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PEDAGOGICAL PRACTICES FOR VISUALLY IMPAIRED STUDENTS: A CASE STUDY OF MANOJ MANJARI SISHU BHAWAN SCHOOL, KEONJHAR

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ABSTRACT

The purpose of the study is to find out the teaching strategies for visual impairment and their benefits. To collect and analyses data, a qualitative research approach was used. Learners with visual impairments and special education teachers who work with them were the target population. The study reported that teachers use individual education plan, inclusive education audio device, recording of lessons, adaptation of lessons, materials written in high contrast and use of magnifiers in teaching of learners with visual impairment. Pedagogy is an integral teaching – Learning process. It plays a significant role to teach the students. It also helps teachers to make better teaching-learning strategies. In this content of teaching and learning, a case study Conducted to know the pedagogical practices adopted for visually impaired students in Manoj Manjari Sishu Bhawan, Keonjhar. In this study, data were collected from 6 teacher and 45 students of Manaj Manjari Sishu Bhawan School for Blind by employing Structured in-depth interviews schedule form teacher, observation schedule, Focus Group Discussion from students. The finding's the study revealed that all the teachers and students Communicate verbally through using spoken language and non-verbally through using Braille. Through using various assessment Criteria teachers provides feedback to all and maintain Cumulative record Card from time to time. It was found that teaching practices were mostly Storytelling method, oral presentation and other methods like play-way method; project method follows somethings but not regularly. The school provides friendly and cooperative environment, teachers, Computer facilities and preparatory Service to all students for their Learning. The school be equipped with learners. However, other resource such as tactile symbols, tactile graphs, abacus are not available in sufficient numbers for all learners in the school. The Study Concludes that the pedagogical practices of visually – Impaired students tom of Manoj Manjari Sishu Bhawan School equipped with the pedagogical resources for the blind students.

KEYWORDS: – Pedagogical practices, Visually Impaired.

1 Introduction

Visual impaired is a term experts use to describe any kind of vision loss, whether it's someone who can't see at all or someone who has partial vision loss. Visual impairment is commonly known as a "Low-incidence" and "high-needs" disability and therefore, triggers unique challenges pertaining to inclusion. In the existing period, knowledge is considered the key resource for every individual in each corner of the globe, as a result, it's proper management in the libraries for real time delivery and use is must. A person may have blurred vision and had no occasion by using spectacles, such persons were treated as visually disabled, and a visual impaired can

- Be present at birth
- Occur at any time from disease or accident
- Be part of a medical condition or syndrome.

Concept Of Pedagogical Practices

Generally defined as the theory and practices of teaching, pedagogy refers to the methodology and process of how instructors approach teaching and learning using a specific curriculum with specific goals in mind. Traditional Pedagogy reeferes Predominantly to the face-to-face teaching environment and the conceptual frameworks around how people learn in that particular space. Over the past few decades, conventional Pedagogy has evolved to include other modalities; specifically, the online environment. Most of the pedagogical practices used in the traditional face-to- face classroom can be applied effectively to other modes of teaching like an online, hybrid, or blended learning environment and vice-versa.

Concept Of Visually Impaired

Many people have some type of visual problem at some point in their lives. Some can no longer see objects far away. Others have problems reading small print. These types of conditions are often easily treated with eyeglasses or contact lenses but when one or more parts of the eye or brain that are needed to process images become diseased or damaged, severe or total loss of vision can occur.

In these cases, vision can't be fully restored with medical treatment, Surgery, or corrective lenses like glasses or Contacts. Visual impairment is a term experts use to describe any kind of vision loss, whether it's someone who can't see at all or someone who has partial vision loss. Some people are completely blind, but many others have what's called legal blindness. They haven't lasted their Sight completely but have lost enough vision that they'd have to stand 20 feet from an object to see it as well as someone with Perfect vision could from 200 feet away.

Objectives of the Study

1. To study the support systems available for visually impaired.
2. To study the pedagogical practices adopted for visually impaired.

Research Questions

1. What are the supportive systems available for visually impaired?
2. What are the pedagogical practices normally used for visually impaired?

2.REVIEW OF RELATED LITERATURE

Mohanty`s and Das; P.K. (2013) pedagogical practices for visually impaired students: A case study of Bhima Bhoi school, Odisha found that in learning resources like audio aids, Braille books, Braille script, large print, recording materials are available in sufficient number for all learners but their other resource like tactile symbols, graphs, abacus are not available for all the learners. It also discovered that mostly oral communication for their teaching and sometime they use Symbolic Communication for interact the students in their teaching learning process. It also suggests give importance on other co-curricular activities, Such as art and craft, sports, debate, songs, music, instrument etc. They also reported that importance on child's all-round development and encourage to participate in various Co-curricular activities.

