

An In-Depth Study Of Totally Visual Impaired Students At Secondary And Degree Level Of The Kalabharathi Blind School And Andhra Christian College, Guntur District In Andhra Pradesh.

Jalli. Pothuraju¹, Dr. G. Yashoda²

1Ph. D Research Scholar Dept. of Education Acharya Nagarjuna University, Nagarjuna Nagar, Guntur Dt – 522510. 2Asst. Professor Dept. of Education, Acharya Nagarjuna University, Nagarjuna Nagar, Guntur Dt – 522510.

Abstract: *India is now home to the world's largest number of blind people of the 37 million people across the globe who are blind, over 15 million are from India. What's worse, 75% of these are cases of available blindness, thanks to the country's acute shortage of optometrists and donated eyes for the treatment of corneal blindness. While India needs 40,000 optometrists, it has only 8000. Children with visual impairment might feel isolated from other kid's because they cannot gain, in all the same activities. Because socialization with peers is an important part of a child's education, the teacher should encourage activities in which they are able to participate. Students with low vision that rely on an adult for assistance might be avoided by other students. Pairing those up with peers who can assist them will give them an opportunity to socialize. Human nature is multifaceted and flexible, the same potential may have different result depending whether the environment encourages or discourages. This study aimed to create a profile of difficulties of totally visual impaired students from childhood with a vision to inform future services and to raise awareness of the need for comprehensive assessment including developmental remediation and educational advice.*

Key Words: *Education, visual impaired and Exceptional children.*

I. Introduction

The term "Education" is commonly used in various fields of knowledge. The meaning of the term is very broad. What is education as process of development, as teacher training, as an independent field of study of own content or subject of study, as a creature and creator of the society etc, the meaning "Education" as an independent field of study or subject is important from research point of view.

Traits are scattered among the people. In such a way that a few individuals are found at the either side of any distribution curve. Though most persons resemble with the average on many traits, there are still other groups who deviate widely from the average. An individual child may be a typical or a deviate widely from the average. This deviations give rise to multifarious problems of adjustments at home, school and social setting. Deviation may be in terms of physical ability, emotionality, mental characteristics, specialized talents. While the behavior of normal individuals is conducive to the well being of the society, the behavior of deviant personalities creates various problems and difficulties which act adverse reflection on it. But the individuals who deviate from the normal and reach the state of exceptionality are called exceptional children. The optimum development of a nation depends upon the nature and kind of its human resources. All individuals, regardless of their assets and liabilities of personality and potentiality contribute towards national development. Exceptional children too cannot be excluded from this.

In a democratic philosophy, all children are expected to get the opportunity to grow and learn whether they are average, bright, dull, deaf, retarded, crippled, delinquent, emotionally disturbed or otherwise. A society which is based on democratic and humanitarian philosophy should provide education to all children in accordance with their capacities.

Education of exceptional children is a challenging field. The term "Exceptional children" refers to children whose needs are very different from those of the majority of children in society. Their children deviated from average children to the extent; they cannot receive classroom instructions in regular schools. This was the belief prevalent for several years.

II. Statement Of The Problem

This is an in-depth study of totally visually challenged children such as intellectual abilities, memory, creativity, musical aptitude, personality traits, academic achievement, aspirations and problems of the visually challenged children.

Objectives Of The Study

- 1) To make an in-depth study to understand the personality of visually handicapped children.
- 2) To identify the academic, intellectual, memory and creative abilities of visually handicapped children.
- 3) To find out the needs, problems and aspirations of visually challenged children.
- 4) To arrive at the common characteristics of visually challenged children.
- 5) To suggest remedial measures to each case.
- 6) To identify the learning difficulties in the integrated school and special school.

Sources Of Data

This article is based on primary data and secondary data.

Sample

A sample is a small proportion of a population selected for observation and analysis. It is a collection consisting of a part or subset of the objects are individuals or population, which is selected for the purpose of representing the sample, one can make certain inferences about the characteristics of population from which it is drawn.

For the present study “An in-depth study of visually impaired students at secondary and degree level”. The sample has been taken from Kalabharathi High School, near Syamala Nagar for the blind and Andhra Christian College near market center in Guntur District.

Scope Of The Study

This study is limited in one district that is Guntur district. In Kalabharathi High School for the blind near Syamala Nagar and Andhra Christian College near market center in Guntur District is selected.

