রেড থাকতে হবে।		
১৬	সংস্কৃত	সংস্কৃত ও হিন্দুধর্ম বিষয়ে এবং আদ্য পরীক্ষায় সংস্কৃতের যে কোন বিষয়ে ৫০%/বি' গ্রেড অথবা বাংলার কমপক্ষে ৬০% / 'এ-' গ্রেড। উচ্চ মাধ্যমিক পরীক্ষায় সংস্কৃত থাকলে কিংবা আদ্য পরীক্ষায় পাশ হলে ভর্তির ক্ষেত্রে অগ্রাধিকার পাবে।		
১৭	পালি এন্ড বুদ্ধিস্ট স্টাডিজ	উচ্চ-মাধ্যমিক পর্যায়ে পালি/ আদ্য পরীক্ষায় কমপক্ষে C গ্রেড; মাধ্যমিক পর্যায়ে বৌদ্ধ ধর্মে C গ্রেড এবং উচ্চ-মাধ্যমিক পর্যায়ে বাংলা বিষয়ে 'A-' গ্রেড থাকতে হবে।		
১৮	ইতিহাস	-	ইংরেজি	০৮
			বাংলা	১০
১৯	দর্শন	-	-	-
২০	ইসলামিক স্টাডিজ	-	-	-
২১	ইসলামের ইতিহাস ও সংস্কৃতি	-	বাংলা	১০
			ইংরেজি	১০
২২	ভাষাবিজ্ঞান ও গ্রন্থাগার ব্যবস্থাপনা	-	বাংলা	১৪
			ইংরেজি	১৪
২৩	নাট্যকলা*	-	-	-
২৪	সংগীত*	-	-	-
২৫	ভাষাবিজ্ঞান	২০০ নম্বরের বাংলা ও ২০০ নম্বরের ইংরেজি থাকতে হবে এবং গণিত/ জীববিজ্ঞান/ পরিসংখ্যান/ কম্পিউটার বিজ্ঞান থাকতে হবে।	বাংলা	১৪
			ইংরেজি	১৪
২৬	বিশ্বধর্ম ও সংস্কৃতি	-	বাংলা	১২
			ইংরেজি	১৩
২৭	ম্যানেজমেন্ট স্টাডিজ	মানবিক শাখা: ২০০ নম্বরের অর্থনীতি বিজ্ঞান শাখা: ২০০ নম্বরের গণিত	ইংরেজি	১৫
২৮	একাউন্টিং এন্ড ইনফরমেশন সিস্টেমস			
২৯	মার্কেটিং			
৩০	ম্যানেজমেন্ট ইনফরমেশন সিস্টেমস			
৩১	ব্যাংকিং			
৩২	ফিন্যান্স			
৩৩	ট্যুরিজম এন্ড হস্পিটালিটি ম্যানেজমেন্ট			
৩৪	ইন্টারন্যাশনাল বিজনেস			

৩৫	গণিত	গণিতে B গ্রেড	-	-
৩৬	পরিসংখ্যান, প্রাণপরিসংখ্যান ও তথ্যপরিসংখ্যান	গণিতে B গ্রেড	-	-
৩৭	ভূগোল ও পরিবেশ	অর্থনীতি ও বাণিজ্যিক ভূগোল থাকতে হবে।	ইংরেজি	১২
৩৮	মনোবিজ্ঞান	পরিসংখ্যান, কম্পিউটার বিজ্ঞান বা গণিত থাকতে হবে।	-	-
৩৯	আইন	-	বাংলা	১৪
			ইংরেজি	১৬
৪০	সমাজকল্যাণ	-	ইংরেজি	১৫

*লিখিত পরীক্ষায় উত্তীর্ণ হওয়ার পর প্রার্থীদের নির্বাচনী বোর্ডের সামনে নাট্যকলা ও সংগীত বিষয়ে তাদের পারদর্শিতা প্রমাণ করতে হবে।

- খ। মেধাতালিকা প্রকাশের পর উত্তীর্ণ প্রার্থীদের মেধাক্রম অনুসারে পর্যায়ক্রমে সাক্ষাৎকারের জন্য ডাকা হবে। সাক্ষাৎকারের সময়ে প্রার্থীকে পরীক্ষাসমূহের মূল সার্টিফিকেট, নম্বরপত্র/ গ্রেডসীট ও ২ কপি পাসপোর্ট সাইজের ছবি সঙ্গে নিয়ে আসতে হবে।
- গ। প্রার্থীকে 'বিভাগ-পছন্দ' ফরম পূরণ করতে হবে।
- ঘ। সংশ্লিষ্ট বিভাগে মানবিক, বিজ্ঞান ও বাণিজ্য শাখার জন্য নির্ধারিত আসন পূরণের জন্যে প্রার্থী নির্বাচন করা হবে।
- ঙ। ভর্তির জন্যে সুপারিশকৃত প্রার্থীদের তালিকা 'ঘ' ইউনিটের কার্যালয়ে প্রকাশ করা হবে। তালিকার একটি অনুলিপি সংশ্লিষ্ট বিভাগীয় চেয়ারম্যানের নিকট প্রেরণ করা হবে। সুপারিশকৃত প্রার্থীদেরকে ভর্তির চূড়ান্ত ফরমের জন্যে বিভাগীয় চেয়ারম্যানের সঙ্গে যোগাযোগ করতে হবে।
- চ। সংশ্লিষ্ট বোর্ড কর্তৃক ইস্যুকৃত মাধ্যমিক ও উচ্চ মাধ্যমিক পরীক্ষার নম্বরপত্র/ গ্রেডসীটে এবং সনদপত্রে প্রদত্ত নামের বানান একই রকম না হলে অথবা অন্য কোন গরমিল থাকলে কোন প্রার্থীকে ভর্তির অনুমতি দেয়া হবে না।
- ছ। কোন বিভাগে ভর্তির জন্য মনোনীত প্রার্থী সেই বিভাগে ভর্তি না হলে পরবর্তীকালে সে অন্য কোন বিভাগে ভর্তির সুযোগ পাবে না।
- জ। ফারসি ভাষা ও সাহিত্য, উর্দু, সংস্কৃত এবং পালি এন্ড বুদ্ধিস্ট স্টাডিজ বিভাগে যারা মেধায় ভর্তি হবে, শুধু তারাই পরবর্তীতে বিভাগ পরিবর্তনের সুযোগ পাবে। যারা পরবর্তীতে সিট খালি হওয়া সাপেক্ষে প্রথম বা দ্বিতীয় দফায় ভর্তি হবে, তারা কোন অবস্থাতেই বিভাগ পরিবর্তন করতে পারবে না।
- ঝ। বিভাগ থেকে চূড়ান্ত ভর্তি ফরম সংগ্রহের পর তা যথাযথভাবে পূরণ করে মাধ্যমিক ও উচ্চ মাধ্যমিক পরীক্ষার নম্বরপত্র/ গ্রেডসীটের ফটোকপি ও মূল নম্বরপত্র/ গ্রেডসীট বিভাগে জমা দিতে হবে।
- ঞ। চেয়ারম্যান অথবা তার মনোনীত কোন শিক্ষক মূল নম্বরপত্র/ গ্রেডসীটের সঙ্গে নম্বরপত্র/ গ্রেডসীটের ফটোকপি মিলিয়ে দেখে সত্যায়িত করবেন। মূল নম্বরপত্র/ গ্রেডসীট কিছু দিনের জন্যে সংরক্ষণের প্রয়োজন হলে এ ব্যাপারে সংশ্লিষ্ট বিভাগীয় চেয়ারম্যান সিদ্ধান্ত দিবেন।
- ট। ভর্তির জন্য নির্বাচিত প্রার্থীর ভর্তি ফরমের সাথে অন্যান্য প্রয়োজনীয় কাগজপত্র ছাড়াও উচ্চ মাধ্যমিক পরীক্ষার প্রবেশপত্রের দুটি ফটোকপি সংশ্লিষ্ট বিভাগীয় শিক্ষক কর্তৃক সত্যায়িত করে জমা দিতে হবে।
- ঠ। বিভাগ প্রদত্ত নির্ধারিত পে-ইন-স্লিপ পূরণ করে ভর্তির যাবতীয় প্রদেয় টাকা ঢাকা বিশ্ববিদ্যালয়ের ছাত্র-শিক্ষক কেন্দ্রের জনতা ব্যাংক শাখায় জমা দিয়ে জমাকৃত টাকার রশিদ নির্ধারিত সময়ের মধ্যে বিভাগে জমা দিতে হবে।
- ড। প্রদেয় টাকার রশিদ সংশ্লিষ্ট বিভাগে জমা দেয়ার পর মাধ্যমিক ও উচ্চ মাধ্যমিক পরীক্ষার সত্যায়িত নম্বরপত্র/ গ্রেডসীটসহ চূড়ান্ত ভর্তির ফরমের উপর বিভাগীয় চেয়ারম্যানের সুপারিশসহ ভর্তি ফরম, নম্বরপত্র/ গ্রেডসীটসহ এবং প্রদেয় টাকার রশিদ সংশ্লিষ্ট আবাসিক এলাকা প্রেরণ করা হবে।

- ঢ. নির্ধারিত হলের দপ্তরে প্রার্থীকে অন্যান্য তথ্য সংক্রান্ত প্রয়োজনীয় ফরম পূরণ করে হল অফিসে জমা দিতে হবে। সংশ্লিষ্ট হলের প্রাধ্যক্ষ তাঁর সুপারিশসহ ভর্তির ফরমগুলি সংশ্লিষ্ট বিভাগীয় চেয়ারম্যানের দপ্তরে পাঠাবেন। বিভাগ কর্তৃক ক্লাস রোল নম্বর প্রদানের পর ঐ বিভাগ প্রার্থীদের রোল নম্বরের বিবরণীসহ ফরমগুলি সংশ্লিষ্ট ইউনিট প্রধানের অফিসে পাঠাবে। ইউনিট অফিস পরীক্ষা-নিরীক্ষার পর ইউনিট প্রধানের স্বাক্ষরসহ ছাত্র/ছাত্রীদের ক্লাস রোল নম্বরের বিবরণী সংযুক্ত করে রেজিস্ট্রারের দপ্তরে প্রেরণ করবে।
- ণ। বিভাগ ছাত্র/ছাত্রীদের ক্লাস রোল নম্বরের বিবরণী সংশ্লিষ্ট দপ্তরসমূহে প্রেরণ করবে।

৭. STUDENT INFORMATION FORM (SIF) পূরণের নিয়মাবলি

- ক। কম্পিউটারে ব্যবহারের জন্য প্রাথমিক আবেদনপত্রের সঙ্গে Student Information Form (SIF)-এর OMR-টি ইংরেজিতে পূরণ করতে হবে।
- খ। ফরমটি ভাঁজ ও স্ট্যাপল করা নিষেধ এবং ফরমের সাথে কিছু সংযুক্ত করা যাবে না। ফরমে কোন রকম অপ্রয়োজনীয় দাগ দেয়া চলবে না।
- গ। ফরমের মোট ১০টি ছকে ক্ষুদ্র বৃত্তাকার ঘর ভরাটের জন্যে কালো কালির বলপেন ব্যবহার করতে হবে। বৃত্তগুলি এমনভাবে ভরাট করতে হবে যাতে ভেতরের লেখা দেখা না যায়।
- ঘ। সংখ্যা দিয়ে ফরম পূরণের সময় বাম দিকে খালি ঘর থাকলে সেখানে শূন্য (০) বসাতে হবে এবং সংশ্লিষ্ট ঘর ভরাট করতে হবে।

৮. SIF ছক পূরণ

- ক. ১নং ছক: রোল নম্বর সংখ্যায় ইংরেজিতে লিখতে হবে এবং সংশ্লিষ্ট বৃত্ত ভরাট করতে হবে।
- খ. ২ নম্বর ছক: উপরে বাম দিক থেকে ইংরেজিতে নাম লিখতে হবে ও নামের প্রতিটি ইংরেজি লেটারের বিপরীতে সংশ্লিষ্ট বৃত্ত ভরাট করতে হবে। পূরণের পর অব্যবহৃত ঘর খালি থাকবে। নামের জন্যে দেয়া ২৫টি ঘর যথেষ্ট না হলে অবশিষ্ট অক্ষর (যদি থাকে) ব্যবহার করার প্রয়োজন নেই। SIF-এ নাম লেখার সময় নামের প্রতি অংশের পর একটি ঘর খালি রাখতে হবে।
যেমন: MD ☐ KABIR ☐ AHMED
- গ. ৩ নম্বর ছক: প্রার্থীর লিঙ্গ সম্পর্কিত বৃত্ত ভরাট করতে হবে।
- ঘ. ৪ নম্বর ছক: মাধ্যমিক অথবা সমমানের পরীক্ষা পাশের সন লিখতে হবে এবং সংশ্লিষ্ট বৃত্ত ভরাট করতে হবে।
- ঙ. ৫ নম্বর ছক: উচ্চ মাধ্যমিক পরীক্ষার গ্রুপ এর বৃত্ত ভরাট করতে হবে। A-Level বা অনুরূপ প্রার্থীকে কলা, বিজ্ঞান ও বাণিজ্য এ তিন শাখার যথাযথ যে কোন একটি শাখায় (গ্রুপে) নিজেকে অবশ্যই অন্তর্ভুক্ত করতে হবে।
- চ. ৬ নম্বর ছক: কোটায় ভর্তির ক্ষেত্রে নির্দিষ্ট বৃত্ত ভরাট করতে হবে।
- ছ. ৭ নম্বর ছক: মাধ্যমিক/ দাখিল/ O-Level/ Others পরীক্ষার রোল নম্বর, পরীক্ষা পদ্ধতি, জিপিএ এবং ৪র্থ বিষয় বাদ দিয়ে জিপিএ প্রয়োজন মত সংখ্যায় পূরণ এবং বৃত্ত ভরাট করতে হবে।
- জ. ৮ নম্বর ছক: উচ্চ মাধ্যমিক/ আলিম/A-Level/ ডিপ্লোমা/ Others পরীক্ষার রোল নম্বর, পাশের সন, পরীক্ষা পদ্ধতি, জিপিএ এবং ৪র্থ বিষয় বাদ দিয়ে জিপিএ সম্পর্কিত ঘরগুলো প্রয়োজন মত সংখ্যায় পূরণ এবং বৃত্ত ভরাট করতে হবে।
- ঝ. ৯ নম্বর ছক: ৪র্থ বিষয় বাদ দিয়ে এবং ৪র্থ বিষয়সহ মাধ্যমিক ও উচ্চ মাধ্যমিক জিপিএ-দ্বয়ের যোগফল উল্লেখ করে সংখ্যায় পূরণ ও সংশ্লিষ্ট বৃত্ত ভরাট করতে হবে।
- ঞ. ১০ নম্বর ছক: বাংলাদেশের যে কোন শিক্ষা বোর্ড থেকে উচ্চ মাধ্যমিক বা সমমানের পরীক্ষা পাশ করে থাকলে এ ছক পূরণ করতে হবে। ফরমের অপর পৃষ্ঠায় প্রদত্ত সাবজেক্ট কোড উপরের বাম দিকে SC ঘরে এবং সে বিষয়ে প্রাপ্ত নম্বর ডান দিকে SGP ঘরে সংখ্যায় বসাতে হবে এবং সংশ্লিষ্ট বৃত্ত ভরাট করতে হবে। বাংলা (05)-এর পরিবর্তে অন্য কোন বিষয় নিয়ে থাকলে (05) ছকে সে বিষয়ের সাবজেক্ট কোড ও গ্রেড পয়েন্ট দিতে হবে। পঠিত বিষয়ের SC না থাকলে Others-এর কোড (41) দিতে হবে।

