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Bibhuti Bhusan Acharya
Research Scholar, Maharaja
Sriram Chandra Bhanjdeo
University, Baripada, Odisha,
India

A study on classroom practices of visually impaired children in special schools

Bibhuti Bhusan Acharya

Abstract

In order to the effective inclusion of students with special needs in general education classrooms, the teacher educators community must overcome barriers toward teaching and learning of visually impaired students. The purpose of this study was to determine the classroom practices of visually impaired students in inclusive schools. The sample consisted of 64 visually impaired studying in School for the Deaf and Blind, Laxmiposi, Baripada. Results provided evidence that teachers faced problems in practicing teaching at special schools to visually impaired children. The overall findings suggest that the unavailability of teaching-learning materials is a big challenge for them to deliver lessons in the class.

Keywords: classroom practices, visually impaired children and special schools

Introduction

We live in a world full of diversities. The child comes to this earth with its own unique abilities and capacities of body and mind. Some are fortunate enough to have extraordinary abilities or capabilities, while others are averages or even suffer from so many deficits and deficiencies since birth. This gap between the abilities and capacities of the children related to their learning, adjustment, and development found at the time of their birth, may further be widened by the nature of the environmental differences encountered by them in their nourishment and education. The learning practices adopted by the schools play an important role in students' development especially disabled. Parua, 2008) [3]. There is a significant difference in academic development among students with visual impairment studying in integrated and special schools (Parua, 2012) [4]. A study carried by Mwakyeja (2013) [2] revealed that general teachers teaching at inclusive setup faced a lot problems in dealing with visually impaired students.

Hence, in order to examine the issues and teaching practices related to visual impairment students in special schools, is undertaken. There are many fundamental questions, which need to be attended in this study. For the success of the teaching processes of Visually impaired children the ongoing academic, social, environmental, and administrative practices in schools need to be explored. Many problems may be faced by the teachers and administrations in its implementation and execution. These problems can only be addressed if they are pinpointed. So the present research work acquires relevance. Hence the present study has been planned.

The objectives of the study of the study is to find out the classroom practices of visually impaired children at special schools.

Analysis and interpretation

Classroom Practices of Visually Impaired Children

- Many teachers response with regard to learning of basic academic skills such as reading, spelling and arithmetic to the Visually impaired children. A high percentage like 70% teachers have expressed their confidence on the capability of Visually impaired children to learn the basic academic skills and rest 30% teachers have expressed their views in negative way that is they believed that Visually impaired children are not capable of learning basic academic skills.

Corresponding Author:
Bibhuti Bhusan Acharya
Research Scholar, Maharaja
Sriram Chandra Bhanjdeo
University, Baripada, Odisha,
India

- It is also found that a very low percentage like 20% of teachers have less than 10 years of experience and other 80% of teachers have more than 10 years of experience. Some teachers responded that lack of training about ICT in the field of special education is a obstacle in the practising education.
- A high percentage of teachers opined that availability of teaching-learning materials to all teachers is the most important aspect of academic intervention for visually impaired children. But, the school have lack of teaching-learning materials, that is a big challenge for them.

Problems Faced by Visually impaired Children

- There is no significant difference between the blind and partially sighted children on the problems faced by them. The problem they faced is almost same for all types of visually impaired children.
- There is no significant difference between the male and female visually impaired children on the problem face by them. The similar problems faced by both the blind and partially sighted children.

Discussion and Conclusion

The present study reveals that the visually impaired students those are studying in special schools are lag behind in academic and social development. Further, the teachers were facing lots of problems in delivering the lesson to the visually impaired students. so it is suggested to the school administrators, principals and the teachers of the special schools to adopt an effective method of teaching at special class. The school administrator should provide sufficient teaching- learning materials to teach visually impaired students. The children who cannot be accommodated in the regular schools due to age, multiple disabilities, lack of availability of secondary level education in the vicinity and other such factors seek admission in the residential schools. Similarly a number of residential schools are performing the role of a resource centre, material production centers and preparatory centers.

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