



“A SURVEY ON HOLISTIC DEVELOPMENT OF THE CHILDREN WITH SPECIAL NEEDS IN SECONDARY SCHOOL, WEST BENGAL”

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1.1.0. TRODUCTION

The role of teacher is important in developing students with special reference to the children with special Needs (CWSN) personality and foster interpersonal development of students with disabilities. To address these needs one must consider not only the generally accepted norms of mutual cooperation and respect, but also other elements such as holistic Teaching in Inclusive Classroom set equity and cultural values. Many students with disabilities (particularly those with physical disabilities, learning disabilities, and attention deficit disorders) have an input deficit or processing deficit which affects their ability to understand the subtle, and sometimes the obvious, messages in an interaction. Individuals with social-emotional anomalies are also more likely to experience inconsistencies in feedback concerning relationships. This study focused on teacher's attitude teaching effectiveness. Objectives of the study were to study the teachers' attitude towards teaching who have been trained through the formal mode and to study the teaching effectiveness of teachers who have been trained through the formal mode. Experimental study was conducted on 257 teachers. Standardized test of teacher's effectiveness conclusions were the teachers who have been trained through the formal and the distance mode had the same type of attitudes. Their effectiveness is good. The holistic education concept—the philosophy of educating the whole person, beyond core academics—is gaining steam in learning circles as schools struggle to improve student outcomes. Many organizations are realizing that students need more than just a strong foundation in a core curriculum; they also need to be supported by a community and to develop a compassionate understanding of the world around them. State governments and school district officials set the tone for whether learning environments will focus on academic-centric or holistic learning concepts.

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include teaching, training, storytelling, discussion and directed research. Education frequently takes place under the guidance of educators, however learners can also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy.

Formal education is commonly divided formally into such stages as preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship.

A right to education has been recognized by some governments and the United Nations. In most regions, education is compulsory up to a certain age. There is a movement for education reform, and in particular for evidence-based education.

Special education (also known as special needs education, aided education, exceptional education, special ed., SEN or SPED) is the practice of educating students in a way that addresses their individual differences and special needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. These interventions are designed to help individuals with special needs achieve a higher level of personal self-sufficiency and success in school and in their community which may not be available if the student were only given access to a typical classroom education.

Visual impairment, also known as vision impairment or vision loss, is a decreased ability to see to a degree that causes problems not fixable by usual means, such as glasses. Some also include those who have a decreased ability to see because they do not have access to glasses or contact lenses. Visual impairment is often defined as a best corrected visual acuity of worse than either 20/40 or 20/60. The term **blindness** is used for complete or nearly complete vision loss. Visual impairment may cause difficulties with normal daily activities such as driving, reading, socializing, and walking without adaptive training and equipment.

Visual impairment can also be caused by problems in the brain due to stroke, premature birth or trauma among others. As the term indicates, a various Visual impairment involves an issue with sight which interferes with a student's academic pursuits. The Individuals with Disabilities Education Act (IDEA) officially defines the category as "an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Four common eye diseases are the major causes of blindness, and early detection and diagnosis are critical to maintaining your vision.

Normal vision depends on a multi-faceted, complex process. Light enters the eye through the cornea and lens, with the iris helping to focus the image. The light is projected onto the back wall of the eye, where it is perceived by millions of tiny nerve endings that make up the retina. From here the retina translate the image into nerve impulses that are transmitted to the brain through the optic nerve.

When any of this eye parts are damaged, either through illness or injury, blindness can occur:

- The lens may cloud, obscuring the light entering the eye.
- The eye's shape can change, altering the image projected onto the retina.
- The retina can degrade and deteriorates, affecting the perception of images.
- The optic nerve can become damage, interrupting the flow of visual information to the brain.

Writing skills means the ability to convert thoughts into words is that it means, with proper standards and punctuation, grammar and other important aspects of writing.

- Make use of wide vocabulary. Having a wide vocabulary is an asset of a successful writer.
- Get a writing partner. Even if you write incredible, it is always better if we have a second opinion about our content.
- Express your thoughts confidently.

- First drafts are never perfect.

The writing skills is a process refers to the creation of the content of what is written, and ideas for instruction that are specific to students who are blind. The tools of writing are the various methods for students with Low Vision, as well as those who are blind.

Writing is means of expression that includes manipulating the tools used to write, as well as creating the content of an encoded message. Traditionally writing includes Braille and print format, and the use of a keyboard has expanded the forms of expression with voice output, print. Writing is a form of communication that allows students to put their feelings and ideas on paper to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed, text. In its most advanced forms, written expression can be vivid as a work of art. As children learn the steps of writing, and as they build new skills upon old, writing evolves from the first simple sentences to elaborate stories and essays, spelling vocabulary, grammar, and organization come together and grow together to help the students demonstrate more advance writing skills each year.

1.2.0. RATIONAL FOR THE STUDY

More than 90% of the world's 161 million blind and visually impaired people live in developing communities. Despite the importance of literacy to employment, social well-being, and health, the literacy rate if this population is eliminated at below 3% (N.Kalra, 2008).