Appendix E.3: Admission Manual of NU



জাতীয় বিশ্ববিদ্যালয়
গাজীপুর-১৭০৪

(মানবিক, বিজ্ঞান ও ব্যবসায় শিক্ষা শাখা)

২০০৯-২০১০ শিক্ষাবর্ষ

১ম বর্ষ স্নাতক (সম্মান) শ্রেণী

ভর্তি নির্দেশিকা

- ❖ আবেদনকারী উচ্চমাধ্যমিক পরীক্ষায় যে শাখায় উত্তীর্ণ হয়েছে সে শাখার নির্ধারিত আবেদনপত্র পূরণ করবে।
- ❖ সকল পর্যায়ে (SSC ও HSC/সম্মান পরীক্ষায়) ৪র্থ বিষয়ের নম্বর বাদ দিয়ে GPA উল্লেখ করতে হবে।
- ❖ এ শিক্ষাবর্ষ থেকে জাতীয় বিশ্ববিদ্যালয়ে গ্রেডিং ও ক্রেডিট পদ্ধতি চালু হবে।

ভর্তি পরীক্ষা: ১৫ জানুয়ারী ২০১০, শুক্রবার

সকাল ১১টা থেকে ১২টা।

প্রার্থীকে অবশ্যই ১০.৩০টার মধ্যে পরীক্ষার হলে আসন গ্রহণ করতে হবে।

[২]

জাতীয় বিশ্ববিদ্যালয়ের অধিভুক্ত কলেজসমূহে ২০০৯-২০১০ শিক্ষাবর্ষে ১ম বর্ষ স্নাতক সম্মান শ্রেণীতে ভর্তি পরীক্ষা নিম্নরূপ সময়সূচী অনুযায়ী অনুষ্ঠিত হবেঃ

তারিখ ও বার	পরীক্ষার সময়	আওতাভুক্ত শাখা
১৫/০১/২০১০ শুক্রবার	সকাল ১১টা থেকে ১২টা	মানবিক, বিজ্ঞান ও ব্যবসায় শিক্ষা

ভর্তি পরীক্ষার্থীদের পরীক্ষা শুরুর কমপক্ষে ৩০ মিনিট পূর্বে পরীক্ষার হলে প্রবেশ করতে হবে এবং প্রয়োজনীয় কাগজপত্র যাচাই শেষে পরীক্ষার উত্তরপত্র (OMR) পূরণ করতে হবে।

১. (ক) সময়সূচী :

- ভর্তি নির্দেশিকা, প্রাথমিক আবেদনপত্র ও SIF কলেজ কর্তৃক বিশ্ববিদ্যালয় থেকে সংগ্রহের তারিখ ০৯/১২/২০০৯ ও ১০/১২/২০০৯
- কলেজ কর্তৃক ভর্তি প্রার্থীদের মধ্যে ভর্তি নির্দেশিকা ও ফরম বিতরণ ১০/১২/২০০৯ হতে ২৯/১২/২০০৯ পর্যন্ত
- প্রার্থী কর্তৃক পূরণকৃত আবেদন ফরম ও Student Information Form (SIF) সংশ্লিষ্ট কলেজে জমা দেয়ার শেষ তারিখ ২৯/১২/২০০৯ অফিস চলাকালীন সময় পর্যন্ত।
- ফরম বিক্রয়ের প্রাপ্ত টাকার ডি ডি কাটার শেষ তারিখ ৩০/১২/২০০৯
- প্রার্থীর পূরণকৃত আবেদনপত্রের বিশ্ববিদ্যালয়ের অংশ, পূরণকৃত SIF এবং ফরম বিক্রয়ের প্রাপ্ত টাকার ডি.ডি (বিশ্ববিদ্যালয়ের অংশ) কলেজ কর্তৃক বিশ্ববিদ্যালয়ে হাতে হাতে জমা দেয়া ও OMR গ্রহণের শেষ তারিখ ০৩/০১/২০১০
- ভর্তি পরীক্ষার তারিখ ১৫/০১/২০১০ শুক্রবার সময় সকাল ১১টা থেকে ১২ টা পর্যন্ত।
- ভর্তি পরীক্ষার উত্তরপত্রের (OMR) প্যাকেট প্রস্তুত ও প্রেরণঃ
 - পরীক্ষার পর কেন্দ্রের ভারপ্রাপ্ত কর্মকর্তার উপস্থিতিতে উত্তরপত্রগুলো (OMR) বিশ্ববিদ্যালয় কর্তৃক সরবরাহকৃত করোগেটেড শীটে প্যাকেট করতে হবে। প্রতি প্যাকেটে সর্বোচ্চ ২০০টি (OMR) রাখা যাবে। প্যাকেটগুলো শক্ত করে বাঁধতে হবে। এরূপ প্যাকেটসমূহ একত্রে (প্রয়োজনে একাধিক প্যাকেট করা যাবে) বেঁধে মার্কিন কাপড় দ্বারা সেলাই করে যথারীতি গালাসীল করতে হবে। প্রতিটি করোগেটেড শীটের প্যাকেটের জন্য ০২ (দুই)টি করে টপশীট প্রস্তুত করে ০১ (এক) কপি প্রতি প্যাকেটের ভিতরে দিতে হবে। এরূপ প্যাকেটসমূহের জন্য প্রস্তুতকৃত টপশীটের ০১ (এক) কপি পৃথকভাবে প্রেরণ করতে হবে।
 - পরীক্ষার্থীদের উত্তরপত্র (OMR), হাজিরাপত্র, টপশীট, গালাসীলের জন্য ব্যবহৃত ব্রাস সীলের নমুনা সংশ্লিষ্ট কলেজ অধ্যক্ষের প্রাধিকারপ্রাপ্ত প্রতিনিধির মাধ্যমে হাতে হাতে জাতীয় বিশ্ববিদ্যালয় এর ১৪ তলা ভবনের নীচতলায় ও জাতীয় বিশ্ববিদ্যালয়ের ভাইস চ্যান্সেলর মহোদয়ের আবাসিক কার্যালয় (বাড়ী # ৮৬, রোড # ১১/এ, ধানমন্ডি, ঢাকা) এ ১৫/০১/২০১০ হতে ১৬/০১/২০১০ এর মধ্যে জমা দিতে হবে।

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- iii) অন্যান্য উদ্ভূত আনুসঙ্গিক কাগজপত্র প্রেরিত ট্রাংকে পুরে তালাবদ্ধ করে যথারীতি গালাসীল করে ঐ দিনই/পরের দিন সুন্দরবন কুরিয়ার/পোস্টাল সার্ভিসের মাধ্যমে প্রেরণ করতে হবে।

উত্তরপত্র (OMR) এবং গালাসীলকৃত ট্রাংক প্রেরণের ঠিকানা : ডীন, স্নাতকপূর্ব শিক্ষা বিষয়ক স্কুল, জাতীয় বিশ্ববিদ্যালয়, গাজীপুর-১৭০৪।

বি.দ্র.: উত্তরপত্র (OMR) ও ট্রাংক প্রেরণের খরচ সংশ্লিষ্ট কেন্দ্র বহন করবে।

- iv) ভর্তি পরীক্ষা কেন্দ্র থেকে উত্তরপত্র (OMR) জাতীয় বিশ্ববিদ্যালয়ে আনার জন্য বিশ্ববিদ্যালয়ের কোন কর্মকর্তা/কর্মচারীকে প্রেরণ করা হবে না।
- v) ভর্তি পরীক্ষার ফলাফল কলেজ অধ্যক্ষের প্রাধিকার প্রাপ্ত প্রতিনিধি (প্রভাষকের নিচে নহে) কর্তৃক গ্রহণের তারিখ ২৫/০১/২০১০
- vi) ভর্তি পরীক্ষায় উত্তীর্ণ ছাত্র-ছাত্রীদের সাক্ষাৎকার গ্রহণ ও মেধা তালিকায় ভর্তি ২৭/০১/২০১০ হতে ০৭/০২/২০১০
- vii) বিলম্ব ফিস ছাড়া ভর্তিকৃত শিক্ষার্থীদের ব্যাংক ড্রাফট করার শেষ তারিখ ০৯/০২/২০১০
- viii) বিলম্ব ফিস ছাড়া ভর্তিকৃত শিক্ষার্থীদের ব্যাংক ড্রাফট, ২ (দুই) কপি ভর্তি বিবরণীসহ সংশ্লিষ্ট কাগজপত্র জাতীয় বিশ্ববিদ্যালয়ে হাতে হাতে জমাদানের শেষ তারিখ ১১/০২/২০১০
- ix) কলেজের চাহিদা অনুযায়ী ১ম অপেক্ষমান তালিকা থেকে ভর্তির তারিখ ১১/০২/২০১০ হতে ১৮/০২/২০১০
- x) কলেজের চাহিদা অনুযায়ী ২য় অপেক্ষমান তালিকা থেকে ভর্তির তারিখ ২০/০২/২০১০ হতে ২৩/০২/২০১০
- xi) ১ম ও ২য় অপেক্ষমান তালিকায় ভর্তিকৃত শিক্ষার্থীদের ব্যাংক ড্রাফট করার তারিখ ২৪/০২/২০১০
- xii) ভর্তিকৃত শিক্ষার্থীদের ব্যাংক ড্রাফট, ২ (দুই) কপি ভর্তি বিবরণীসহ সংশ্লিষ্ট কাগজপত্র জাতীয় বিশ্ববিদ্যালয়ে হাতে হাতে জমাদানের শেষ তারিখ ২৮/০২/২০১০
- xiii) ক্লাশ শুরু তারিখ ০১/০৩/২০১০
- (গ) রিলিজ স্লিপের মাধ্যমে ভর্তি সম্পর্কিত সময়সূচি :**
- i) “রিলিজ স্লিপ”ধারী শিক্ষার্থীদের বিলম্ব ফিস ছাড়া ব্যাংক ড্রাফটসহ ভর্তি প্রক্রিয়া শেষ করার তারিখ ০৬/০৩/২০১০
- ii) “রিলিজ স্লিপ”ধারী শিক্ষার্থীদের বিলম্ব ফিসসহ ব্যাংক ড্রাফট ও ভর্তি প্রক্রিয়া শেষ করার তারিখ ১৪/০৩/২০১০
- iii) “রিলিজ স্লিপ”ধারী শিক্ষার্থীদের বিলম্ব ফিস ছাড়া ও বিলম্ব ফিসসহ ব্যাংক ড্রাফট, এবং ২ (দুই) কপি ভর্তি বিবরণীসহ সংশ্লিষ্ট কাগজপত্র জাতীয় বিশ্ববিদ্যালয়ে হাতে হাতে জমাদানের শেষ তারিখ ১৭/০৩/২০১০

(iv) ব্যাংক ড্রাফট সহ বিষয় পরিবর্তনের শেষ তারিখ ০১/০৪/২০১০

(v) ভর্তিকৃত শিক্ষার্থী কর্তৃক পূরণকৃত RIF এবং বিষয় পরিবর্তনকারী ছাত্র-ছাত্রীদের ২ (দুই) কপি ভর্তি বিবরণী বিশ্ববিদ্যালয়ে হাতে হাতে জমাদানের শেষ তারিখ ১৫/০৪/২০১০

(ঘ) ১ম বর্ষ স্নাতক (সম্মান) শ্রেণীতে ভর্তির জন্য বিভিন্ন ফিসের হার :

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| (i) শিক্ষার্থী প্রতি রেজিস্ট্রেশন ফিস (বিলম্ব ফিস ব্যতীত) : | ৪৫০/- (চারশত পঞ্চাশ) টাকা |
| (ii) শিক্ষার্থী প্রতি রেজিস্ট্রেশন ফিস (বিলম্ব ফিসসহ) : | ৭৫০/- (সাতশত পঞ্চাশ) টাকা |
| (iii) শিক্ষার্থী প্রতি ক্রীড়া ও সংস্কৃতি ফিস : | ২০/- (বিশ) টাকা |
| (iv) শিক্ষার্থী প্রতি বিএনসিসি ফিস : | ৫/- (পাঁচ) টাকা |
| (v) শিক্ষার্থী প্রতি রোভার স্কাউট ফিস : | ৫/- (পাঁচ) টাকা |
| (vi) শিক্ষার্থী প্রতি বিষয়/বিভাগ পরিবর্তন ফিস : | ৪৫০/- (চারশত পঞ্চাশ) টাকা |
| (vii) শিক্ষার্থী প্রতি কলেজ পরিবর্তন (TC) ফিস : | ৭৫০/- (সাতশত পঞ্চাশ) টাকা |
| (viii) শিক্ষার্থী প্রতি ভর্তি বাতিল ফিস : | ৫০০/- (পাঁচশত) টাকা |

