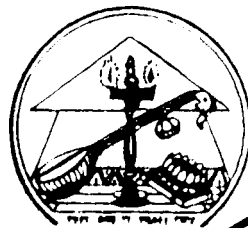


Study of Integrated Education Programme for the Visually Impaired Children

By

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Introduction

I INTRODUCTION

"Show me your God! the doubter cries
I point him to the smiling skies;
I show him all the woodland greens;
I show him waters tempest lost;
I did him hear the thrush's song;
I show him joy, I show him care;
And still he holds his doubting air,
And faithless goes his way, for he
Is blind of soul, and cannot see! (Nair, 1986).

Vision is concept totally unknown to those who are deprived of it from birth. Given the necessary encouragement and support, some of these blind persons can lead a normal life (Narayanan, 1986). Wilson (1986) expounds that "it is only in the statistics that people go blind by the million. They go blind individually, each within their own predicament".

Iyer (1978) opines that there is a widespread superstition that the disabled are incompetent-even a criminals-culturally, spiritually, morally, mentally, maritally, physically and psychically and must be segregated for the good of society. This ghetto philosophy which validates man's inhumanity to man is the

cornerstone of current legal cruelty to victims of underserved handicaps. Most of them are capable in some field or other, normal in several respects and repairable and useful, given relevant, particularised assistance.

Datrange (1986) points out that on the basis of current population projections. 3.47 million persons are reported to have visual disability in our country. Of these, it is been estimated that 2.90 million in rural area and 0.57 million in urban area. Data of many countries and regions verify that atleast one tenth of all children are born with or acquire impairments that will interfere with their capacities for normal development unless some special assistance and attention is provided (ICCW, 1981 and Bourgeault, 1980).

Jangira (1985) and Mohisini and Gandhi (1982) envisage that for a longtime education of the disabled has been considered as a welfare service. The tendency is self defeating as it smells lack of confidence in the potentialities of the disabled. Recent researches in mediation and special education that each of the disabled is also a human resource and needs to be developed as such. Within the

limits of their disability they can also contribute to the national pool of human capital, if they are provided adequate opportunity for education and training.

Wedul (1982) and Dey (1981) rightly suggest that in addition to the available assistance, a modest enrichment of training programmes for basic health, welfare, education, and vocational services can be introduced.

In this context Mani (1986), Jeyce and Shewer (1983) state that most enlightened educators of the world today are sensitised the need for the fundamental changes in the system of education of the disabled from "separation to integration", 'Protection to liberation', 'exclusion to incorporation', 'restriction to expansion' and 'mere book learning to normalisation of life. So integration is the relevant answer today in the educational services for the disabled. Wilson came out with the same idea in 1981 itself that integration is the only way to provide massive education for the blind at a cost which countries can afford.

In this context NCERT (1986) explains that the National Policy on Education on 1986 and the Programme of

Action have visualised serving as many of these children as possible in regular schools (Mainly mildly handicapped). Special schools are to continue to provide facilities for severely disabled children. These provisions in policy documents call for preparing schools to integrate children with disabilities. It aim at protecting the constitutional rights of disabled children as well as making their life as normal as possible.

According to Muthiah (1985) this novel idea of mainstreaming the disabled child with normal children has nobility in the sense that it provides access to all and provides opportunities for utilising existing structures, prepares the disabled child to develop communication skills, promotes meaningful social interactions among all peers, and above all fulfils the constructional promises of equal educational opportunity for all (Fraiberg, 1977).

Mani (1985) and Periaswamy (1984) exhort that integrated education pattern emerged slowly to meet the varying needs of the disabled to rectify the problems of special schools and to contribute to the improvement of the special schools. To national union of teachers (1980) the integration education may be considered an

economical viability by mainstreaming handicapped children in ordinary schools. Booth, Potts and Celin (1983) favour the integrated pattern of education because by attending an ordinary school, a visually impaired child gets help to grow up and learn to cope with life as a member of a sighted.

