

CONNECTING CLASSROOMS

Prof. Sujata Bhan
Dept. of Special Education
SNDT WU
Mumbai-49



Inclusive Education For Children With Visual Impairment: A Collaborative Responsibility



RTE

SSA

18 crore children are taught by almost 57 lakh teachers in more than 12 lakh primary and upper primary schools across the country



Status of inclusive education of students with VI in Gulbarga in Karnataka



Literacy rate in
Gulbarga
38.4%

SSA covers 226
children

IERT (Integrated
Education Resource
Teacher)

1:125

NGO covers

196 children

IEF (Integrated
Education Facilitator)

1: 10

Sample	Intervention Area Gulbarga Taluka	Non Intervention Area Sedam Taluka
No. of students	6	6
Eye condition	LV	2 B 4 LV
Sex	2 F, 4 M	2 F, 4 M
Age	10-13 Years	7-11 Years
Class	4 th -8 th Grade	2 nd -9 th Grade
Class teacher	4	5
Parent	3	3
Sibling	1	3
Grandparent	2	0
IEF	2	0
IERT	0	2



“Trained staff should be employed in inclusive schools to give proper help to such students. There should be more trained IERTs employed who can provide required services to all the special children.”



IERT

“The student is not getting enough inputs in this school. She will benefit if she shifts to a special school where all her educational needs will be fulfilled.”



IEF

“I was sent for one month training in VI and I am trying to use that knowledge and skills learnt while teaching this VI student”.


Class teacher
(NIG)

“I have never met the SSA IERT and I do see SSA IERT teaching braille to my student. I tried it once but found it hard so never tried again.”

“I make her sit in the front. I do not put any pressure on her.”

Class teacher
(IG)

“The IEF takes very good care of the student. She teaches him braille. She brings some materials (large print books and tactile aids) for the student”.



Student
(NIG)

“I wish to play and win prizes like my friends in sports but I am afraid to participate.”

“I wish to become a teacher if my parents allow me to pursue higher studies.”

“My family is poor so I do not want to study but I want to work and contribute to family income.”

“I like my school because I get food in school. I also like my friends because they help me to catch up with something that I do not follow in class.”

Student
(IG)

“I want my special teacher to teach me daily. He teaches with the help of different materials like a globe”.

“She makes me sit in front, gives me individual attention and explains difficult topic to me many times”.

Student
(NIG)

Parent
(NIG)

“She gets free education, free food, and scholarship if she studies in a mainstream school.”

“I want my son to do everything that other sighted children do. I want Government to help us in achieving our dreams for our child.”

“My daughter is more intelligent than any of my other children. I want her to study as much as she wants. I should get government support for her higher studies as I may not be able to afford that.”

“We are happy with the work done by IEF with our son but if special school can provide him more training in braille and mobility then we do not mind shifting him to a special school.”





Findings

Factors that affect integrated education:

- **School factor**
- **Coordination between resource teacher and class teacher**
- **Availability of resources**
- **Classroom transaction**
- **Peer Support**



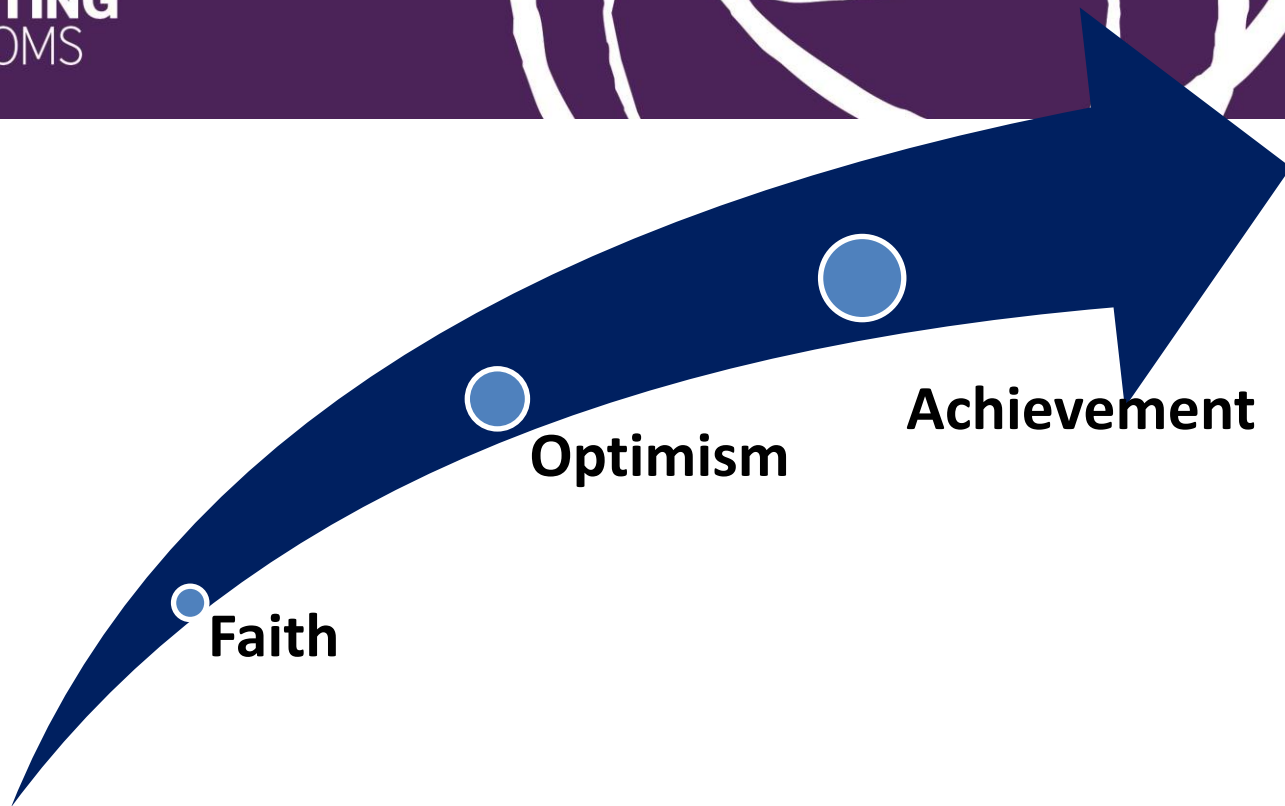
Recommendations

- **Increase the awareness of inclusive education**
- **Work in collaboration with NGOs**
- **SSA should facilitate a consultative process**
- **Capacity building**
- **Appropriate low vision devices should be provided to those who would benefit from their use**



Recommendations

- **School management through school adoption**
- **Provide the necessary equipment**
- **Assessment camps need to identify the children with visual impairment**
- **Timely medical intervention to prevent blindness**



Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence....



THANK YOU