(ঙ) ১ম বর্ষ প্রফেশনাল স্নাতক (সম্মান) শ্রেণীসমূহের (বিবিএ ও কম্পিউটার সায়েন্স এন্ড ইঞ্জিনিয়ারিং) বিভিন্ন ফিসের হারঃ

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| (i) শিক্ষার্থী প্রতি রেজিস্ট্রেশন ফিস (বিলম্ব ফিস ব্যতীত) : | ৬৫০/- (ছয়শত পঞ্চাশ) টাকা |
| (ii) শিক্ষার্থী প্রতি রেজিস্ট্রেশন ফিস (বিলম্ব ফিসসহ) : | ৮০০/- (আটশত) টাকা |
| (iii) শিক্ষার্থী প্রতি বিষয়/বিভাগ পরিবর্তন ফিস : | ৪৫০/- (চারশত পঞ্চাশ) টাকা |
| (iv) শিক্ষার্থী প্রতি ক্রীড়া ও সংস্কৃতি ফিস : | ২০/- (বিশ) টাকা |
| (v) শিক্ষার্থী প্রতি বিএনসিসি ফিস : | ৫/- (পাঁচ) টাকা |
| (vi) শিক্ষার্থী প্রতি রোভার স্কাউট ফিস : | ৫/- (পাঁচ) টাকা |
| (vii) কলেজ পরিবর্তন ফিস : | ৭৫০/- (সাতশত পঞ্চাশ) টাকা |
| (viii) শিক্ষার্থী প্রতি ভর্তি বাতিল ফিস : | ৫০০/- (পাঁচশত) টাকা |

২. ভর্তি ফরম সংগ্রহ ও জমাদান :

২০০৯-২০১০ শিক্ষাবর্ষে জাতীয় বিশ্ববিদ্যালয়ের ১ম বর্ষ স্নাতক(সম্মান) শ্রেণীতে ভর্তির জন্য প্রাথমিক আবেদনপত্রের ফরম শিক্ষার্থী যে কলেজে ভর্তি হতে ইচ্ছুক তাকে সেই কলেজের অফিস থেকে ১০/১২/২০০৯ তারিখ হতে ২৯/১২/২০০৯ তারিখের মধ্যে সংগ্রহ করতে হবে। প্রাথমিক আবেদনপত্র সংগ্রহের সময় ভর্তি পরীক্ষার ফিস বাবদ ২৫০/- (দুইশত পঞ্চাশ) টাকা সংশ্লিষ্ট কলেজে জমা দিতে হবে। যথারীতি পূরণকৃত ফরম ও SIF ২৯/১২/২০০৯ তারিখের মধ্যে সংশ্লিষ্ট কলেজ অফিসে জমা দিতে হবে। প্রার্থী যে শাখা থেকে (মানবিক, বিজ্ঞান ও ব্যবসায় শিক্ষা শাখা) উচ্চ মাধ্যমিক/সমমান পরীক্ষায় পাশ করেছে সেই শাখার জন্য নির্ধারিত প্রাথমিক আবেদন ফরম গ্রহণ করবে এবং ঐ শাখার জন্য নির্ধারিত প্রশ্নপত্রে তাকে পরীক্ষা দিতে হবে। তবে 'আবেদন পত্রে' ও 'প্রবেশ পত্রে' বিধিমোতাবেক একজন প্রার্থী তার পছন্দ অনুযায়ী এক বা একাধিক শাখায়

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ভর্তির জন্য ০৫টি বিষয় উল্লেখ করতে পারবে। কলেজ কর্তৃপক্ষ মেধা তালিকায় প্রার্থীর মেধাক্ষেত্রের অবস্থান অনুযায়ী পছন্দক্রমের অগ্রাধিকার ভিত্তিতে উত্তীর্ণদের ভর্তির ব্যবস্থা গ্রহণ করবে। ভর্তি পরীক্ষার ফলাফল প্রকাশ ও সাক্ষাৎকারের পর প্রার্থী আসন সংখ্যা ও যোগ্যতা অনুযায়ী তার পছন্দের বিষয়ে মনোনয়ন ও ভর্তির সুযোগ পাবে।

৩. ভর্তির আবেদনের জন্য প্রার্থীর প্রাথমিক যোগ্যতাঃ

- ক) কেবলমাত্র ২০০৮ ও ২০০৯ সালে উচ্চ মাধ্যমিক বা সমমানের পরীক্ষায় উত্তীর্ণ ছাত্র-ছাত্রী আবেদন করতে পারবে, তবে শর্ত থাকে যে,
 - (i) ২০০৮/২০০৯ সালে উচ্চ মাধ্যমিক পাস প্রার্থীকে মাধ্যমিক ও উচ্চ মাধ্যমিক উভয় পরীক্ষাতেই ৪র্থ বিষয় বাদে পৃথকভাবে ন্যূনতম জিপিএ-২ পেতে হবে, অর্থাৎ মাধ্যমিক ও উচ্চ মাধ্যমিক পরীক্ষায় মোট জিপিএ ৪ থাকতে হবে।
 - (ii) যে বিষয়ে স্নাতক(সম্মান) শ্রেণীতে ভর্তি হতে ইচ্ছুক সে বিষয়ে অথবা অনুমোদিত সমগোত্রীয় বিষয়ে প্রার্থীকে উচ্চ মাধ্যমিক পরীক্ষায় ন্যূনতম জিপিএ-৩.০ পেতে হবে।
 - (iii) যে বিষয়ে স্নাতক(সম্মান) শ্রেণীতে ভর্তি হতে ইচ্ছুক সে বিষয়ে উচ্চ মাধ্যমিক পর্যায়ে পড়ে থাকলে প্রার্থীকে সে বিষয়ে উচ্চ মাধ্যমিক পরীক্ষায় ন্যূনতম গ্রেড পয়েন্ট-৩ থাকতে হবে। তার ক্ষেত্রে অন্য কোন বিষয়কে সমগোত্রীয় বিষয় হিসেবে গণ্য করা যাবে না।
 - (iv) মান উন্নয়ন পরীক্ষার্থী অথবা এক বিষয়ের পরীক্ষার্থী হিসেবে ২০০৮ সালে উচ্চ মাধ্যমিক/সমমান পাস করে থাকলে প্রার্থীকে উচ্চ মাধ্যমিক ও মাধ্যমিক উভয় পরীক্ষাতেই ন্যূনতম জিপিএ-২ পেতে হবে।
 - (v) কোন প্রার্থী উচ্চ মাধ্যমিক শ্রেণীতে কৃষি বিজ্ঞান বিষয় অধ্যয়ন করে থাকলে সে যে গ্রুপ হতে উত্তীর্ণ হয়েছে তাকে সেই গ্রুপের নির্ধারিত আবেদনপত্র পূরণ করতে হবে।
- খ) বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয় থেকে উচ্চ মাধ্যমিক পরীক্ষায় যে সকল ছাত্র-ছাত্রী ২০০৮/২০০৯ সালে ন্যূনতম জিপিএ-২ পেয়ে উত্তীর্ণ হয়েছে তারাও ভর্তি পরীক্ষায় অন্যান্য শর্ত পূরণ সাপেক্ষে আবেদন করতে পারবে।
- গ) ২০০৮/২০০৯ সালে ন্যূনপক্ষে জিপিএ-২ থাকলে মাদরাসা বোর্ডের আলিম পাস ছাত্র-ছাত্রী অন্যান্য শর্ত পূরণ সাপেক্ষে ভর্তি পরীক্ষায় অংশ গ্রহণ করতে পারবে।
- ঘ) মাদরাসা বোর্ডের আলিম পাস ছাত্র-ছাত্রী যারা বিজ্ঞান গ্রুপ থেকে আলিম পাস করেছে অন্যান্য শর্ত পূরণ সাপেক্ষে তারা বি.এসসি স্নাতক(সম্মান) শ্রেণীতে ভর্তির জন্য আবেদন করতে পারবে।
- ঙ) বাংলাদেশ কারিগরি শিক্ষা বোর্ডের অধীনে এইচ.এস.সি (ব্যবসায় ব্যবস্থাপনা) শাখা হতে উত্তীর্ণ শিক্ষার্থীদের ব্যবসায় শিক্ষা শাখার ফরম পূরণ করতে হবে এবং ডিপ্লোমা-ইন-ফরেস্ট্রি, ডিপ্লোমা-ইন-এগ্রিকালচার, ডিপ্লোমা-ইন-ইঞ্জিনিয়ারিং-এ পাস করা শিক্ষার্থীরা বিজ্ঞান শাখার ফরম পূরণ করতে হবে।

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চ) 'O' লেভেল পরীক্ষায় অন্তত চারটি বিষয়ে এবং ২০০৮ ও ২০০৯ সালে 'A' লেভেল পরীক্ষায় অন্তত দু'টি বিষয়ে উত্তীর্ণ ছাত্র-ছাত্রী স্নাতক(সম্মান) শ্রেণীতে ভর্তির জন্য আবেদন করতে পারবে। তবে তাদেরকে 'O' লেভেল এবং 'A' লেভেল পরীক্ষায় মোট ৬টি বিষয়ের মধ্যে কমপক্ষে ৪টি বিষয়ে বি গ্রেড এবং দু'টি বিষয়ে সি গ্রেড পেতে হবে।

ছ) বিদেশ থেকে প্রাপ্ত ডিগ্রী/ডিপ্লোমা/সার্টিফিকেট সংশ্লিষ্ট শিক্ষা বোর্ড/কর্তৃপক্ষ উচ্চ মাধ্যমিক এর সমতুল্য নিরূপিত হলে প্রার্থী ভর্তি পরীক্ষায় অংশ গ্রহণ করতে পারবে। তবে শর্ত থাকে যে, এরূপ সমতা নিরূপণ সনদপত্র ভর্তি পরীক্ষার আবেদন ফরম সংগ্রহের সময় প্রদর্শন করতে হবে এবং আবেদন ফরমের সাথে জমা দিতে হবে। অন্যথায় তাদের আবেদনপত্র বাতিল বলে গণ্য হবে।

জ) কোন প্রার্থী ১০০০ নম্বরের অধিক নম্বরের পরীক্ষায় মাধ্যমিক/উচ্চ মাধ্যমিক অথবা সমমানের পরীক্ষায় পাস করে থাকলে তার প্রাপ্ত মোট নম্বরের ১০০০ স্কেল গণনা করে নির্ধারিত ফরম পূরণ করতে হবে। সংশ্লিষ্ট কলেজ কর্তৃপক্ষ বিষয়টি নিশ্চিত করবে। অন্যথায় তাদের আবেদনপত্র বাতিল বলে গণ্য হবে।

বি.দ্র. ৪ ৩১/১২/২০০৯ তারিখে সকল স্নাতক (সম্মান) শ্রেণীতে ভর্তিচ্ছু আবেদনকারী ছাত্র-ছাত্রীদের সর্বোচ্চ বয়স ২২ (বাইশ) বছরের অধিক হবে না। বয়স প্রমাণের জন্য এস.এস.সি/সমমানের সনদপত্রের সত্যায়িত ফটোকপি আবেদনপত্রের সাথে অবশ্যই সংযোজন করতে হবে। বয়সের বিষয়টি সংশ্লিষ্ট কলেজ কর্তৃপক্ষ নিশ্চিত করবে। অন্যথায় আবেদনপত্র বাতিল বলে গণ্য হবে।

৪. স্নাতক (সম্মান) শ্রেণীতে ভর্তিযোগ্য বিষয়সমূহ কোড নম্বর সহ :

(i) কোড নম্বর সহ মানবিক শাখার অন্তর্ভুক্ত বিষয়সমূহ :

বি.এ (সম্মান) : বাংলা (কোড-১০০১) ইংরেজী (কোড-১১০১), আরবী (কোড-১২০১), ইতিহাস (কোড-১৫০১) ইসলামের ইতিহাস ও সংস্কৃতি (কোড-১৬০১), দর্শন (কোড-১৭০১), ইসলামিক স্টাডিজ (কোড-১৮০১) এবং গ্রন্থাগার ও তথ্যবিজ্ঞান (কোড-৩৮০১)।

বি.এস.এস (সম্মান) : অর্থনীতি (কোড-২২০১), রাষ্ট্রবিজ্ঞান (কোড-১৯০১), সমাজবিজ্ঞান (কোড-২০০১), সমাজকর্ম (কোড-২১০১) এবং নৃ-বিজ্ঞান (কোড-৪০০১)।

(ii) কোড নম্বর সহ ব্যবসায় শিক্ষা শাখার অন্তর্ভুক্ত বিষয়সমূহ :

বি.বি.এস (সম্মান) : হিসাববিজ্ঞান (কোড-২৫০১), ব্যবস্থাপনা (কোড-২৬০১), ফিন্যান্স (কোড-২৪০১) এবং মার্কেটিং (কোড-২৩০১)।

(iii) কোড নম্বর সহ বিজ্ঞান শাখার অন্তর্ভুক্ত বিষয়সমূহ :

বি.এসসি (সম্মান) : পদার্থবিজ্ঞান (কোড-২৭০১), রসায়ন (কোড-২৮০১), গণিত (কোড-৩৭০১), পরিসংখ্যান (কোড-৩৬০১), উদ্ভিদবিজ্ঞান (কোড-৩০০১), প্রাণিবিজ্ঞান (কোড-৩১০১), মৃত্তিকাবিজ্ঞান (কোড-৩৩০১), ভূগোল (কোড-৩২০১), মনোবিজ্ঞান (কোড-৩৪০১), প্রাণ-রসায়ন (কোড-২৯০১), পরিবেশবিজ্ঞান (কোড-৪৪০১) এবং গার্হস্থ্য অর্থনীতি (কোড-৩৫০১)।