Mukhopadhyay et al (1986) proclaim that effective integration of visually impaired in the normal classroom demands a number of adjustments in terms of methods, instruction and material. It is felt that curriculum for visually impaired children should be as varied and enriching as that of sighted children. Their intellectual, physical, emotional and social development can be best realised through curriculum. In the integrated education programme the emphasis is not on a changed curriculum but on special curriculum approaches (es) for optimising the learning experiences for the visually impaired children (Honderson, 1984) and Advisory Centre of Education, 1983). This idea of integrated education is a recent development but one which offers great advantages when it is effectively carried out. This process of shouldering the responsibilities of educating the children with special needs are shared by the resource teachers and the regular teachers (Fish, 1985 and Honderson, 1984).

According to Hecke (1979) the factors essential for integrated education programme are:

1. Careful selection of suitable children
2. Adequate preparation of those selected
3. A reliable team of skilled braillists to transcribe the required text books
4. The services of an educational counsellor who must understand and have experience of the special needs of visually impaired children.

This centrally sponsored scheme of integrated education programme is introduced at 14 states in India. In spite of plethora of legislation, the National Policy for Children and the implementation of welfare programmes, children continue to suffer from a number of disabilities. This has become a cause of great national concern and an area of intense study and action. Hence this study on 'Integrated Education Programme for the Visually Impaired Children' was undertaken with the following objectives:

1. To study the functioning of the integrated scheme
2. To identify the constraints in the implementation of the scheme.

3. To trace out the responsibilities/problems of the resource teachers in the integrated classroom.
4. To bring out the administrative problems of integrated set up in a school.
- and 5. To find out the public response towards the integrated scheme.

The investigator hopes that findings of this study would contribute through its insights to the implementation of the programme in a more wholesome manner and to improve the quality of services for the visually impaired children.

Review of Literature

II REVIEW OF LITERATURE

The review of literature related to the study of integrated education programme for Visually Impaired Children are given in the following headings:

- A. Definition of visually impaired children
- B. Educational system for visually impaired children
- C. Meaning, objectives and importance of integrated education
- D. Models of integrated education
- E. Role and responsibilities of resource and regular teacher in integrated programme
- F. Curriculum in integrated education programme
- G. Training of teachers for integrated education programme
- H. Integration and society
- I. Planning and implementation of integrated education programme
- and J. Government services

A. Definitions of Visually Impaired Children:

Visually disabled are the person who lost their

vision that is power of seeing through the eyes. They may be of several categories as follows:

- a. Total blindness: Complete absence of visual perception,
- b. Legal blindness- it can be defined as central visual acuity of 6/60 (20/200) or less in the better eye after correction (World Council for the Culture of the Blind 1980 and Ministry of Social Welfare, 1975).

Kirwan (1975) says that total blindness as being unable to count fingers of the hand from a distance of one foot.

According to Schulz and Turnbull (1982) and Chowdhry (1963) a visual impairment adversely affects a child's educational performance. The term include both partially seeing and blind children.

For educational purpose, visual impairment can be explained that one who has visual acuity of 6/21 (20/70) or less in the better eye after the best possible correction, and who can use vision for most learning. (The World Council for the Culture of the Blind 1980 and Harley, 1983).

Low Vision:

Bourgeault, (1978) points out that markedly reduce functional vision, usually applied to the person of legal blindness or poorer who nevertheless has some remaining sight which is useful for certain purposes, or which can become so with special appliances and or training.

According to Ohio Resource Centre for low incidence and severely handicapped (1981), the educationally visually impaired children can be grouped in these ways. Those who,

read standard print,
use magnification device with standard print,
read large print,
read a combination of large print (regular print),
use magnification devices with large print,
use braille but can see light (useful for mobility)
and use braille but have no light perception

According to National Institute of Neurological Disease and Blindness (1971) the educational blindness is that loss of sight making it difficult, dangerous or impossible to learn by the methods commonly used in schools.