Academic achievement of visually Handicapped school children in Assam, Dr. Suresh Rajkumar, Jadab Dutta, J.C. Soni (2014) - In ancient time, the visually handicapped children were treated with hostility & were neglected. They were considered as 'curse of good, In India, not more than 5 percent visually handicapped children receive education. A much smaller fraction of our blind adults -achieve economic Independence, with the development of democracy and socialism in different countries of the world, education was started Considered to be basic right of the child. This realization paved the way for mainstreaming disabled children and. However, a discernible charge has taken place for -attitude of visually handicapped children often the international year of Disabled person CLYDP, 1981).

Parua, R.K. (2015) Emotional development of children with visual Impairment studying integrated and special suggested to the Parents of visually impaired children that they should admin their children in integrated schools for their better emotional development. In special schools the teacher should make an effort to develop conducive social climate in the class that every visually impaired student should feel that he belongs to a group of normal Population. It also recommends that development of emotional aspects mainly depends on communication and social interaction of the child's potential. The good communication and positive societal interaction faster, relationships and emotional adjustment, but for a visually impaired child, there channels are blacked, sometimes resulting in emotional instability. It also found that special schools are not suitable for achieving emotional and academic development though visually. Impaired children are lack of interaction with normal peers in segregated setting. So, it is recommended to the

teachers of special schools that they should understand and identify child's self-concept to encourage them for academic work.

Lakshmi H.V. Geeth, C. Y., & Krishnamurthy, K.N. (2007) Parental Perspective towards the education of visually impaired children. reported that parents of visually impaired children attending special school attribute the differences among the sibling interaction to the lack of time that both get to spend together. Parents of visually impaired children attending special and integrated schools reported that they have not come across behavioral abnormalities like, teasing each other, throwing objects on being aloof from others. etc. Parents had never considered their visually impaired child as a burden to them and the family. They also recommended Visually... Comparative study of Adjustment of visually impaired Students. Impaired children's social and emotional behaviors and sibling relationship was cordial, with both the visually impaired children and their sighted siblings experiencing both Positive and negative aspects of emotions in their day-to-day life. This was mainly attributed to the factor that these children were a part of the family in their daily routine.

They also concluded that Parents of Visually impaired children attending both special and integrated schools were of the opinion that education for visually impaired children plays an important role, as most of the learning for these children takes place through auditory and tactile senses/sensorial experiences." The emotional stability of children studying in inclusive setup and special schools, however, girls studying indifferent setups of school did not differ significantly in their emotional stability. They also suggested that emotionally stable children tolerate minor stresses and strains of day to day living without becoming emotionally upset, anxious, nervous, tense any angry.

A comparative study of emotional stability of visually impaired students studying at secondary level in inclusive setup and special schools, Pant, Pankaj, Joshi, R.K. (2016) reported that visual impairment as an umbrella term includes all level of vision loss. Researches in the field of visual disability cure for from satisfactory in India, some attempts have been made to study different aspects of the lives of visually disabled children such attempts help,

revealing the facts of their life, characteristics, activities, performance abilities and disabilities etc. The present investigation purports to find out. the efficacy of emotional stability of visually disabled students studying in special schools and. inclusive setup. The objective of the study as to compare the emotional stability of visual. impaired students at secondary level of Inclusive setup and special schools descriptive. survey method has been adopted for the study, population of the study consisted visually impaired children studying in special schools and the inclusive setup. A sample of 100 students was drawn from various schools, through stratified random Sampling technique, Results reveal that through. there was a significant difference in the emotional stability of children studying in inclusive setup and special schools. However, girls studying in different setups of school did not differ significantly in their emotional stability. The study throws light on the fact that children with visual impairment studying in inclusive setup are more emotionally stable than the children with visual impairment studying in special schools.

Kalita. R (2020) Self-concept and adjustment of visually impaired students in special and inclusive. School, reported that the self-concept and adjustment are important determinants of personality development of an individual and a conducive School environment can contribute building Positive Self-concept and making adjustment of visual impaired students. Descriptive survey method was adopted to carry out this study and visually impaired students studying in special and inclusive school settings located in Delhi. The administrators should organize parents - teacher meeting at regular basic and problems of the children with special needs should be discussed openly so as to resolve them collectively and the school authority must organize co-curricular activities in the school Premises to interact with each other. The curriculum and teaching materials for the children, almost emphasis should be laid on the individual needs of the children. Data collected through using these tools were analyses by applying statistical techniques namely – percentage analysis, mean, standard deviation and t-test. Visual Impairment is a significant disability and educating these children in special versus inclusive school setting is an international controversial issue. Finding of this study revealed that visually impaired students attending inclusive schools were better adjusted in their overall adjustment as well as emotional, Social, educational dimensions of adjustment then that of their counterpart from special Schools.