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৫. স্নাতক(সম্মান) কোর্সের নিম্নলিখিত বিষয়গুলোতে ভর্তি হতে চাইলে পাশে উল্লিখিত অনুমোদিত সমগোত্রীয় (Allied) বিষয়ে ন্যূনতম গ্রেড পয়েন্টে উল্লিখিত হতে হবে :

ক্রমিক নং	স্নাতক (সম্মান) শ্রেণীতে ভর্তির বিষয়	উচ্চ মাধ্যমিক শ্রেণীতে নিম্নের যে কোন ১টি বিষয় থাকতে হবে ও তাতে ন্যূনতম গ্রেড পয়েন্ট ৩ থাকতে হবে
১.	রাষ্ট্রবিজ্ঞান	সমাজবিজ্ঞান/সমাজকল্যাণ/ইতিহাস/পরিসংখ্যান/ইসলামী অর্থনীতি/ অর্থনীতি/যুক্তিবিদ্যা।
২.	অর্থনীতি	অর্থনীতি ও বাণিজ্যিক ভূগোল/ইসলামী অর্থনীতি/ব্যবসায় নীতি ও প্রয়োগ/হিসাবরক্ষণ ও হিসাববিজ্ঞান/পরিসংখ্যান/গণিত
৩.	ইতিহাস	ইসলামের ইতিহাস ও সংস্কৃতি/পৌরনীতি/ইসলামিক স্টাডিজ/ভূগোল/ সমাজবিজ্ঞান
৪.	ইসলামের ইতিহাস ও সংস্কৃতি	ইতিহাস/ইসলামিক স্টাডিজ/পৌরনীতি/সমাজবিজ্ঞান
৫.	ইসলামিক স্টাডিজ	আলিমে পঠিত যে কোন বিষয়/ইসলামী শিক্ষা/ইসলামের ইতিহাস ও সংস্কৃতি
৬.	দর্শন	মনোবিজ্ঞান/পৌরনীতি/ইতিহাস/ইসলামের ইতিহাস ও সংস্কৃতি
৭.	আরবী	ইসলামিক স্টাডিজ/আলিমে পঠিত যে কোন বিষয়
৮.	সমাজবিজ্ঞান	সমাজকল্যাণ/অর্থনীতি/ইসলামী অর্থনীতি/পৌরনীতি/গার্হস্থ্য অর্থনীতি/ পরিসংখ্যান
৯.	সমাজকর্ম	সমাজবিজ্ঞান/অর্থনীতি/ইসলামী অর্থনীতি/পৌরনীতি/গার্হস্থ্য অর্থনীতি/ মনোবিজ্ঞান/পরিসংখ্যান
১০.	নৃ-বিজ্ঞান	সমাজবিজ্ঞান/ভূগোল/সমাজকল্যাণ/পৌরনীতি/ইতিহাস
১১.	হিসাববিজ্ঞান	হিসাব রক্ষণ ও হিসাববিজ্ঞান/ব্যবসায় নীতি ও প্রয়োগ/অর্থনীতি ও বাণিজ্যিক ভূগোল/অর্থনীতি/ইসলামী অর্থনীতি/ গণিত/ সাচিবিক বিদ্যা ও অফিস ব্যবস্থাপনা/ পরিসংখ্যান/ ব্যবসায় উদ্যোগ ও ব্যবসায় ব্যবস্থাপনা
১২.	ব্যবস্থাপনা	হিসাব রক্ষণ ও হিসাববিজ্ঞান/ অর্থনীতি ও বাণিজ্যিক ভূগোল/ ব্যবসায় নীতি ও প্রয়োগ/ব্যবসায় উদ্যোগ ও ব্যবসায় ব্যবস্থাপনা/ অর্থনীতি/ইসলামী অর্থনীতি/সাচিবিক বিদ্যা ও অফিস ব্যবস্থাপনা/ পরিসংখ্যান/গণিত
১৩.	ফিন্যান্স	হিসাবরক্ষণ ও হিসাববিজ্ঞান/ব্যবসায় নীতি ও প্রয়োগ/ অর্থনীতি ও বাণিজ্যিক ভূগোল/অর্থনীতি/ইসলামী অর্থনীতি/ গণিত/ পরিসংখ্যান/ সাচিবিক বিদ্যা ও অফিস ব্যবস্থাপনা/ ব্যবসায় উদ্যোগ ও ব্যবসায় ব্যবস্থাপনা
১৪.	মার্কেটিং	হিসাবরক্ষণ ও হিসাববিজ্ঞান / ব্যবসায় নীতি ও প্রয়োগ/ অর্থনীতি ও বাণিজ্যিক ভূগোল/অর্থনীতি/ইসলামী অর্থনীতি/গণিত/পরিসংখ্যান/ সাচিবিক বিদ্যা ও অফিস ব্যবস্থাপনা/ব্যবসায় উদ্যোগ ও ব্যবস্থাপনা
১৫.	পরিসংখ্যান	গণিত
১৬.	মৃত্তিকা বিজ্ঞান	রসায়ন/কৃষিবিজ্ঞান
১৭.	ভূগোল	অর্থনীতি ও বাণিজ্যিক ভূগোল/অর্থনীতি/ইসলামী অর্থনীতি/ জীববিজ্ঞান
১৮.	মনোবিজ্ঞান	যুক্তিবিদ্যা/জীববিজ্ঞান/সমাজবিজ্ঞান/সমাজকল্যাণ
১৯.	প্রাণ-রসায়ন	রসায়ন/জীববিজ্ঞান/গণিত/পদার্থবিজ্ঞান
২০.	পরিবেশ বিজ্ঞান	রসায়ন/মৃত্তিকাবিজ্ঞান/ভূগোল/জীববিজ্ঞান/পদার্থবিজ্ঞান/গণিত
২১.	গার্হস্থ্য অর্থনীতি	অর্থনীতি/ইসলামী অর্থনীতি/জীববিজ্ঞান

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এ ছাড়াও উচ্চমাধ্যমিকে পঠিত বাধ্যতামূলক বিষয়সমূহে ভর্তির ক্ষেত্রেও ন্যূনতম গ্রেড পয়েন্ট ৩ থাকতে হবে।

৬. ভর্তি প্রার্থীর করণীয় :

ক) প্রার্থীকে প্রাথমিক আবেদনপত্র অবশ্যই নিজ হাতে পূরণ করতে হবে।

খ) ভর্তির প্রাথমিক আবেদনপত্রের ০২ (দুই) টি অংশ থাকবে এবং তাতে দুই জায়গায় ছিদ্র (পারফোরেশন) করা থাকবে। আবেদনপত্রের নির্দিষ্ট স্থানে প্রার্থীর সদ্য তোলা (একই পোজে) ৩ (তিন)টি পাসপোর্ট আকারের রঙ্গিন ছবি (সত্যায়িতসহ) লাগাতে হবে। প্রার্থীকে সকল নির্দিষ্ট স্থানে স্বাক্ষর করতে হবে। প্রার্থী ছাড়া অন্য কেউ স্বাক্ষর করতে পারবে না। প্রার্থীর স্বাক্ষরে কোন রকম গরমিল পরিলক্ষিত হলে ভর্তি পরীক্ষায় অংশগ্রহণ করতে দেয়া হবে না এবং ভর্তি পরীক্ষা বাতিল করা হবে। বিষয়টি কলেজ কর্তৃপক্ষ নিশ্চিত করবে।

গ) প্রাথমিক আবেদনপত্রের যথাস্থানে প্রার্থীর নাম, পিতার নাম, মাতার নাম ইত্যাদি সুস্পষ্টভাবে লিখতে হবে। ভর্তি পরীক্ষার সকল ক্ষেত্রে প্রার্থীর নাম, পিতার নাম, মাতার নামে কোন প্রকার গরমিল পরিলক্ষিত হলে ভর্তি পরীক্ষায় অংশগ্রহণ করতে দেয়া হবে না এবং ভর্তি পরীক্ষা বাতিল করা হবে। বিষয়টি কলেজ কর্তৃপক্ষ নিশ্চিত করবে।

ঘ) ভর্তির জন্য চূড়ান্তভাবে নির্বাচিত প্রার্থীর ভর্তির আবেদনপত্রে যে স্বাক্ষর ও ছবি থাকবে, সেই একই রকমের স্বাক্ষর ও ছবি ভর্তির ফরমসহ ভর্তি সংক্রান্ত অন্যান্য কাগজপত্রেও থাকবে। অর্থাৎ সর্বত্র প্রার্থীর স্বাক্ষর ও ছবি একই রকম থাকতে হবে।

ঙ) প্রাথমিক আবেদনপত্রের সাথে এক কপি করে মাধ্যমিক ও উচ্চমাধ্যমিক বা সমমানের পরীক্ষার নম্বরপত্রের সত্যায়িত ফটোকপি অবশ্যই জমা দিতে হবে।

চ) চূড়ান্ত ভর্তির সময় প্রার্থীর আরো ০১ (এক) কপি পাসপোর্ট আকারে ছবি (সত্যায়িত) চূড়ান্ত ফরমের নির্দিষ্ট স্থানে লাগাতে হবে।

ছ) ভর্তি পরীক্ষা সময়সূচী অনুযায়ী প্রার্থীকে ভর্তি পরীক্ষার প্রবেশপত্র সংশ্লিষ্ট কলেজ অফিস থেকে দেয়া হবে। এই প্রবেশপত্র সঙ্গে না থাকলে কোন প্রার্থীই ভর্তি পরীক্ষায় অংশগ্রহণ করতে পারবে না।

জ) পরীক্ষার আসন বন্টন প্রার্থীর রোল নম্বরের ক্রম অনুসারে হবে। পরীক্ষার আগের দিন কলেজ অফিস থেকে প্রার্থীকে তার পরীক্ষার নির্দিষ্ট স্থান (কেন্দ্র) জেনে নিতে হবে।

ঝ) স্বাক্ষরবিহীন বা যে কোন প্রকারের অসম্পূর্ণ প্রাথমিক আবেদনপত্র বাতিল বলে গণ্য হবে।

ঞ) ভুল তথ্য সরবরাহ করলে ভর্তি পরীক্ষার ফলাফল/ভর্তি বাতিল করা হবে।

৭. বিশেষ জ্ঞাতব্য :

ক) ভর্তি পরীক্ষার তারিখ ও সময় ১৫/০১/২০১০ সকাল ১১টা হতে ১২টা পর্যন্ত একই সময়ে সকল কেন্দ্রে অনুষ্ঠিত হবে। তবে ১০.৩০ টার পূর্বেই পরীক্ষার্থীকে পরীক্ষার হলে প্রবেশ করতে হবে।

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- খ) মোট ১০০ নম্বরের ভর্তি পরীক্ষা MCQ পদ্ধতিতে অনুষ্ঠিত হবে।
 গ) পরীক্ষার উত্তরপত্র(OMR) বিশ্ববিদ্যালয় সরবরাহ করবে।
 ঘ) ভর্তি পরীক্ষায় ১০০ নম্বরের জন্য ১০০টি প্রশ্নের উত্তর দিতে হবে। ১০০ নম্বরের পরীক্ষায় বাংলা, ইংরেজী, বাংলাদেশ প্রসঙ্গে সাধারণজ্ঞান ও উচ্চমাধ্যমিক শ্রেণীতে পঠিত বিষয়ভিত্তিক প্রশ্ন থাকবে। নম্বর বন্টন হবে নিম্নরূপঃ

মানবিক শাখা		বিজ্ঞান শাখা		ব্যবসায় শিক্ষা শাখা	
বাংলা	- ২৫	বাংলা	- ২০	বাংলা	- ২৫
ইংরেজি	- ২৫	ইংরেজি	- ২০	ইংরেজি	- ২৫
বাংলাদেশ প্রসঙ্গে সাধারণজ্ঞান	- ১০	বাংলাদেশ প্রসঙ্গে সাধারণজ্ঞান	- ১০	বাংলাদেশ প্রসঙ্গে সাধারণজ্ঞান	- ১০
বিষয়ভিত্তিক (যে কোন ৪ টি বিষয়ে ৪×১০)	- ৪০	বিষয়ভিত্তিক (পদার্থ-১৭, রসায়ন-১৭, গণিত/জীববিজ্ঞান-১৬)	- ৫০	বিষয়ভিত্তিক (হিসাব বিজ্ঞান-২০, ব্যবসায়নীতি ও প্রয়োগ-২০)	- ৪০