B. Educational System for the Visually Impaired Children:

Benjamin, (1970) list out the first schools for visually impaired children was founded by Valentin Hauy at Paris in 1785. Fisher was responsible for the founding of the first school in America in 1832. The first state school of blind was established in Ohio in 1937. Chicago organized the first public school class for the blind in 1896.

Shankar (1976) remarks that the first school for the blind in India was set up at Amritsar in 1887 by a British lady Anny Sharp. Later it was shifted to Dehradun in 1903 and it is still functioning there. Subsequently schools were set up in almost all parts of the country. The Indian Expert Braille Committee evolved a uniform system known as Bharati Braille, which is now being used in almost all parts of the country in all the languages.

Braille is a tactile approach for reading and writing by visually disabled children in which the letters are formed by combinations of raised dots in a cell. This system was devised in 1829 by Louis Braille. The visually disabled child should be exposed to different textures and a certain level of tactual discrimination. These abilities should be developed before introducing braille reading (Mani, 1986).

Until the 1900, educational programmes serving visually impaired children and youth were provided by residential schools for the blind. Since 1950, however, public day school programmes for these children have increased rapidly, and at present approximately 70 per cent of the visually impaired school age population attend their own neighbourhood community schools.

Six basic type of educational system now exist. They are a., full time special class, b. itinerant programmes, c. resource room itinerant programme, d. teacher consultant e. resource room and f. residential school.

1. Development of Residential School:

Between 1832 and 1833, three residential school for the blind were opened in New York, Boston and Philadelphia. By 1900, the number of residential schools in different parts of the world were increased. At present nearly 30 per cent of legally blind school age population are served by residential schools (Corn, et al 1976)

2. Development of Local School Programme:

During nineteenth century, residential schools were the only means by which visually impaired school age children could receive a formal education. These schools were organised in the belief that bringing these children

together at one school would permit a more intensive and complete educational programme and make possible the use of more equipment by a greater number of children. It was also felt that administration of the programme would be easier (Alonso et al, 1975).

A growing realization of the need to integrate visually impaired person in to society, led eventually to the establishment of some public day school programme upto 1910. (Lowenfeld, 1970). James (1966) say that the increase among local school programme for the visually impaired children between 1910 and 1950 was caused not only by more children in need of these programmes but by a legislative change permitting public school programme to receive books and materials produced by the American printing house for the blind. Throughout this period however public school programmes for visually impaired children continued to grow tremendously. Hence, approximately 70 per cent of this school age population now attend day school programmes.

3. Development of Special Schools:

It has now become accepted practice for teachers of visually impaired children to use organisational patterns that require the children to participate directly in the general school programme. At first most public

school for visually impaired children adopted the full time special class plan. Classes were established in centrally located schools, and blind or partially sighted children were transported to them. The special classroom were organised as separate units and the children were instructed by a special education teacher.

At present this type of educational setting is found to be most popular for the more severely visually impaired people.

C. Meaning, objectives and importance of integrated Education Programme:

Integration is the process of increasing the participation of children and young people in their communities.

According to Damme (1981), Tomlinson (1982) and Seott (1983) integration is normalising the life and education of the visually impaired children in less restricted environment.

Pine Book (1976) reports that integration is one in which the visually impaired children are enrolled in the regular classroom, to him in addition to his regular teacher a full time qualified teacher and a resource room are available

Blankenship and Lilly (1980) and Nagarathnam(1981) envisage that the integration is the education of handicapped students in regular classroom with assistance from special education resource teacher.

1. According to Mani (1986) the major objectives of integrated education for visually impaired children are,

1. To provide educational opportunities for visually impaired children equal to those provided for the sighted.

2. To help the visually disabled children and their families to interact socially in normal setting.

3. To change stereo type responses to blindness by educating the public that visually impaired children are first and disabled next.

4. To develop the personalities of visually impaired children so as to provide a natural basis for adult life experiences.