Need And Importance Of The Study

Now-a-days there is tremendous growth of visually challenged children in all activities. Though they are very efficient children in the society they are leading miserable life. But their will of achievement is strong like Hellen Keller. They are equal in so many activities compared to normal children.

There is a need to study about their abilities in different aspects. This study is important to know the different types of skills, abilities and problems also. This study is useful to know about their learning strategies, creativity, memory, intelligence and personality traits. By knowing their problems, we can modify their teaching methods and curriculum. Their difficulty of learning in different subjects can also be known.

III. Method Of Research

Research methods are of utmost importance in a research process. They describe the various steps of the plan of attack to be adopted in solving research problems. A preplanned and well described method will provide the researcher a scientific and feasible plan for attacking and solving the problems under investigation. For the present research “An –In –Depth study of totally visually impaired students at secondary degree level” case study method is used.

Case Study

The case study is potentially the most valuable method known for obtaining a true and comprehensive picture of individuality.

Selection Of The Tool

A research tool plays a major role in research, as it is the sole factor in determining the sound data in arriving at perfect conclusion about the problem or study in hand, which ultimately helps in providing remedial measures to the problem concerned.

For the present research “An In-depth study of totally visual impaired students at secondary and degree level” the researcher has chosen schedule.

Schedule

“Schedule is a device consisting of questions which are asked and filled in by an interviewer on face to face situation with another person.”

Intelligence Test

To test the intelligence of the case the researcher has used the Wechsler’s Intelligence scale. It consists of eleven sub-tests. Six of these are verbal tests and the remaining five are performance tests. The six verbal tests are used for the present study.

Case Study Questionnaire

A standardized questionnaire was used to collect information from the selected cases of visually impaired students. It is used to measure student's emotional, social adjustment, adjustment to home, school environment and interests and hobbies.

Observation

The investigator observed the physical appearance, the behaviors of each case, the home and environmental conditions.

Interview

The investigator interviewed the parents, teachers, peer and interviewee to get correct information about his personality adjustment and academic achievements.

Educational / Functional Definition Of Blind

Many educators are disinterested in the legal or medical definition of blindness. Their agreement is that visual acuity is not a very accurate predictor of how one will function or effectively use remaining sight he has. A common misconception is that legally blind have absolutely no vision. The vast majority is able to see recognizing the limitation of the legal definition of blindness and partially sightedness; many have favored an educational definition. For educational purposes, "The blind are those who are so seriously impaired that they must be taught to read by Braille, while the partially sighted can read print by using magnifying glasses or books with large print."

Definitions Of Visually Impairment

KIRK 1962 defines exceptional children as "That child who deviates from the average or normal child in mental, physical or social characteristics to such an extent that he requires a modification of school practices, or special educational services in order to develop to his maximum capacity.

According to W. M. Cruick Shank "an exceptional child is he who deviates physically, intellectually, emotionally and socially so markedly from normal growth and development that he cannot be benefited from a regular class room programmes and needs special treatment in school."

Analysis

- 1) An exceptional child is a deviant child
- 2) The term "Exceptional children" means one. Who by reason of a physical, intellectual or social deviation is considered Unique among children?
- 3) He is not benefited from regular classroom programmers.
- 4) He needs special treatment and attention at school.

IV. Findings And Suggestions For Further Research

The major findings about the six visually challenged students taken for study is wise are discussed.

(1) Physical Appearance: There is no impact of the impairment on their physical growth. Their physical growth is proportionate to their height.

(2) Health Conditions: Main cause of their impairment is parents of these children are close relatives. There is malnutrition of the mother before their birth. They frequently get cold and cough. They do not have any severe disorders in their body except headache and allergies.

(3) Family Back Ground: The case student's economic status is poor. That is the reason for not talking any precaution before and after their birth.

(4) Adjustment With Their Disability: Visually impaired children have developed positive attitude towards their disability. They accept it. They do not degrade themselves. They are trying, to overcome their disability in different ways by excelling in other areas like music and playing 'Mrudangam'

(5) School Adjustment: Visually impaired children have good social adjustment in school. They have good relations with co-students. They cannot sit for a long time in the school as they cannot move about or play like other normal children.

(6) Intelligence: The children's I.Q. varies from individual to individual. Some are bright, some are dull and some are average. This mainly depends on the individual interest. They learn easy lessons quickly. Difficult lessons are avoided by them. As the main sense organ for learning and developing I.Q. is "Eye" these children are deprived of this privilege.