- ঙ) উচ্চমাধ্যমিক পর্যায়ে পঠিত বিষয় যথা ৪ মানবিক শাখার ক্ষেত্রে ৪ অর্থনীতি, পৌরনীতি, সমাজবিজ্ঞান, সমাজকল্যান, ইতিহাস, ইসলামের ইতিহাস, যুক্তিবিদ্যা, ইসলামী শিক্ষা, ভূগোল, মনোবিজ্ঞান, গার্হস্থ্য অর্থনীতি, গণিত; বিজ্ঞান শাখার ক্ষেত্রেঃ পদার্থবিদ্যা, রসায়ন, গণিত ও জীববিজ্ঞান; ব্যবসায় শিক্ষা শাখার ক্ষেত্রেঃ হিসাববিজ্ঞান, ব্যবসায় নীতি ও প্রয়োগ বিষয়ের উপর প্রশ্ন প্রণয়ন করা হবে।
- চ) মানবিক শাখার প্রশ্নপত্রে বাংলা, ইংরেজি ও বাংলাদেশ প্রসঙ্গে সাধারণজ্ঞান বিষয়ে $(25+25+10)=60$ নম্বরের উত্তর দিতে হবে এবং উচ্চ মাধ্যমিক পর্যায়ে পঠিত অর্থনীতি, পৌরনীতি, সমাজ বিজ্ঞান, সমাজ কল্যাণ, ইতিহাস, ইসলামের ইতিহাস, যুক্তিবিদ্যা, ইসলামী শিক্ষা, ভূগোল, মনোবিজ্ঞান, গার্হস্থ্য অর্থনীতি ও গণিত বিষয়সমূহের মধ্য থেকে যে কোন ০৪টি বিষয় ও কোডে ৪০ নম্বরের উত্তর দিতে হবে। মানবিক শাখায় ঐচ্ছিক বিষয় হিসাবে ১২টি বিষয়ের প্রতিটিতে ভিন্ন কোডে ১০ নম্বর করে মোট $(10 \times 12)=120$ টি প্রশ্ন থাকবে। একজন পরীক্ষার্থী আবশ্যিক বিষয় হিসাবে বাংলা, ইংরেজি ও বাংলাদেশ প্রসঙ্গে সাধারণজ্ঞান বিষয় ছাড়া অর্থনীতি, পৌরনীতি, সমাজবিজ্ঞান, সমাজকল্যান, ইতিহাস, ইসলামের ইতিহাস, যুক্তিবিদ্যা, ইসলামী শিক্ষা, ভূগোল, মনোবিজ্ঞান, গার্হস্থ্য অর্থনীতি ও গণিত হতে যে কোন ৪টি বিষয় ও কোডে সর্বোচ্চ ৪০ নম্বরের পরীক্ষা দিতে পারবে।
- ছ) বিজ্ঞান শাখার প্রশ্নপত্রে বাংলা, ইংরেজি, বাংলাদেশ প্রসঙ্গে সাধারণ জ্ঞান বিষয়ে $(20+20+10)=50$ নম্বরের উত্তর দিতে হবে। এছাড়া উচ্চ মাধ্যমিক পর্যায়ে পঠিত পদার্থ, রসায়ন বিষয়ের $(17+17)=34$ নম্বরের উত্তর ছাড়াও গণিত অথবা জীববিজ্ঞান হতে যে কোন ১টি বিষয়ে অবশিষ্ট ১৬ নম্বরের উত্তর দিতে হবে।

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জ) ব্যবসায় শিক্ষা শাখার প্রশ্নপত্রে বাংলা, ইংরেজি, বাংলাদেশ প্রসঙ্গে সাধারণ জ্ঞান বিষয়ে (২৫+২৫+১০) = ৬০ নম্বরের উত্তর দিতে হবে। এছাড়া উচ্চ মাধ্যমিক পর্যায়ে পঠিত হিসাব বিজ্ঞান, ব্যবসায় নীতি ও প্রয়োগ বিষয় থেকে অবশিষ্ট (২০+২০) = ৪০ নম্বরের উত্তর দিতে হবে।

বিঃদ্রঃ ভর্তি পরীক্ষায় ১০০ নম্বরের মধ্যে পাস নম্বর ৩৫। তবে শর্ত থাকে যে, ভর্তি পরীক্ষায় মানবিক ও ব্যবসায় শিক্ষা শাখার পরীক্ষার্থীদের বাংলা ও ইংরেজি বিষয়ে পৃথকভাবে পাস নম্বর হবে ৭ (সাত)। এছাড়া বিজ্ঞান শাখার পরীক্ষার্থীদের বাংলা ও ইংরেজি বিষয়ে পৃথকভাবে পাস নম্বর হবে ৬ (ছয়)। ইংরেজি বিষয়ে স্নাতক সম্মান শ্রেণীতে ভর্তিচ্ছু সকল শাখার (মানবিক, বিজ্ঞান ও ব্যবসায় শিক্ষা) শিক্ষার্থীদের ভর্তি পরীক্ষায় ইংরেজিতে ন্যূনতম ১২ (বার) নম্বর পেতে হবে।

ঝ) ভর্তি পরীক্ষায় প্রাপ্ত নম্বর এবং মাধ্যমিক ও উচ্চমাধ্যমিক/সমমানের পরীক্ষায় প্রাপ্ত G.P.A এর ভিত্তিতে মেধাঙ্কের নির্ধারিত হবে।

ঞ) মাধ্যমিক ও উচ্চ মাধ্যমিক পরীক্ষায় প্রাপ্ত G.P.A এর মান যথাক্রমে ৪০ ও ৬০ ধরা হবে।

ট) “O” লেভেল এবং “A” লেভেল পরীক্ষায় উত্তীর্ণ ছাত্র-ছাত্রীদের পরীক্ষায় গ্রেড নম্বর নিম্নোক্ত নীতি অনুসারে নির্ধারণ করা হবে :

গ্রেড- A	৮০
গ্রেড- B	৭০
গ্রেড- C	৬০

উল্লিখিত নম্বর অনুযায়ী ‘O’ লেভেল এর মান ৪০% এবং “A” লেভেল এর মান ৬০% ধরে এবং এর সাথে ভর্তি পরীক্ষায় প্রাপ্ত নম্বর যোগ করে মেধা তালিকা প্রণয়ন করা হবে। ‘O’ লেভেল এর সর্বোচ্চ গ্রেড প্রাপ্ত ৪টি বিষয়ের এবং “A” লেভেল এর সর্বোচ্চ গ্রেড প্রাপ্ত ২টি বিষয়ের গ্রেড উপর্যুক্ত নিয়মানুসারে গণনায় ধরে ১০০০ নম্বরে রূপান্তরিত করা হবে।

* ফলাফল প্রকাশঃ

ক) ভর্তি পরীক্ষায় প্রাপ্ত নম্বর ও G.P.A এর ভিত্তিতে মেধাক্রম অনুসারে ফলাফল প্রকাশ করা হবে। বিষয়ভিত্তিক মেধা তালিকার পরিবর্তে কলেজের মোট আসন সংখ্যার অতিরিক্ত ২০% উত্তীর্ণ প্রার্থীর নাম কলেজে প্রেরণ করা হবে।

খ) মেধা তালিকা প্রকাশের পর প্রার্থীকে সাক্ষাৎকারের জন্য ডাকা হবে। কেবল মেধা তালিকার ভিত্তিতেই উত্তীর্ণ প্রার্থীদের সাক্ষাৎকার গ্রহণ করা হবে। নির্ধারিত দিনে উপস্থিত না থাকলে পরবর্তীকালে মেধাক্রম অনুসারে বিষয় দাবী করতে পারবে না এবং ঐ সময়ে যে বিভাগে ভর্তির সুযোগ থাকবে সেই বিভাগেই ভর্তি হতে হবে।

গ) সাক্ষাৎকারের সময় বিষয় বন্টন করা হবে। তবে সাক্ষাৎকারের পূর্বে প্রার্থীকে আবেদন ফরমে অগ্রাধিকার ভিত্তিতে উল্লেখিত ০৫টি বিষয়ের নামই পছন্দক্রম ফরম পূরণ করার সময় উল্লেখ করতে হবে। “পছন্দক্রম” ফরম বিশ্ববিদ্যালয় সরবরাহ করবে।

৮. বিষয়/বিভাগ বন্টনের সাক্ষাৎকারে প্রার্থীর করণীয় :

ক) কলেজ কর্তৃক নির্ধারিত সাক্ষাৎকারের দিন প্রার্থীকে তার উভয় পরীক্ষার (মাধ্যমিক ও উচ্চ মাধ্যমিক/সমমান) মূল নম্বরপত্র সংগে আনতে হবে।

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- খ) সাক্ষাৎকারের সময় প্রার্থীকে বিষয় বরাদ্দের একটি মনোনয়ন ফরম দেয়া হবে।
- গ) প্রেরিত মেধা তালিকার ভর্তি সম্পন্ন হওয়ার পর কলেজের আসন খালি থাকলে অধ্যক্ষের চাহিদা অনুযায়ী সম সংখ্যক শিক্ষার্থীর নাম অপেক্ষমান তালিকা হিসেবে প্রেরণ করা হবে।
- ঘ) কলেজ ১৫ দিনের মধ্যে মেধা তালিকায় ভর্তি সম্পন্ন করবে এবং চাহিদা মাফিক অপেক্ষমান তালিকা থেকে ভর্তির জন্য ০৭দিন করে সময় পাবে।

৯. মনোনয়ন প্রাপ্তির পর প্রার্থীর করণীয় :

- ক) নির্দিষ্ট বিষয়ে ভর্তির জন্য মনোনয়ন প্রাপ্তির পর প্রার্থীকে মনোনয়ন ফরম সংশ্লিষ্ট বিভাগে জমা দিয়ে ভর্তির মূল ফরম (বিশ্ববিদ্যালয় কর্তৃক সরবরাহতব্য) এবং RIF সংগ্রহ করতে হবে। অতঃপর প্রার্থীকে পূরণকৃত ভর্তি ফরম, পূরণকৃত RIF ও সংশ্লিষ্ট কাগজপত্র (মাধ্যমিক ও উচ্চ মাধ্যমিক/সমমান পরীক্ষার মূল সনদপত্র (যদি থাকে) ও নম্বরপত্রসহ) এবং ভর্তি সংক্রান্ত ফিস নির্ধারিত তারিখের মধ্যে বিভাগীয় প্রধান/কলেজ অফিসে জমা দিয়ে ভর্তি হতে হবে। উল্লেখ্য, মূল সনদপত্র ও নম্বরপত্র কলেজে জমা রাখতে হবে না।
- খ) ভর্তির সময় অন্যান্য রেকর্ড পত্রের সত্যায়িত কপির সংগে মাধ্যমিক এবং উচ্চ মাধ্যমিক/সমমান পরীক্ষা পাসের সংশ্লিষ্ট প্রতিষ্ঠান প্রধান কর্তৃক প্রদত্ত প্রশংসাপত্রের সত্যায়িত কপি জমা দিতে হবে।
- গ) ১ম শ্রেণীর গেজেটেড অফিসার/কলেজ শিক্ষক কর্তৃক চারিত্রিক সনদপত্র ভর্তি ফরমের সাথে জমা দিতে হবে।
- ঘ) **রিলিজ স্লিপে ভর্তি :** কোন কলেজ থেকে ভর্তি পরীক্ষায় উত্তীর্ণ প্রার্থী সে কলেজে পছন্দের বিষয়ে ভর্তির সুযোগ না পেলে অথবা আসন শূন্য না থাকলে ঐ কলেজ থেকে বিশ্ববিদ্যালয় কর্তৃক সরবরাহকৃত 'রিলিজ স্লিপ' নিয়ে অন্য কলেজের শূন্য আসনে নির্দিষ্ট ফিস জমা দিয়ে ভর্তি হতে পারবে। প্রাথমিক আবেদনপত্রের অনুরূপ ০৩ (তিন) কপি ছবি 'রিলিজ স্লিপের' সংশ্লিষ্ট স্থানে 'রিলিজ স্লিপ' প্রদানকারী কলেজের অধ্যক্ষ দ্বারা সত্যায়িত করে ভালোভাবে লাগাতে হবে। 'রিলিজ স্লিপ' প্রদানকারী এবং 'রিলিজ স্লিপ' গ্রহণকারী কলেজ কর্তৃপক্ষ স্ব স্ব অংশ সংরক্ষণ করবে এবং অপর অংশটি বিশ্ববিদ্যালয়ে জমা দিতে হবে।

১০. SIF ও RIF পূরণের নির্দেশাবলী :

- ক) কম্পিউটারে ব্যবহারের জন্য SIF (Student's Information Form) এবং RIF (Registration Information Form) নামে দু'টি ফরম পূরণ করতে হবে।
- খ) ফরমে প্রদত্ত নির্দেশাবলী ভালোভাবে পড়ে সতর্কতার সাথে ফরমগুলো পূরণ করতে হবে।
- গ) ফরমে ভাঁজ বা স্ট্যাপলার করা যাবে না এবং ফরমের সাথে কিছু সংযুক্ত করা যাবে না। প্রয়োজনীয় আয়তকার ঘরে লেখা ও বৃত্ত পূরণ ছাড়া অন্য কোথাও কোন দাগ দেয়া বা লেখা যাবে না। কোন রকম ঘষা মাজা করলে ফরম বাতিল হবে। ফরমে কোন রকমের সীল মোহর দেয়া নিষিদ্ধ।
- ঘ) কালো কালির বলপেন দ্বারা ফরমের ক্ষুদ্র আয়তাকার ঘরগুলোতে তথ্য লিখতে হবে এবং বৃত্তগুলি এমনভাবে ভরাট করতে হবে যেন ভিতরের লেখা দেখা না যায়।
- ঙ) সংখ্যা দিয়ে ফরম পূরণের বামদিকে ঘর থাকলে সেখানে শূন্য (০) বসাতে হবে এবং সংশ্লিষ্ট ঘর পূরণ করতে হবে।

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বি.দ্র. : সকল ফরম ও SIF/RIF প্রার্থীর মাধ্যমিক/উচ্চ মাধ্যমিক পরীক্ষার তথ্যের সাথে মিলিয়ে লিখতে হবে।

১১. SIF ফরমের ছক পূরণ :

ক) প্রাথমিক আবেদনপত্রে উল্লেখিত ভর্তি পরীক্ষার রোল নম্বরটি বৃত্তের উপরে সংখ্যায় লিখতে হবে এবং সংশ্লিষ্ট বৃত্ত পূরণ করতে হবে।

খ) College Code: এই ছকে সংশ্লিষ্ট কলেজ কোড (বিশ্ববিদ্যালয় কর্তৃক সরবরাহকৃত) বৃত্তের উপরে লিখতে হবে এবং সংশ্লিষ্ট বৃত্ত পূরণ করতে হবে (যে কলেজ থেকে ফরম সংগ্রহ করেছে সেই কলেজ)।