5. To allow these children to take their proper place as contributing members in all sectors of society, whatever the society may be.

2. The Four Basic Assumption of Integration:

1. The setting of the regular classroom is less isolating for the handicapped child.

2. Academically and socially the handicapped child will benefit more from integration with regular students.

3. Regular students in a mainstreamed class will come to understand and accept handicapped students in a more positive normal manner it gives a positive environment and teacher support, the handicapped child will be socially accepted in the regular classroom.

4. The teacher is the key person of integration.

The unstated assumption is that a "good teacher is quite capable of teaching both handicapped and normal students in a productive manner (Linder, Mc Millan, 1982 and Kenmore, 1979).

3. Factors Contributing to Successful Integration:

The major means of attaining successful educational integration are:

1. Provision of specialised teachers to serve as resource teacher at various levels.

2. Provision of all appropriate educational tests and selected special aids and appliances.

3. Provision of consultations to regular classroom teacher, school administrators, families, local health authorities and the general public on matter of education of the visually disabled.

4. Full utilisation of local consultants, specialists and volunteers for auxiliary services such as reading services and material preparation (Mani, 1986).

D. Models of Integrated Education:

1. Models of Integrated Education:

According to Mani (1986) there are six different models in integrated education.

1. Resource Model:

This is an educational plan in which a visually disabled child is enrolled in a regular class. Here a specially trained teacher is available with the regular teacher. One full time resource teacher can manage 8-10 visually impaired children in resource programme. The visually impaired pupil can use the specially equipped resource room when he needs. The resource rooms are generally available throughout the day (Hegarly, Packlington and Lucar, 1982).

2. Itinerant Model:

Under the itinerant teaching plan, children are enrolled in their regular community schools and provided with special instruction by the itinerant teacher, who travels to various schools in one or more districts or countries (Jones, 1978).

3. Combined Plan:

This is an educational plan which combines several programmes among teachers or within one teacher's activities.

4. Co-operative Plan:

This is an educational plan in which the visually impaired child is enrolled with a teacher of visually impaired children in a special room from which he goes to the regular class rooms for a portion of his day. Here the special teacher is responsible for his programme in co-operation with regular classroom teachers. This programme is suitable for the late beginners and visually impaired children with additional disabilities.

5. Dual Teaching Model:

In this model the regular classroom teacher will assume the responsibility of assisting the visually impaired

child in addition to his regular classroom work. The necessary training to such teaching may be provided through short term package programme. This model is useful for those places where visually handicapped people are scattered and transportation is ⁱⁿ accessible.

6. Cluster Model for Hilly Areas:

This model is useful for remote areas where transportation are inaccessible. This model envisages centres in different regions and the services delivery system is decentralised, while the regional resource centres are responsible for the administration for the main centre can provide over all supervision. Guinuers (1976) on his comparative study on itinerant model, Resource model and Special School setting found that:

1. Integrated setting facilitating the social maturity of blind children with independence.
2. Resource room setting is less effective than the itinerant teacher setting in fostering friendship with sighted children.
3. In case of special school setting, friendship is more among blind children and participation of activities also more.

2. Direct and Indirect Services of Resource Room:

The resource room provides a renaissance in special education (Wiederholt et al, 1978). As it is a middle path between a nearly total reliance on the self contained special classes and their total disablement (Hammile and Wiederholt, 1972). The student who participate in the resource programme is enrolled in the regular educational programme and goes to the resource room on a regularly scheduled basis for special support.

The regular classes teacher of the exceptional student receive support from the resource room in the form of materials and ideas by the resource teacher. Two common variations of the resource room are:

1. Diagnostic - tutorial model and
2. The methods materials teacher consultant model (Wiederholt, et al, 1978).

The resource room programme is a proper delivery system for manufacturing handicapped students (Hawisher et al, 1978).

3. Need for Resource Room Services:

Visually impaired children have a fragmentary way of learning; they learn through pieces of information. In this context additional help on one to one basis become imperative.