(7) Personality: The case children have inferiority complex. They have self-understanding and self adjustment. Some students are extrovert and some are introverts. They are cooperative and honest. They talk freely with others, who are affectionate to them. They are very sensitive in nature.

(8) Academic Achievement: The case children's academic achievement is average and below average. This depends on the teaching methods used and treatment of the teacher.

(9) Creative Ability: The case children have good creative ability but they are not using it in a proper way. Integrated school children have more creative ability than special school children. In normal school the class teacher is giving more learning experiences peer are rising more examples that are why in an integrated school they express different views about one thing.

(10) Memory: The case children have good memory span. They have good memory in Telugu language than English language. They cannot repeat the non-sense syllables but they can repeat the connected and unconnected words easily. They mainly remember the words which are used commonly in their daily life. Special school students have good memory than integrated school children.

V. Suggestions For Further Research

The present study "An In-depth study of visually impaired students at secondary and degree level" brings to light good number of new areas to be studied by the further researchers. The areas and variables which are not covered by the study may be put to test. So the researcher may think the following related areas to be studied.

- 1) Studies may be done by taking a large sample.
- 2) Studies may be done by taking different variables like SES, Government and NGO's who train visually handicapped.
- 3) Studies may be taken up to identify the influence of personality an achievement of visually challenged children.
- 4) Studies may be done to compare the adjustment of visually challenged children in integrated school and special School.
- 5) Studies may be taken up to compare the achievement of visually challenged children studying in integrated school and special schools.
- 6) Studies may be taken up to compare the achievement of partially sighted and totally blind Children.
- 7) Studies may be taken up to study the adjustment in different aspects like emotional and social, of visually challenged children.

Outcome Of The Study

Special need and problems of visually impaired children available. Remedial measures for the case and in general will be available.

- 1) Six case studies of secondary school and degree college pupils with in-depth information will be available.
- 2) Talents and promoting factors of cases will be available.
- 3) Remedial and enrichment measures specially meant for visually impaired children will be Available.

VI. Conclusion

On the whole all cases show – nervous symptoms and feel inferior. The study would be of help to the field of special education in general and challenged children – visually impaired children in particular. Kit would also help not only the pupils, parents but also teachers who can provide simulative classroom climate. It is also helpful for the future researches interested in visual impairedness.

Bibliography

- [1] Best, John W. & Kahn, James V. (1989), Research in Education, New Delhi: Prentice – Hall of India Pvt. Ltd.
- [2] Bhargava, Mahesh. (1990). Exceptional children. Agra: HP Bhargava Book House.
- [3] Bhatia and Bhatia. (1996). A Text Book of Educational Psychology. New Delhi: Doabha House.
- [4] Dash, M. (2003). Education of Exceptional children. New Delhi: Atlantic Publishers and Distributors.
- [5] David Galloaway. (2001). School, pupils and Special Educational Needs. Croom Helm Pvt. Ltd.
- [6] Guild Ford, R. (1979). Special Educational Needs. Thames: Routledge and Kegan Paul Ltd.
- [7] Guru, G. Manju Rama, Manoj Sharma. (1995). Curriculum and Teaching Strategies. Bhopal: MPBOU.
- [8] James E. Ysseldyke, Bob Algozzine. (1996). Special Education. New Delhi: Kanishka Publishers and Distributors.
- [9] Kulbir Singh Sahu. (1990). Methodology of Research in Education. New Delhi: Sterling Publishers Pvt. Ltd.
- [10] Kumar, K. (1992). Abnormal Psychology. Agra: Lakshmi Narain Agarwal Educational Publications.
- [11] Lokesh Koul. (1994). Methodology of Educational Research New Delhi: Vikas Publishing House Pvt. Ltd.
- [12] Mani, M. N. G. (1992). Techniques of Teaching Blind children. New Delhi: Sterling Publishers Pvt. Ltd.
- [13] Venkataiah, N. (1993). Reading in Special Education. Ambala Cantt: The Associated Publishers.
- [14] Manikar, Chinta. (2003). Exceptional children their psychology and education. New Delhi: Sterling Publishing Pvt. Ltd.
- [15] Panda, K. C. (2003). Education of Exceptional children. New Delhi: Vikas Publishing House.