According to (WBU,2003), literacy is a human right. The United Nation Convention on the Rights of Person with Disabilities obviously mentioned the need to recognize Braille as the mean of communication and social inclusion for blind persons. Therefore, World Blind Union re-affirms that Braille is critical and must be accessible worldwide. The most recent version of "World Braille Usage, Third Edition" (2013), it is presently being used in more than a hundred and forty countries. Additionally to those, to boost opportunities of blind peoples all governments on the globe ought to offer a lot of thought to reinforce Braille accomplishment in faculties as a theme for the blind. Absence of Braille accomplishment could have an effect on self-achievement, skills, talents of persons with visual impairments and that they could lose employment opportunities.

According to Radojichikj, (2015) Braille literacy skill is critical importance to the access of independence and employability of those who are blind. The reason for low practice of Braille includes attitude, lack of resources, discomfort of the social reaction, illiteracy of poor Braille skill.

It is Vital to conduct a study on the writing skill of the Blind children of Moran Blind School, Assam in order to identify their ability in writing skills with the use of Braille slate and stylus. Additionally examining the existing practices and challenges of Braille writing is pertinent.

1.3.0. STATEMENT OF THE PROBLEM

The problem is worded as: 'A Survey of Writing Skill among Visually Impaired Students'

1.4.0. DEFINITION OF KEY TERMS USED:

1.4.1. BLINDNESS

According to the Dictionary, the word "Blind" means- absence of sight or one who cannot see. This reflects the common, though erroneous, belief that a blind man cannot 'see' anything. But in reality, a larger number of people who are blind for all practical purposes may have light perception, or even, a little residual vision. The visually impaired person, however, has a variety of symbols. Cane, thick or darkened glasses, a guide dog etc.

1.4.2. LOW VISION

The WHO (1992) working definition of Low Vision is given below:

- A person with low vision is one who has impairment of visual functioning even after treatment, and/ or standard refractive correction, and has a visual acuity of less than 6/18 meters to light perception or a visual field of less than 10degrees from the point of fixation, but who uses, or is potentially able to use vision for the planning and/ or execution of a task.

1.4.3. SPECIAL SCHOOL

A Special School is a school catering for students who have special educational needs due to learning difficulties, physical disabilities or behavioural problems. Special School may be specifically designed, staffed and resourced to provide appropriate special education for children with additional needs.

1.4.4. WRITING SKILLS

Writing skills are those abilities where you take ideas and information and present them in a nice written format for others to read. Depending upon the type of writing you are doing, you present what you know in a format that conforms to the expectations of the reader.

1.4.5. SKILL

A Skill is the ability to carry out a task with determined results often within a given amount of time, energy or both skills usually requires certain environment stimuli and situations to assess the level of skills being shown and used people need a broad range of skills to contribute to the modern economy.

1.5.0. OBJECTIVES

1. To study existing writing skill among visual impaired student's on the basis of degree of vision loss.
2. To analyse mean of writing skill on the basis of gender.
3. To analyse on the basis of onset of visual impairment

1.6.0. HYPOTHESIS

1. There is no significant difference in writing skill among visually impaired students on the basis of degree of vision loss.
2. There is no significant difference in writing skill among Visually Impaired students on the basis of gender.
3. There is no significant difference in writing skill among visually impaired students on the basis of onset of visual impairment.
4. There is no significant difference in writing skill among visually impaired students on the basis of grade.

1.7.0. METHODOLOGY

The present study was conducted in the school for the Blind, Moran Blind School, of Assam. The Researcher is going to conduct the study on visually impaired students. The present study is in survey in nature and planned to conduct the study among Visually Impaired students on their writing skills of Moran Blind School. The Researcher used the Purposive sampling technique to collect the sample. In this study the sample comprise of 26 students from standard 5-8 of these 26 children, 14 were boys and 12 girls and from among 26 children 10 were totally blind and 16 were low vision.

1.7.1. DESIGN OF THE STUDY

The design of the study is on survey (Quasi Experimental)

1.7.2. VARIABLES

Independent-class/gender/types of vision

1.7.3. SAMPLE

No. of Students	No. of Boys	No. of Girls	Blind Students	Low Vision Students
26	14	12	10	16

1.7.4. DATA GATHERING TOOLS

1. Questionnaire
2. Checklist

1.4.0. SCOPE OF THE STUDY

The study of writing skill among visually impaired students will help person and organization of the world through Researcher's like:-

- Blindness & Low vision
- Parents & Guardian
- General school teachers
- Special Educator
- Policy makers
- NGO's

- Ministry of social justice and empowerment.

1.5.0. DELIMITATION

1. The study of delimited with 26 visually impaired students.
2. The study delimited with standards 2-8 students.
3. The study delimited with special school only.

1.6.0. CONCLUSION

A Visually Impaired individual is one who lost his eyesight due to some disease or injuries and the person only depend on his remaining senses to perform own daily activities. In writing skill of a visually impaired child it requires special attentions, determining into their best learning style to enhance their writing skill. It must be emphasize that a student visually impaired and its impact will be unique. Student with Visual Impairment often benefit from the use of specialized tools and materials. Providing writing tools and other equipment can make it easier for them to write. But in the curriculum of Special Education School they don't motivate the visual impaired students in writing skill were it become more risk for the visual impaired student to enhance themselves into their writing skill which of various challenges and error's can be seen in their writing skill. Due to which the students come across various challenges in their Higher Education.

Reference

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