In Integrated classroom the visually impaired child may "Miss" many visual oriented information. As a means of substitute to this visual information "tactile oriented information" is tried. The specialised resource teacher who is expected to be a master of these techniques has to provide these tactile oriented instruction in the resource room. Depending on the needs of the visually impaired children, the resources room services will also vary (Mani 1986 and Hegarty et al, 1982),

4. Nature of the Resource Room:

Resource room need not be too special in its structure, Any room in a school can be converted into a resource room.

The resource room is not a formal class room. As far as possible, it can be centrally located in the school campus so that it is accessible to all visually impaired children of the integrated education programme.

The lighting conditions in the resource room should be fairly better. Since electrical ^dgagets like tape recorders may be required for a resource room. The resource room should be able to accommodate atleast four children at a time for resource room instruction.

5. Necessary Appliances for a Resource Room:

Need for equipment and other facilities will vary from programme to programme. It depends upon the primary or secondary level of the integrated programme.

The basic requirement of the integrated programme are:

1. A mechanical braille writer for preparing the day-to-day braille materials for the children.
2. Sufficient stock of braille slates are necessary as they are liable to get defective due to over use.
3. Mathematical appliances like abacus and taylor frame.
4. Sufficient supply of braille sheets
5. Sufficient allotment of funds
6. Basic requirements, furniture such as teacher desk, work table and student benches etc. are required.
7. Duplicating machines tape recorders, and cassettes teaching aids, bulletin boards, and tools for industrial art work, etc.

6. Relationship of this Resource Programme to other school services:

The general relationships existing between the resource programme and other instructional service that the

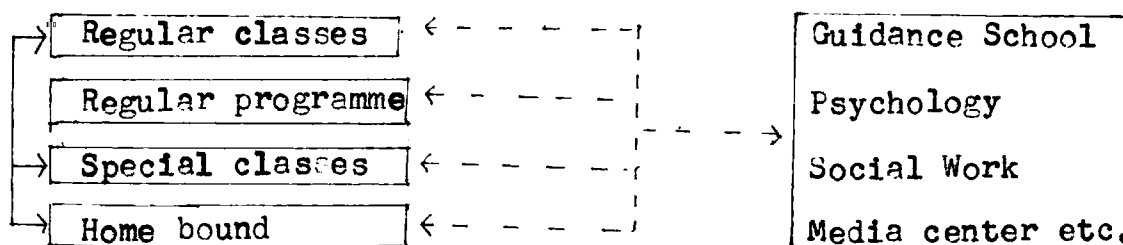
school provide are depicted in the following diagrams.

Primary instructional

Supplementary

Arrangement

Services



This diagram shows that the school provide instruction for children in one of four settings; the regular classroom, a resource room of some type, a special class, or at home (Wiederhalt et al, 1978).

E. Role and Responsibilities of Resource and Regular Teachers in Integrated Programme:

In fulfilling the responsibility to the regular classroom, the resource teacher or intinerant teacher may assist the regular teacher with the visually impaired child in ways such as:

1. Supplying reading readiness help.
2. Providing in braille the necessary written and reading

3. Teaching the child the daily living skills and mobility instruction.
4. Teaching the child to learn how to use the play ground equipment.
5. Suggesting indoor and outdoor games which the entire class can enjoy.
6. Helping to adopt lessons in crafts
7. Working out a convenient system so that materials can be prepared, organised and located so that they will be readily available for the blind children's use in regular class.
8. Guiding the regular teacher to know as much as possible about this child.
9. Keeping in touch with local, state and national resource which can serve the programme from time to time (Bishop, 1971).

According to Spungin (1977) and Nair (1986) the following are the required special quantities for the resource person.

1. Knowledge of the anatomy of the eye, implication for the education and development of the visually impaired.

2. Guidance and counselling skills,
 3. Instructional strategies skills,
 4. Knowledge of orientation and mobility,
 5. Communication skills, braille, typeing etc.
 6. Ability to adopt and develop curriculum,
 7. Assessment and evaluation skills,
- and 8. Knowledge of the role and ability to work with other specialists, agencies and appropriate organisation.