গ) Description of SSC/Dakhil/Equivalent Examination:

i) Roll No.: এস.এস.সি/দাখিল/সমমান পরীক্ষার রোল নম্বর বৃত্তের উপরে সংখ্যায় লিখতে হবে এবং সংশ্লিষ্ট বৃত্ত পূরণ করতে হবে।

ii) Year of passing: এস.এস.সি/দাখিল/সমমান পরীক্ষা পাসের সাল বৃত্তের উপরে সংখ্যায় লিখতে হবে এবং সংশ্লিষ্ট বৃত্ত পূরণ করতে হবে।

iii) Board: এস.এস.সি/দাখিল/সমমান পরীক্ষা পাসের বোর্ডের সংশ্লিষ্ট বৃত্ত পূরণ করতে হবে।

iv) SSC Exam.: বাংলাদেশের কোন শিক্ষাবোর্ড/বিশ্ববিদ্যালয় থেকে মাধ্যমিক স্তরের এস.এস.সি/ দাখিল/সমমান পরীক্ষা পাস হলে এর বৃত্ত পূরণ করতে হবে।

v) GPA in SSC: এই ছক এস.এস.সি/সমমান পরীক্ষায় প্রাপ্ত GPA বৃত্তের উপরে সংখ্যায় লিখতে হবে এবং সংশ্লিষ্ট বৃত্ত পূরণ করতে হবে।

ঘ) Group: যে শাখায় (মানবিক/ব্যবসায় শিক্ষা/বিজ্ঞান) পরীক্ষা দিতে ইচ্ছুক প্রার্থীকে সেই শাখার বৃত্ত পূরণ করতে হবে।

ঙ) Serially Chosen Subjects: SIF ফরমের ক্রমিক নং ১২ তে বর্ণিত বিষয়মূহ থেকে প্রার্থী অগ্রাধিকারভিত্তিতে ৫টি বিষয়ের কোড নম্বর এ ঘরে পূরণ করবে। পূরণ করার পূর্বে বৃত্তের উপরে সংশ্লিষ্ট বিষয়ের কোড নম্বর সংখ্যায় লিখতে হবে। বিষয়ের কোড নম্বর লেখার সময় SIF এর ১২ নং ক্রমিকে বর্ণিত ৪ ডিজিটের বিষয় কোড নম্বরের প্রথম ২ ডিজিট পূরণ করতে হবে। যেমন রস্ট্রবিজ্ঞান বিষয়ের কোড ১৯০১ এর স্থলে প্রথম দুটি ডিজিট অর্থাৎ ১৯ এবং অর্থনীতি বিষয়ের কোড ২২০১ এর স্থলে ২২ লিখে বৃত্ত পূরণ করতে হবে।

চ) Applicant's Name: উপরের বাম দিক থেকে প্রার্থীর নাম লিখে ও সংশ্লিষ্ট বৃত্ত পূরণ করে অতিরিক্ত বৃত্ত খালি রাখতে হবে। নামের জন্য দেয়া ঘরগুলো যথেষ্ট না হলে অবশিষ্ট অক্ষর (যদি থাকে) ব্যবহার করার প্রয়োজন নেই। একইভাবে Father's Name এবং Mother's Name এর ঘর দুটি পূরণ করতে হবে।

ছ) Sex: প্রার্থী ছেলে হলে Male এবং মেয়ে হলে Female এর ঘর পূরণ করতে হবে।

জ) Description of HSC/Alim/Equivalent Exam: বাংলাদেশের কোন শিক্ষা বোর্ড/বিশ্ববিদ্যালয় থেকে উচ্চ মাধ্যমিক/আলিম/ডিপ্লোমা পাস হলে উক্ত পাসের রোল নম্বর, পাসের বছর বৃত্তের উপরে লিখে সংশ্লিষ্ট বৃত্ত পূরণ করতে হবে ও যে বোর্ড/বিশ্ববিদ্যালয় হতে পরীক্ষায় অংশ গ্রহণ করা হয়েছে সে বোর্ডের সংশ্লিষ্ট বৃত্ত পূরণ করতে হবে।

i) Roll No.: এইচ.এস.সি/আলিম/সমমানের পরীক্ষার-রোল নম্বর বৃত্তের উপরে সংখ্যায় লিখতে হবে এবং সংশ্লিষ্ট বৃত্ত পূরণ করতে হবে।

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ii) Year of passing: এইচ.এস.সি/আলিম/সমমান পরীক্ষা পাসের সাল সংখ্যায় বৃত্তের উপরে লিখতে হবে এবং সংশ্লিষ্ট বৃত্ত পূরণ করতে হবে।

iii) Board/University: এইচ.এস.সি/আলিম/সমমান পরীক্ষা পাসের বোর্ডে/বিশ্ববিদ্যালয় সংশ্লিষ্ট বৃত্ত পূরণ করতে হবে।

iv) HSC Exam.: বাংলাদেশের কোন শিক্ষাবোর্ড/বিশ্ববিদ্যালয় থেকে উচ্চ মাধ্যমিক স্তরের এইচ.এস.সি/আলিম/সমমানের পরীক্ষায় পাস হলে সংশ্লিষ্ট বৃত্ত পূরণ করতে হবে।

v) GPA in HSC: এই ছক এইচ.এস.সি/সমমান পরীক্ষায় প্রাপ্ত GPA বৃত্তের উপরে সংখ্যায় লিখতে হবে এবং সংশ্লিষ্ট বৃত্ত পূরণ করতে হবে।

ঝ) Date of Birth: এ ঘরে Day এর নিচে জন্ম তারিখ Month এর নিচে মাস এবং Year এর নিচে সন হাতে লিখে সে অনুযায়ী বৃত্ত ভরাট করতে হবে।

ঞ) Reserve Seats: এ ঘরে প্রার্থী তার প্রযোজ্য ঘর পূরণ করবে। ৩টি ঘরের কোনটি যদি প্রার্থীর ক্ষেত্রে প্রযোজ্য না হয় তবে এ ধর খালী থাকবে।

বি.দ্র. : ভর্তি পরীক্ষায় ব্যবহৃত OMR সতর্কতার সাথে পূরণ করতে হবে। তবে মানবিক শাখার OMR এর ক্রমিক নং ৮,৯,১০ ও ১১ তে প্রার্থী যে ৪টি বিষয়ে পরীক্ষা দিবে প্রতিক্ষেত্রে উক্ত বিষয়ের বামপাশের বৃত্তটি ভরাট করতে হবে। বিজ্ঞান শাখার ক্ষেত্রে ১০ নং ক্রমিকে গণিত বা জীববিজ্ঞান যে বিষয়ে পরীক্ষা দিবে শুধু উক্ত বিষয়ের বাম পাশের বৃত্ত ভরাট করতে হবে। ভর্তির চূড়ান্ত আবেদনপত্রের সাথে কম্পিউটারে ব্যবহারের জন্য বিশ্ববিদ্যালয় সরবরাহকৃত RIF কলেজ কর্তৃক ১০ নং ক্রমিকে বর্ণিত নিয়মানুযায়ী সাবধানতার সাথে পূরণ করতে হবে। প্রথমে RIF এর সিরিয়াল নম্বরটি সংখ্যায় লিখে বৃত্ত ভরাট করতে হবে। RIF এ ৪ ডিজিটের বিষয় কোডে শেষের ২টি ডিজিটের বৃত্ত ভরাট থাকবে। শুধুমাত্র ১ম ২টি ডিজিট পূরণ করতে হবে।

১২. পাঠ্যক্রম ও পাঠ্যসূচি নির্ধারণঃ

২০০৪-২০০৫ শিক্ষাবর্ষের জন্য কার্যকর ০৪ (চার) বছর মেয়াদী স্নাতক(সম্মান) শ্রেণীর পাঠ্যক্রম ও পাঠ্যসূচি অনুসরণ করতে হবে। তবে শর্ত থাকে যে, পাঠ্যক্রম ও পাঠ্যসূচি বিষয়ে জাতীয় বিশ্ববিদ্যালয়ের একাডেমিক কাউন্সিল যখন যেকোন সিদ্ধান্ত গ্রহণ করবে তা সকল ছাত্র-ছাত্রীর ক্ষেত্রে প্রযোজ্য হবে।

১৩. মুক্তিযোদ্ধার সন্তান/আদিবাসি/প্রতিবন্ধী কোটাঃ

ক) মুক্তিযোদ্ধা/উপ-জাতি/আদিবাসি/প্রতিবন্ধী কোটায় ভর্তির যাবতীয় কার্যক্রম (ভর্তি পরীক্ষায় উত্তীর্ণ হওয়া সাপেক্ষে) ভর্তির নির্ধারিত সময়সীমার মধ্যেই সংশ্লিষ্ট কলেজ কর্তৃপক্ষ সম্পন্ন করবে। তবে শর্ত থাকে যে, কলেজ কর্তৃপক্ষ প্রকৃত মুক্তিযোদ্ধা সন্তানের স্বপক্ষে মুক্তিযোদ্ধা বিষয়ক মন্ত্রণালয়ের মাননীয় মন্ত্রী ও সচিব মহোদয় কর্তৃক স্বাক্ষরিত অথবা ১৯৯৭ থেকে ২০০১ পর্যন্ত মাননীয় প্রধানমন্ত্রী কর্তৃক স্বাক্ষরিত মূল সনদপত্র এবং আদিবাসি/দৃষ্টি প্রতিবন্ধীর ক্ষেত্রে জেলা প্রশাসক/উপজেলা নির্বাহী কর্মকর্তা/উপজেলা সমাজসেবা অফিসার কর্তৃক ইস্যুকৃত মূল সনদপত্র ও ভর্তি সংক্রান্ত প্রয়োজনীয় অন্যান্য দলিলপত্রাদি যথাযথভাবে যাচাইপূর্বক ভর্তি প্রক্রিয়া সম্পন্ন করবে। এই কোটায় ভর্তিকৃত ছাত্র-ছাত্রীদের মুক্তিযোদ্ধা/আদিবাসি/দৃষ্টি প্রতিবন্ধী সনদ সংশ্লিষ্ট

কলেজের অধ্যক্ষ কর্তৃক সত্যায়িত কপিসহ একটি পৃথক তালিকা ভর্তি বিবরণীর সাথে অবশ্যই জাতীয় বিশ্ববিদ্যালয়ে জমা দিতে হবে। উল্লেখ্য, মুক্তিযোদ্ধা/আদিবাসি/দৃষ্টি প্রতিবন্ধী কোটায় ভর্তির আসন সংখ্যা সংশ্লিষ্ট কলেজের জন্য বরাদ্দকৃত আসনের অতিরিক্ত বলে গণ্য হবে। তবে এ সকল কোটায় একটি কলেজ সর্বাধিক ২৫ (পঁচিশ) জন (মুক্তিযোদ্ধা-১৫, উপজাতি ও আদিবাসী-০৭ ও দৃষ্টি প্রতিবন্ধী-৩) ছাত্র-ছাত্রী মেধাক্রম অনুসারে ভর্তি হতে পারবে।

খ) সংরক্ষিত কোটায় ভর্তির বিষয়ে ভর্তি পরীক্ষায় ফল প্রকাশের পর কলেজ অধ্যক্ষ কর্তৃক বিভিন্ন কোটায় ভর্তি ইচ্ছুক আবেদনকারী শিক্ষার্থীর সংশ্লিষ্ট তথ্যাদি যাচাই করে জাতীয় বিশ্ববিদ্যালয় ডীন, স্নাতকপূর্ব শিক্ষা বিষয়ক স্কুল বরাবরে উত্তীর্ণের তালিকা চেয়ে আবেদন জানাতে হবে এবং এ প্রেক্ষিতে পরীক্ষার্থীর ফল প্রকাশ করে কলেজে তালিকা প্রেরণ করা হবে।

১৪. শাখা পরিবর্তন :

ভর্তি পরীক্ষায় এক শাখায় উত্তীর্ণ ছাত্র-ছাত্রী ভর্তির সময়ে অন্য শাখায় নিম্নবর্ণিত শর্ত পূরণ সাপেক্ষে ভর্তি হতে পারবে।

উচ্চ মাধ্যমিক- কেন্দ্র শাখা	যে শাখায় ভর্তি হতে ইচ্ছুক	প্রতি বিষয়ে আসনের শতকরা হার	আবশ্যিক বিষয়ে ও উক্ত বিষয়ে যে গ্রেড পয়েন্ট ৩.০ থাকতে হবে।
মানবিক	বাণিজ্য শাখার যে কোন বিষয়ে	সর্বোচ্চ ৫%	গণিত/অর্থনীতি/ইসলামী অর্থনীতি বিষয়ে
বিজ্ঞান	কলা শাখার যে কোন বিষয়ে	সর্বোচ্চ ২০%	বাংলা/ইংরেজি বিষয়ে
	বাণিজ্য শাখার যে কোন বিষয়ে	সর্বোচ্চ ২০%	গণিত বিষয়ে
ব্যবসায় শিক্ষা	কলা শাখার যে কোন বিষয়ে	সর্বোচ্চ ২০%	বাংলা/ইংরেজি বিষয়ে

বি.দ্র. : বিভিন্ন শাখার জন্য সংরক্ষিত কোটার আসন শূন্য থাকলে অন্যান্য শর্ত পূরণ সাপেক্ষে অন্য শাখার ছাত্র-ছাত্রী দ্বারা পূরণ করা যাবে।

১৫. বিষয়/বিভাগ পরিবর্তন :

স্নাতক(সম্মান) শ্রেণীতে ভর্তি হওয়ার পর স্নাতক (সম্মান) শ্রেণীর বিষয় পরিবর্তনে ইচ্ছুক ছাত্র-ছাত্রী ক্লাস শুরুর তারিখ থেকে ০১ (এক) মাসের মধ্যে বিভাগীয় প্রধানের সুপারিশক্রমে কলেজ অধ্যক্ষের অনুমতিক্রমে রেজিস্ট্রার, জাতীয় বিশ্ববিদ্যালয় এর অনুকূলে ৪৫০/- (চারশত পঞ্চাশ) টাকা হারে ফি জমা দিয়ে স্নাতক(সম্মান) বিষয় পরিবর্তন করতে পারবে। এর জন্য জাতীয় বিশ্ববিদ্যালয়ের কোন অনুমোদনের প্রয়োজন নেই। তবে শর্ত থাকে যে, সংশ্লিষ্ট বিষয়ে অবশ্যই আসন শূন্য থাকতে হবে। নির্দিষ্ট তারিখের পর বিষয়/বিভাগ পরিবর্তনের আবেদন গ্রহণ করা হবে না। বিষয়টি সংশ্লিষ্ট কলেজ কর্তৃপক্ষকে নিশ্চিত করতে হবে।