Mirian's, Pearson, Vicki (2005) "Students with visual Impairments in a dual-language program: A case study and students all agreed that it is possible for students who are be success found that in dual language education or dual immersion is an educational model. The goal of the study was to examine how students who are visually impaired can be successfully included in a dual langue Program. The Case study approach was used to answer the study's research questions. It also Suggests give importance on other co-curricular activities with strong auditory skills and strong language abilities. The teachers indicated that confabulating with classroom teachers was importance to facilitate the balance of the student's language needs and educational needs. Obtaining materials in English and Spanish Braille is essential for students to be successful in a dual language setting. There was a consensus that only when written materials are presented in both languages equally can a student truly become bilingual and biliterate. The Parents, teachers

3. PLAN AND PROCEDURE OF THE STUDY

Research Methodology

A research methodology is a term that is used by a researcher to mean the form and steps through which data collection and data analysis will occur in their study. Usually, a methodology will specify whether a study is quantitative, qualitative, or mixed methods; the specific type of quantitative or qualitative study one is undertaking; and the precise steps to get the data and analyze it.

Methodology of the Study –

Case-study method is adopted for the present study to know the pedagogical practices for visually impaired in Manoj Manjari Sishu Bhawan, Keonjhar for Blind. In this study, 6 teacher and 45 students of Manoj Manjari Sishu Bhawan, Keonjhar for Blind were selected as the sample of the study following convenience sampling techniques. To collect the relevant data Interview Schedule for teacher. Observation schedule and tools and techniques were adopted and collected data have been analyzed by content analysis technique

5. MAIN FINDINGS EDUCATIONAL IMPLICATION AND SUGGESTIONS

FINDINGS OF THE STUDY

Objectives 1: To study the support systems available for visual impaired.

1. It is found that some students only need bigger text to be able to read. Some might have a certain size or font they like best. Providing extra material like this takes more time, so preparation is important.
2. It is also found that students can learn better using touch. Tactile materials (things to touch or hold) can be drawing with raised Printing, or 3D models, which let students use their hands to learn.
3. They also might take more time for students to use, Braille and large print services provide support and materials in alternate formats for vision impaired students who are supported by an itinerant support teacher (vision).
4. It is found that for students who take longer to read, "Repeated reading", or encouraging students to re-read materials can help support their reading comprehension.
5. It was found that in learning resources these are: Braille, tactile map, tactile graphics, recording materials, Audio aids, abacus, large print, print with use of optical devices, tactile symbols, are available. Through the help of these students' friendly infrastructure, teachers Communicate with these students.
6. There was one totally blind female teacher for the student.
7. There have no sufficient human resources available and school's road was very bad.

Objectives 2: To study the pedagogical Practices adopted fore visually impaired.

1. It was Found that the textbooks and Supplementary learning materials can be transcribed into braille, various language activities such as story-telling, singing, role-play etc. can be used to reinforce the children's language skills and to improve their understanding of the language.
2. It is advisable to provide the children with more organized activities such as visits, picnics, debates, radio plays, drama and interviews so these concrete experiences can help to enrich to Content of their composition. For picture guided composition verbal clues and descriptions of picture in braille are also of great help.

3. The teacher should give good language, models. By using Various learning activities such as phonetic games, passage reading, sentence making, dialogue practice report writing, discussions and audio recording, the children's interest can be Stimulated. Emphasis should be placed not only on speaking but also on reading and writing.
4. It was found that in this school all teachers are co-operative inside and outside the classroom. They give importance on children holistic development for this they encourage to participate in co-Curricular activities.
5. It was also found that to teach mathematical concepts, the teacher needs to train the children's tactile skills by using teaching aids such as toys, counting apparatus, embossed pictures and diagrams etc. Learning materials which provide the children with opportunities to touch and count are necessary to help them acquire the mathematical Concepts. Learning activities used, in mathematics lessons should be closely related to the children's daily life experiences.
6. It was found that the school provides computer facilities for their, learning. It is a powerful tool for visually impaired that read the information on computer screen using synthesized speech. But they are not aware about E-Braille.
7. It was found that through speech and language training the children learn to use speech as a means of communication and to interpret non-verbal and graphic means of communication.

The development of language and Communication skills help the children to learn concepts more easily and to express themselves more effectively.

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