Regular Class Room Teacher in an Integrated Education Programme:

Regular teachers are anxious about enrolling a blind or partially seeing student in their class. Most of the instruction of the visually handicapped child will be done by the classroom teacher.

Required special qualities of regular teachers are

1. Knowledge of the characteristics of visually handicapped children.
2. Unique classroom behaviour management activities (Affeck et al, 1973 and Hanninen, 1975).

The resource and itinerant teacher will assist regular teacher in facing problems (Napier et al, 1974).

F. Curriculum in Integrated Education Programme:

The course which leads the learner to the goal can be said as the curriculum. According to modern educational thought curriculum does not mean only the academic thought but it includes the sum total of experience that a people receives through the manifold activities.

The curriculum meant for visually disabled children for the integrated education programmes should be more like and unlike than that of the sighted children. It should be planned to facilitate those children to acquire atleast the near normal experience despite the loss of vision.

1. General Curriculum with Modified Experience:

The general curriculum which contains more "visual experiences" must be analysed to convert the visual experience to nonvisual experiences for the betterment of concept development in the visually impaired child. Four significant steps of this are:

- a. Duplicating experiences,
- b. Modifying the experiences. These modification may be in terms of,

- content
 - method of display
 - type of material and
 - response expectation from the child
- c. Substitute kind of lesson for visually impaired,
- d. Omit the lesson

2. Plus curriculum:

Plus curricular skills are peculiar to blindness which a sighted person does not need. The special areas of the plus curriculum are:

Braille, orientation and mobility, daily living skills, sensory training, social skills for integration, use of equipment like brailers and mathematical device.

3. Co-curricular activities:

Co-curricular activities always deal with recreational and physical activities. These are the areas in which the performance of the visually impaired child may not be at par with the sighted children (Mani, 1986).

G. Training of Teacher for Integrated Education Programme:

In the past, preparation of teachers for visually impaired children has been influenced by many factors-

leadership of outstanding people, change in general education, the number and type of visually impaired children and financial support (American Foundation for Blind, 1981).

Professional teacher training programmes are attempting to become more attuned to necessary teacher competencies and to the demands of varied teaching situation (Corner Rusalem and Baker, 1971).

The regional training centre in South India for the teachers of the blind was set up in 1969 at Poonamallee. The teacher sponsored by the Government of Tamil Nadu, Kerala, Karnataka and Andhra Pradesh are given special training in this centre. Now two educational institutions in Tamil Nadu are giving training of integrated education to the teacher at B.Ed., and M.Ed., level. They are Ramakrishna Mission Vidyalaya College of Education and Sri Avinashilingam College of Education, Coimbatore (Director of Social Welfare, 1986).

Training of Teacher of Visually Impaired Children:

Training should enable educators to identify needs, plan objectives and curriculum, adopt methods and materials, and gain insight into the learning process (Jan et al, 1977).

1. Special Training:

a. These can be established either as independent centres administered by voluntary or Government organisation working in the field of education of the blind.

b. They could form an integrated part of regular teacher training institute as special cells/colleges attached to the universities or state institute of education.

2. Inservice Training:

In the inservice training the teacher can be carried out in two ways:

a. Working and training together:

Under this programme the teacher is employed, and trained simultaneously according to his job requirements.

b. Specialised training on deputation while in service:

A newly appointed teacher can be deputed for special training to a centre for the training of teacher of the visually impaired at the earliest opportunity or often he has worked at the school for year.

3. Crash Programme and short-term course for resource, itinerant teacher:

To ensure effectiveness of the programme, some teachers, from the selected schools would need to go through crash/short term courses of approximately three months duration it is assumed that the teacher undergoing these programme they would be regular trained teachers (Ahuja, 1983).