১৬. কোর্স পরিবর্তন :

বিএ, বিএসএস, বিএসসি ও বিবিএস স্নাতক (সম্মান) কোর্সের একজন ছাত্র-ছাত্রী

[১৫]

বিশ্ববিদ্যালয় কর্তৃপক্ষের অনুমতি নিয়ে নিম্নলিখিত শর্ত সাপেক্ষে বিএ, বিএসএস, বিএসসি, বিবিএস স্নাতক (সম্মান) শ্রেণীতে স্থানান্তরিত হতে পারবে।

শর্তসমূহ নিম্নরূপ :

ক) স্নাতক(সম্মান) কোর্স পরিবর্তন করে স্নাতক (পাস) কোর্সে যেতে চাইলে সংশ্লিষ্ট ছাত্র-ছাত্রী স্নাতক(সম্মান) শ্রেণীতে অধ্যয়নকালে ক্লাস শুরু হওয়ার ০২ (দুই) মাসের মধ্যে ১ম বর্ষ স্নাতক (পাস) শ্রেণীতে যেতে পারবে। তবে তাকে নতুন করে সংশ্লিষ্ট স্নাতক (পাস) শ্রেণীর রেজিস্ট্রেশন নিতে হবে।

খ) সংশ্লিষ্ট ছাত্র-ছাত্রীর রেজিস্ট্রেশন কার্ড বিশ্ববিদ্যালয়ে জমা দিয়ে স্নাতক(সম্মান) ভর্তি বাতিল করতে হবে।

গ) ডিগ্রী (পাস) শ্রেণীর রেগুলেশন অনুযায়ী বিষয়গুচ্ছ নির্ধারণ করে কলেজ কর্তৃপক্ষের মাধ্যমে রেজিস্ট্রেশনের জন্য যথানিয়মে আবেদন করতে হবে।

ঘ) স্নাতক (পাস) শ্রেণীতে স্থানান্তরিত ছাত্র-ছাত্রীদের পরীক্ষা ও সকল কার্যক্রম ডিগ্রী পাস শ্রেণীর রেগুলেশন অনুযায়ী নিয়ন্ত্রিত হবে। তবে সে পুনরায় স্নাতক(সম্মান) শ্রেণীতে ভর্তি হতে পারবে না।

১৭. সংরক্ষিত আসন :

ভূগোল, পরিসংখ্যান, মনোবিজ্ঞান এবং গার্হস্থ্য অর্থনীতি বিষয়সমূহের জন্য বিভিন্ন শাখার নিম্নরূপ আসন সংরক্ষিত থাকবে :

মূল বিষয়	মানবিক শাখার জন্য সংরক্ষিত আসন	বাণিজ্য শাখার জন্য সংরক্ষিত আসন	বিজ্ঞান শাখার জন্য সংরক্ষিত আসন
ভূগোল	৪০%	১০%	৫০%
পরিসংখ্যান	২০%	২০%	৬০%
মৃত্তিকা বিজ্ঞান	৩০%	২০%	৫০%
মনোবিজ্ঞান	৫০%		৫০%
গার্হস্থ্য অর্থনীতি	৫০%		৫০%

বি.দ্র. :

১) ভূগোল, পরিসংখ্যান, মৃত্তিকাবিজ্ঞান, মনোবিজ্ঞান এবং গার্হস্থ্য অর্থনীতি বিষয়সমূহের জন্য শাখাভিত্তিক সংরক্ষিত আসন পূরণ না হলে অন্যান্য শর্ত সাপেক্ষে অন্য যে কোন শাখার ছাত্র-ছাত্রী দ্বারা পূরণ করা যাবে।

২। ভূগোল, পরিসংখ্যান, মনোবিজ্ঞান, মৃত্তিকাবিজ্ঞান এবং গার্হস্থ্য অর্থনীতি এই পাঁচ বিষয়ের অনার্স কোর্স বি.এসসি অনার্স কোর্সের নিয়মাবলী দ্বারা নিয়ন্ত্রিত হবে।

১৮. ছাড়পত্রের মাধ্যমে শিক্ষা প্রতিষ্ঠান পরিবর্তন :

ভর্তিকৃত বিভাগ ও বিষয়সমূহ অপরিবর্তিত থাকা সাপেক্ষে এবং উভয় কলেজ কর্তৃপক্ষের লিখিত সম্মতিক্রমে এবং আসন শূন্য থাকা সাপেক্ষে একজন শিক্ষার্থী নির্ধারিত ফি প্রদান

[১৬]

করে ছাড়পত্রের মাধ্যমে কলেজ/শিক্ষা প্রতিষ্ঠান পরিবর্তন করতে পারবে। সংশ্লিষ্ট বিভাগ ও বিষয়ে আসন শূন্য না থাকলে ছাড়পত্রের জন্য সুপারিশ করা যাবে না। ইস্যুকৃত ছাড়পত্রের মেয়াদ ৪৫ (পঁয়তাল্লিশ) দিন। তবে মেয়াদ উত্তীর্ণের পর প্রয়োজনীয় ফি প্রদান করে নতুনভাবে একই শর্তে ছাড়পত্র প্রদান করা যাবে।

১৯. দ্বৈত ভর্তি :

কোনো শিক্ষার্থী একই সাথে ও সময়ে/শিক্ষাবর্ষে একই/বিভিন্ন শ্রেণীতে জাতীয় বিশ্ববিদ্যালয়ের অধিভুক্ত একই/ভিন্ন শিক্ষা প্রতিষ্ঠানে অধ্যয়ন ও পরীক্ষায় অংশগ্রহণ করলে তার ক্ষেত্রে ভর্তি ও পরীক্ষার ফলাফল (যদি থাকে) বাতিল বলে গণ্য হবে এবং কোন প্রতিষ্ঠানে চাকুরী করলে তার ভর্তি/ভর্তিসমূহ বাতিল বলে গণ্য হবে। একই সময়ে চাকুরীরত ও অধ্যয়নরত কেউই নিয়মিত পরীক্ষার্থী হিসেবে পরীক্ষায় অংশগ্রহণ করতে পারবে না।

বিশেষ দৃষ্টব্য : ভর্তি সংক্রান্ত নিয়মনীতি যে কোন ধারা ও উপ-ধারার পরিবর্তন, সংশোধন, সংযোজন ও বিয়োজন করার সকল অধিকার জাতীয় বিশ্ববিদ্যালয় কর্তৃপক্ষ সংরক্ষণ করে।

ড. ফকির রফিকুল আলম

ডীন (ভারপ্রাপ্ত)

স্নাতকপূর্ব শিক্ষা বিষয়ক স্কুল

জাতীয় বিশ্ববিদ্যালয়

গাজীপুর-১৭০৪।

Appendix E.4: Rules of CU

চট্টগ্রাম বিশ্ববিদ্যালয়

।। একাডেমিক কাউন্সিল ।।

১-১০-২০০৯ তারিখে অনুষ্ঠিত একাডেমিক কাউন্সিলের ২১৯ তম সভার
কার্যবিবরণীর উদ্ধৃতাংশ :

বিষয় - ৯ : চট্টগ্রাম বিশ্ববিদ্যালয়ে অধ্যয়নরত দৃষ্টি প্রতিবন্ধী ছাত্র/ছাত্রীদের আবেদনের পরিপ্রেক্ষিতে ঢাকা বিশ্ববিদ্যালয়ের আলোকে শ্রুতি লেখনের ৩০মিনিট সময়বৃদ্ধি, একাধিক শ্রুতি লেখক নিয়োগ এবং ১ম বর্ষ অনার্সের ছাত্র/ছাত্রীদের শ্রুতি লেখক কলেজের ছাত্র/ছাত্রীদের পরিবর্তে চট্টগ্রাম বিশ্ববিদ্যালয়ের যে কোনো বিভাগের ১। বর্ষ থেকে নিয়োগদানের বিষয় বিবেচনা।
পরিশিষ্ট : একা -৮

সিদ্ধান্ত - ৯ : চট্টগ্রাম বিশ্ববিদ্যালয়ে অধ্যয়নরত দৃষ্টি প্রতিবন্ধী ছাত্র/ছাত্রীদের আবেদনের পরিপ্রেক্ষিতে ঢাকা বিশ্ববিদ্যালয়ের আলোকে শ্রুতি লেখনের ৩০মিনিট সময়বৃদ্ধি, একাধিক শ্রুতি লেখক নিয়োগ এবং ১ম বর্ষ অনার্সের ছাত্র/ছাত্রীদের শ্রুতি লেখক কলেজের ছাত্র/ছাত্রীদের পরিবর্তে চট্টগ্রাম বিশ্ববিদ্যালয়ের যে কোনো বিভাগের ১। বর্ষ থেকে নিয়োগদানের সুপারিশ করা হলো।

২৫/১০/০৯ তারিখে অনুষ্ঠিত সিন্ডিকেটের
৪৬২ তম সভার ~~৪৬২তম সভার~~ ৮৬ নং
সিদ্ধান্তে - অনুমোদিত।

২২/১০/০৯
রেজিস্ট্রার (ভারপ্রাপ্ত)
চট্টগ্রাম বিশ্ববিদ্যালয়।

- ২০। ভর্তির জন্য নির্বাচিত প্রার্থীদেরকে নিম্নবর্ণিত প্রক্রিয়া অনুসরণ করে ভর্তি সম্পন্ন করতে হবে।
- (ক) প্রথমতঃ ইউনিট ভর্তি কমিটির সভাপতি কর্তৃক নির্ধারিত তারিখের মধ্যে সংশ্লিষ্ট বিভাগের অফিস হতে ভর্তির মূল ফরম সংগ্রহ করতে হবে।
 - (খ) দ্বিতীয়তঃ এই মূল ভর্তি ফরমটি যথাযথভাবে পূরণ করে সংশ্লিষ্ট বিভাগের অফিসে জমা দিতে হবে।
 - (গ) তৃতীয়তঃ সংশ্লিষ্ট ইউনিট সভাপতি কর্তৃক নির্ধারিত সময়ে ভর্তি ফিস অথবা ব্যাংক, চ.বি. শাখায় জমা দিতে হবে এবং
 - (ঘ) সর্বশেষ ব্যাংকে ফিস জমা দেয়ার প্রমাণস্বরূপ ব্যাংক রসিদের একটি ফটোকপি/অনুলিপি সংশ্লিষ্ট বিভাগে জমা দিয়ে ভর্তি প্রক্রিয়া সম্পন্ন করতে হবে।

বিঃদ্রঃ (১) কোন ছাত্র-ছাত্রী কর্তৃপক্ষ নির্ধারিত তারিখের মধ্যে ব্যাংকে ভর্তি ফিস জমা না দিলে (যে কোন কারণেই হোক না কেন), পরবর্তীতে তার ভর্তির বিষয়টি আর বিবেচনা করা হবে না।

(২) ভর্তি ফিস ব্যাংকে জমা দেয়ার পর ব্যাংক স্লিপের একটি ফটোকপি বিভাগীয় অফিসে জমা দিলেই সংশ্লিষ্ট ছাত্র/ছাত্রীর ভর্তি প্রক্রিয়া শেষ হবে। ভর্তি ফিস ব্যাংকে জমা দেয়ার পরদিন বিভাগীয় অফিসে ব্যাংক স্লিপের ফটোকপি জমা না দিলে তার ভর্তি বাতিল বলে গণ্য হবে।

- ২১। মেধা তালিকার ছাত্র/ছাত্রীদের ভর্তির নির্ধারিত সময় শেষে যদি কোন বিভাগে ভর্তির আসন খালি থাকে সে ক্ষেত্রে অপেক্ষমান তালিকার ছাত্র-ছাত্রীদেরকে মেধাক্রমানুসারে সাক্ষাৎকারে ডাকা হবে এবং তাদেরকেও উপরোক্ত ২০নং নিয়মে ভর্তি প্রক্রিয়া সম্পন্ন করতে হবে।

২২। কোটায় ভর্তির নিয়মাবলী :

অত্র বিশ্ববিদ্যালয়ের ১ম বর্ষ সম্মান কোর্সে সাধারণ আসন ছাড়াও নিম্নোক্ত পর্যায়ের কোটায় ছাত্র/ছাত্রী ভর্তি করা হবে। সাধারণ আসনে ছাত্র/ছাত্রী ভর্তির যে যোগ্যতা নির্ধারণ আছে, কোটায় ভর্তির ইচ্ছুক ছাত্র/ছাত্রীদের একই যোগ্যতা থাকতে হবে এবং স্ব স্ব ইউনিটের নির্ধারিত পাশ মার্ক থাকতে হবে। এ ছাড়াও নিম্নে যে কোটার জন্য যে শর্ত আরোপ করা হয়েছে, তাদের তাও অবশ্যই পূরণ করতে হবে।

শারীরিক প্রতিবন্ধী কোটা ছাড়া অন্যান্য সকল কোটার ছাত্র/ছাত্রীদের মধ্যে যারা ভর্তি পরীক্ষায় পাশ করবে তাদেরকে অগ্রাধিকার ভিত্তিতে মেধাক্রমানুসারে ভর্তি করা হবে। তবে এ নিয়ম কম্পিউটার বিজ্ঞান ও ইঞ্জিনিয়ারিং, ফলিত পদার্থবিদ্যা ও ইলেকট্রনিক্স, প্রাণরসায়ন ও অনুপ্রাণ বিজ্ঞান, মাইক্রোবায়োলজি, মৃত্তিকা বিজ্ঞান বিভাগ, মেরিন সায়েন্সেস এন্ড ফিশারিজ ইনস্টিটিউট, ফরেস্ট্রি ইনস্টিটিউটের জন্য প্রযোজ্য হবে না। কম্পিউটার বিজ্ঞান ও ইঞ্জিনিয়ারিং এবং ফলিত পদার্থবিদ্যা, ইলেকট্রনিক্স এন্ড কমিউনিকেশন ইঞ্জিনিয়ারিং এর সকল কোটায় ভর্তিপ্রার্থীদেরকে ভর্তি পরীক্ষায় ন্যূনতম ৬০ নম্বর এবং প্রাণরসায়ন ও অনুপ্রাণ বিজ্ঞান, মাইক্রোবায়োলজি, মৃত্তিকা বিজ্ঞান বিভাগ, ইনস্টিটিউট অব মেরিন সায়েন্সেস এন্ড ফিশারিজ, ইনস্টিটিউট ফরেস্ট্রি এন্ড এনভায়রনমেন্টাল সায়েন্সেস এর বেলায় কোটায় ভর্তিপ্রার্থীদেরকে ভর্তি পরীক্ষায় ন্যূনতম ৫০ নম্বর পেতে হবে।

(ক) মুক্তিযোদ্ধা সন্তান কোটা :

এ কোটায় ভর্তি ইচ্ছুক ছাত্র/ছাত্রীদেরকে তাদের পিতা/মাতা মহান মুক্তিযুদ্ধে অংশগ্রহণের প্রমাণ হিসেবে গণপ্রজাতন্ত্রী বাংলাদেশ সরকারের মুক্তিযুদ্ধ বিষয়ক মন্ত্রণালয়ের সচিব ও মাননীয় মন্ত্রী/প্রতিমন্ত্রী স্বাক্ষরিত মন্ত্রণালয় কর্তৃক ইস্যুকৃত সনদপত্রের সত্যায়িত ফটোকপি উক্ত কোটার আবেদনপত্রের সাথে অবশ্যই যুক্ত করে দিতে হবে।

মুক্তিযোদ্ধা সন্তান কোটায় আবেদনকারীদের সনদপত্র মুক্তিযুদ্ধ বিষয়ক মন্ত্রণালয় থেকে ভর্তির পূর্বেই যাচাইয়ের নিমিত্তে ভর্তির জন্য মনোনীত ছাত্র/ছাত্রী কর্তৃক প্রদত্ত মুক্তিযোদ্ধা সনদের কপি সংশ্লিষ্ট ইউনিট অফিস একাডেমিক শাখায় প্রেরণ করবে।

(খ) খেলোয়াড় কোটা :

এ কোটায় ভর্তি ইচ্ছুক ছাত্র/ছাত্রীদেরকে কোটার ফরমের সঙ্গে খেলোয়াড় সার্টিফিকেটের সত্যায়িত ফটোকপি অবশ্যই যুক্ত করে দিতে হবে। বিভিন্ন অনুষদ ও ইনস্টিটিউটের ভর্তি পরীক্ষা উত্তীর্ণ ছাত্র/ছাত্রীদেরকে শারীরিক শিক্ষা বিভাগে পরিচালনায় আবারও ৭৫ নম্বরের মাঠ পর্যায়ের ব্যবহারিক পরীক্ষায় এবং ২৫ নম্বরের মৌখিক পরীক্ষায় অংশ গ্রহণ করতে হবে। শুধুমাত্র ব্যবহারিক পরীক্ষায় উত্তীর্ণ ছাত্র-ছাত্রীদেরকে মৌখিক পরীক্ষায় অংশ গ্রহণের সুযোগ দেয়া হবে। ব্যবহারিক ও মৌখিক পরীক্ষায় প্রাপ্ত মোট নম্বরের মেধাক্রমানুসারে এ কোটায় ভর্তি করা হবে। এ কোটায় ভর্তির জন্য নির্বাচিত ছাত্র/ছাত্রীদেরকে ভর্তি ফিস জমা দেয়ার আগে অনুমোদিত নমুনা অনুযায়ী ৳ ১৫০/- (একশত পঞ্চাশ) টাকার নন-জুডিসিয়েল স্টাম্প (উক্ত স্টাম্প ছাত্র/ছাত্রীদেরকে দিতে হবে) লিখিত একটি অঙ্গীকার পত্রে সংশ্লিষ্ট বিভাগীয় সভাপতি/ইনস্টিটিউটের পরিচালকের সম্মুখে দস্তখত করতে হবে। অন্যথায় ভর্তি ফিস জমা দেয়ার অনুমতি দেয়া হবে না।

এ কোটায় ভর্তিকৃত ছাত্র/ছাত্রীরা বিশ্ববিদ্যালয়ের স্ব স্ব বিভাগের/ইনস্টিটিউটের ও স্ব স্ব হলের এবং বিশ্ববিদ্যালয়ের পক্ষে সকল জাতীয়, আন্তঃ বিশ্ববিদ্যালয় ও আন্তঃ বিভাগের যে কোন ক্রীড়া অনুষ্ঠান অংশগ্রহণে বাধ্য থাকবে। অন্যথায় তাদের বিরুদ্ধে শাস্তি মূলক ব্যবস্থা গ্রহণ করা হবে।

বিঃ দ্রঃ সকল ইউনিটের ভর্তি পরীক্ষায় ন্যূনতম ৩০ নম্বর প্রাপ্ত ছাত্র-ছাত্রীদেরকে খেলোয়াড় কোটায় মাঠ পর্যায়ের ব্যবহারিক ও মৌখিক পরীক্ষা অংশ গ্রহণের সুযোগ দেয়া হয়, তবে তাদেরকে উক্ত মাঠ পর্যায়ের ব্যবহারিক ও মৌখিক পরীক্ষায় অংশ গ্রহণের আগে খেলাধুলার বিষয়ে একটি লিখিত পরীক্ষায় গঠিত কমিটির মাধ্যমে অংশগ্রহণ করতে হবে।

খেলোয়াড় কোটায় ভর্তিকৃত ছাত্র/ছাত্রীরা অনার্স বিষয়ে পরিবর্তন করতে পারবে না।

খেলোয়াড় কোটার ভর্তিকৃত ছাত্র/ছাত্রীদের খেলাধুলা ও পরীক্ষায় অংশগ্রহণের নীতিমালা

১। চট্টগ্রাম বিশ্ববিদ্যালয় শারীরিক শিক্ষা বিভাগ কর্তৃক আয়োজিত বিভিন্ন প্রশিক্ষণ ক্যাম্পে খেলোয়াড় কোটায় ভর্তিকৃত সকল ছাত্র/ছাত্রীরা অংশগ্রহণ করতে বাধ্য থাকবে। প্রশিক্ষণ ক্যাম্প চলাকালীন সময়ে বিশ্ববিদ্যালয়ে কোন পরীক্ষা থাকলে বিভাগীয় সভাপতি মহোদয়ের মতামত সহকারে পরিচালক শারীরিক শিক্ষা বিভাগের নিকট আবেদনের মাধ্যমে অনুমতি গ্রহণ করতে হবে।

২। খেলোয়াড় কোটায় ভর্তিকৃত ছাত্র/ছাত্রীদের সংশ্লিষ্ট বিভাগীয় পরীক্ষার ফরম প্রণেয় পূর্বে পরিচালক শারীরিক শিক্ষা বিভাগের নিকট হতে খেলাধুলার উপস্থিতি সংক্রান্ত ছাড়পত্র সংগ্রহ পূর্বক সংশ্লিষ্ট বিভাগীয় প্রধানের নিকট জমা দিতে হবে। শারীরিক শিক্ষা বিভাগের পরিচালকের ছাড়পত্র ব্যতিরেকে খেলোয়াড় কোটায় ভর্তিকৃত কোন ছাত্র-ছাত্রী বিভাগীয় পরীক্ষার ফরম পূরণ করতে পারবে না।

৩। প্রতি বছর কমপক্ষে ৬০ (ষাট) দিন খেলার মাঠে স্ব স্ব খেলার অনুশীলনে উপস্থিত থেকে হাজিরা প্রদান করতে হবে। এছাড়া ২১ দিন ব্যাপী কোচিং ক্যাম্প সহ অন্যান্য সকল কোচিং ক্যাম্পে অংশগ্রহণ করতে বাধ্য থাকবে।

৪। বিভিন্ন প্রশিক্ষণ ক্যাম্প চলাকালীন সময় ছাড়া ও অন্যান্য সময়ে সপ্তাহে কমপক্ষে ২ (দুই) দিন খেলার মাঠে উপস্থিত থাকতে হবে এবং সংশ্লিষ্ট গেম-ইন চার্জ এর নিকট হাজিরা প্রদান করতে হবে। এব্যাপারে সংশ্লিষ্ট গেম-ইন চার্জ হাজিরা খাতা সংরক্ষণ করবেন।

৫। খেলোয়াড় কোটায় ভর্তিকৃত ছাত্র/ছাত্রীদেরকে সম্পূর্ণ নিজ দায়িত্ব বিশ্ববিদ্যালয়ের বিভিন্ন ক্রীড়া কার্যক্রম সংক্রান্ত তথ্যাবলী সংগ্রহ করতে হবে। বিশ্ববিদ্যালয়ের কোন পরীক্ষা চলাকালীন সময় ছাড়া অন্যান্য সময়ে দলে অন্তর্ভুক্তি সাপেক্ষে আন্তঃ বিশ্ববিদ্যালয়ের ও জাতীয় প্রতিযোগিতায় বিশ্ববিদ্যালয়ের পক্ষে এবং ইন্ডিয়ান প্রত্যাগতিয়া যথাক্রমে বিভাগ, অনুষদ ও হলের পক্ষে অংশগ্রহণ করতে হবে।

(গ) ওয়ার্ড কোটা :

অত্র বিশ্ববিদ্যালয়ের শিক্ষক/অফিসার/কর্মচারীদের সন্তান (পোষ্য ছাড়া) এবং স্বামী/স্ত্রীকে ওয়ার্ড হিসেবে গণ্য করা হবে। অবসরপ্রাপ্ত বা লিয়েন বা বিনা বেতনে ছুটিতে থাকা শিক্ষক/অফিসার/কর্মচারীদের সন্তান/স্বামী বা স্ত্রীকে ওয়ার্ড হিসেবে ভর্তি করা যাবে না। তবে অবসর প্রাপ্তিমূলক ছুটিতে থাকা শিক্ষক/অফিসার/কর্মচারীর সন্তান/স্বামী/স্ত্রীকে ওয়ার্ড হিসেবে ভর্তি করা যাবে।

সন্তান/স্বামী/স্ত্রীকে ওয়ার্ড হিসেবে ভর্তি করা যাবে।

এ পর্যায়ের ছাত্র/ছাত্রীদের তাদের পিতা/মাতা/স্বামী/স্ত্রী যে বিভাগে/অফিসে/ইনস্টিটিউটে কর্মরত আছেন সে বিভাগের/অফিসের/ইনস্টিটিউটের সভাপতি/অফিস প্রধান/পরিচালকের নিকট হতে সার্টিফিকেট সংগ্রহ করে কর্তৃপক্ষের নির্দেশ অনুযায়ী জমা দিতে হবে।

Appendix E.5: Number of GIEP Schools and Passing Rate

Number of GIEP Schools	Active schools	Total Students of Primary school	Total Students of high school	Total number of students at primary and secondary level
64	36	130	195	325

Table i:- Number of visually impaired students who passed
ssc exams from GIEP schools.

Total students who passed ssc exams from GIEP schools					
In 2007	In 2008	In 2009	In 2010	In 2011	
09-06	12-09	28-29	29-27	32-32	

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সং	প্রতিষ্ঠানের নাম	প্রতিষ্ঠানের সংখ্যা	অনুযোজিত আসন সংখ্যা	বর্তমান নিবাসীর সংখ্যা	শূন্য আসনের সংখ্যা	২০১০ সনের প্রাথমিক সমাপনী পরীক্ষার উত্তীর্ণ সংখ্যা	২০১০ সনে এস,এস,সি এবং এইচ,এস,সি পরীক্ষার উত্তীর্ণের সংখ্যা	তরু থেকে এ যাবত এস,এস,সি এবং এইচ,এস,সি পরীক্ষার উত্তীর্ণের সংখ্যা	তরু থেকে এ যাবত শূন্যবাসির সংখ্যা
১৫.	আই প্রিন্সিপাল ও পুনর্বাসন কেন্দ্র	১টি	৫০ জন	১১ জন	৩৯ জন	-	-	-	৭০৭ জন
১৬.	মানসিক প্রতিবন্ধী শিশুদের প্রতিষ্ঠান	১টি	৫০ জন	৪০ জন	১০ জন	-	-	-	১০৯ জন
১৭.	আর্থ-সামাজিক প্রশিক্ষণ কেন্দ্র	২টি	নির্ধারিত নয়	৬৯ জন	-	-	-	-	১৬৬০০ জন
১৮.	প্রাক-কৃত্তিমূলক প্রশিক্ষণ কেন্দ্র	৫টি	নির্ধারিত নয়	১৮৮৯ জন	-	-	-	-	১৮,৪১১ জন
১৯.	মুহুরসের কৃত্তিমূলক প্রশিক্ষণ ও উন্নয়ন কেন্দ্র	১টি	৫০ জন	অসংখ্য	-	-	-	-	৬২৩ জন
২০.	সরকারি আশ্রয় কেন্দ্র	৬টি	১৯০০ জন	২৮১ জন	১৬১৯ জন	-	-	-	১.উর্ভর প্রশিক্ষণ পুরানো ও মাধ্যমিক মাসিক প্রশিক্ষণ জতা (৫০/-) অফিসার অফিস। ২. আর্থিক ও মুদ্রাসংস্কার প্রশিক্ষণ ট্রেনের অফিস বিধায় কার্যক্রম বহু।
২১.	সার্বজনিক প্রতিবন্ধী মেয়েদের প্রশিক্ষণ ও পুনর্বাসন কেন্দ্র	৬	৬০০ জন	১০৮ জন	৪৯২ জন	-	-	-	৬৫১ জন

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