H. Integration and Society:

Attitude of the sighted classmates, teachers and of communities towards integration:

According to Geetha (1984) the students of integrated school having more positive attitudes towards visually impaired children than the pupil in the ordinary schools. Jayakumar (1985) states that most of the teachers are having positive attitude towards visually impaired children, though they are not, completely aware of the knowledge of blind ness.

According to Hanninen (1975) the sighted children must be given the opportunities of living, studying, playing with blind children. Research shows that sighted children develop an extremely different attitudes about the blind after having attended school with them.

As the blind child enters school, the teacher's action and attitudes are of paramount importance whether it is an integrated or segregated class room. The teacher's attitude will be quickly transmitted to other (Eastern, 1984).

Lairy (1972) stresses that the teacher must realise the way the child feels about himself which will significantly affect his functioning and outlook. Therefore the teacher must be able to look objectively the problems relating to blindness in order to help when needed.

I. Planning and implementation of integrated education Programme:

Implementation of integrated education programme in a place is not so easy. Many factors are to be considered while planning to implement this programme.

1. Finding out the sufficient number of blind children of school going age,
2. The regular teacher of the school must encourage this idea,
3. Trained resource teacher must be available for starting a programme.
4. The parents of the visually impaired children should be



encouraged to admit their children in the local schools with the sighted children instead of travelling a vast distance and isolating the child from the normal life for the sake of education.

Implementing the Resource Programmes -Preparing the School Staff:

The major responsibility for preparing the staff of a school in which a resource programme is to be established should be assumed by the individual principal and his/her resource teacher.

Once the guideline are understood, the principal and resource teacher can prepare the rest of their school staff for the programme (Wiederhelt, Hammi and Brown, 1978).

J. Government Services:

There are about 0.12 million blind children in India. Hardly 2 per cent of these go to educational institutions for the blind. The literacy level of the blind population in India is much lower than the average level of literacy in India (36%). But among blind person who go for study, their educational level was higher than that of average Indian (4 per cent at high schoollevel) (Year Book, 1985).

The national policy for children consider welfare of the handicapped as one of the priority area. Government provides upto ninety per cent of financial assistance to voluntary agencies working for the welfare of these children (Ministry of Education, Government of India, 1986).

Department of social welfare, Government of India awarding scholarships to educationally capable handicapped children aiming to secure education for the real adult life (Ministry of Social Welfare, 1978).

National policy resolution on education recommends the placement of handicapped children in regular school under the provision of equal educational opportunities. The scope of the scheme of integrated education is to provide services from primary to upper secondary level and to give parent counselling (Scheme of Integrated Education, 1986).

The scheme of integrated education is a centrally sponsored scheme under the budget of 5 year plan. According to the National policy on Education (1986). The average cost of an assessment should not exceed Rs.150 per child. There will one assessment centre in each stage capital or

district head quarters which fulfil the prime condition of having more children in integrated school system (Jangira, 1986).

Facilities for children according to the national scheme of integrated education (1986)-

A. Equipment allowance of Rs.800 per child to be spent over the period of five years.

B. Book and stationery allowances of Rs.400/- per child per year.

C. Transport allowance of Rs.50/- per month.

D. Reader allowance of Rs.50/- per month for blind children.

If a disabled child is admitted under the scheme, the centre shall bear the cost of boarding and lodging in case of those children whose parents income is less than Rs.750/- per month.

Facilities for Special Teacher:

Considering with the special type of duties, the State Government and Union Territories will be given the resource teacher a special pay of 7.5 per cent of the basic pay in urban areas and 10 per cent in rural areas. Itinerant teacher will get a transport allowance of Rs.50/- per month (Ministry of Social Welfare, 1982).

Under this scheme, grant is available for instituting full time training course for special teacher. The universities and training institutes are expected to utilise the existing infrastructure facilities. The cost of the additional aids/equipment/space, and the additional faculty members will be met from the scheme funds (Ministry of Education Government of India, 1986).

Experimental Procedure

III EXPERIMENTAL PROCEDURE

The procedure for the study of Integrated Education for Visually Impaired Children is discussed under the following headings:

- A. Selection of the area
- B. Selection of the sample
- C. Selection of the tool
- D. Conduct of the study
- and E. Analysis, interpretation and presentation of the data.

A. Selection of the area:

The principle of integration of visually impaired children in normal school is a new event in India. It has made great strides in recent years. The National Policy of Education (1976) therefore, recommends the placement of disabled child in regular schools.

Tamil Nadu is one of the leading states in India, where integrated education programme is implemented in different regular schools (Nagarathnam, 1981).

All the twenty schools in Tamil Nadu and Andhrapradesh, where the integrated programme for the visually impaired children is advocated were selected to collect the data for this study.

B. Selection of the sample:

To find out the views about the implementation procedure of integrated education in regular schools, all the thirty resource teachers who are handling the visually impaired children in different integrated schools of Tamil Nadu and Andhrapradesh were selected for the study. The resource teachers were selected for collecting adequate information as they could give their responses based on their experience and involvement in the education programme.

The list of the integrated schools of visually impaired of Tamil Nadu and Andhra Pradesh, were obtained by the help of Mani, Project Director, Integrated Education of Visually Impaired Children, Sri Ramakrishna Mission Vidyalaya College of Education, Coimbatore-20. The following table gives the distribution of area and the number of the resource teaching selectdd for the study.

TABLE I
DISTRIBUTION OF AREA AND SAMPLES OF THE STUDY

S.No.	Area	Resource Teachers
1.	TAT Kalanilayam, Sri Ramakrishna Mission Vidyalaya, Coimbatore-641 020.	1

S.No.	Area	Resource Teachers
2.	Sri Avinashilingam Girls Higher Secondary School, Coimbatore-43.	3
3.	Kancordia High School, Barugur-635 104.	2
4.	T.E.L.C.Middle School, Palladam-638 664	1
5.	OCPM Girls Higher Secondary School, Tallkulam, Madurai.	2
6.	St. Britte Higher Secondary School, Gnanasolttipuram, Madurai-10.	1
7.	Leuy Perry Noble Special High School for Girls, K.Purdur, Madurai.	2
8.	Punithavalanan Primary School, Fathima Nagar, Pudukottai-621 316.	1
9.	Union Christian Higher Secondary School, Madurai-1.	2
10.	Pattupoochi M.I.M.Elementary School, Thallakulam, Madurai-2.	1
11.	Bishop Human Memorial School, Tiruchirapalli-620 001.	1
12.	St.John's Higher Secondary School, Palayamkottai-627 001.	1
13.	Madura College Higher Secondary School, Madurai-1.	1
14.	St.Joseph Boys Higher Secondary School, Katpadi-632 326.	2
15.	St.Mary's Higher Secondary School, P.B.No. 56m Madurai-1.	1
16.	Sarah Tucker Hr.Secondary School for Girls, Palayamkottai, Tirunelveli	1

S.No.	Area	Resource Teachers
17.	Madras Y.M.C.A.Boys Town Middle School, 282, Thrapporun High Road, Madras.	1
18.	Pasumalai Higher Secondary School, Pasumalai, Madurai-625 004.	1
19.	ST. Francies English Medium Upper Primary School, Venkatagiri Town, Nellor Dt. A.P.	4
20.	Scott Christian Higher Secondary School, Nagercoil.	1

C. Selection of the Tool:

As the study was aimed to collect the views of the teachers regarding implementation procedure of integrated education for the visually impaired children, a questionnaire method was chosen.

To elicit information, the questionnaire schedule is very accurate and large number of sample are covered within the short time (Gupta, 1983).

Questionnaire method was selected for this study because it has an opportunity to establish rapport, to explain the purpose of the study, and to explain the meaning of items that may not be clear (Best, 1983).

DISTRIBUTION OF SAMPLES

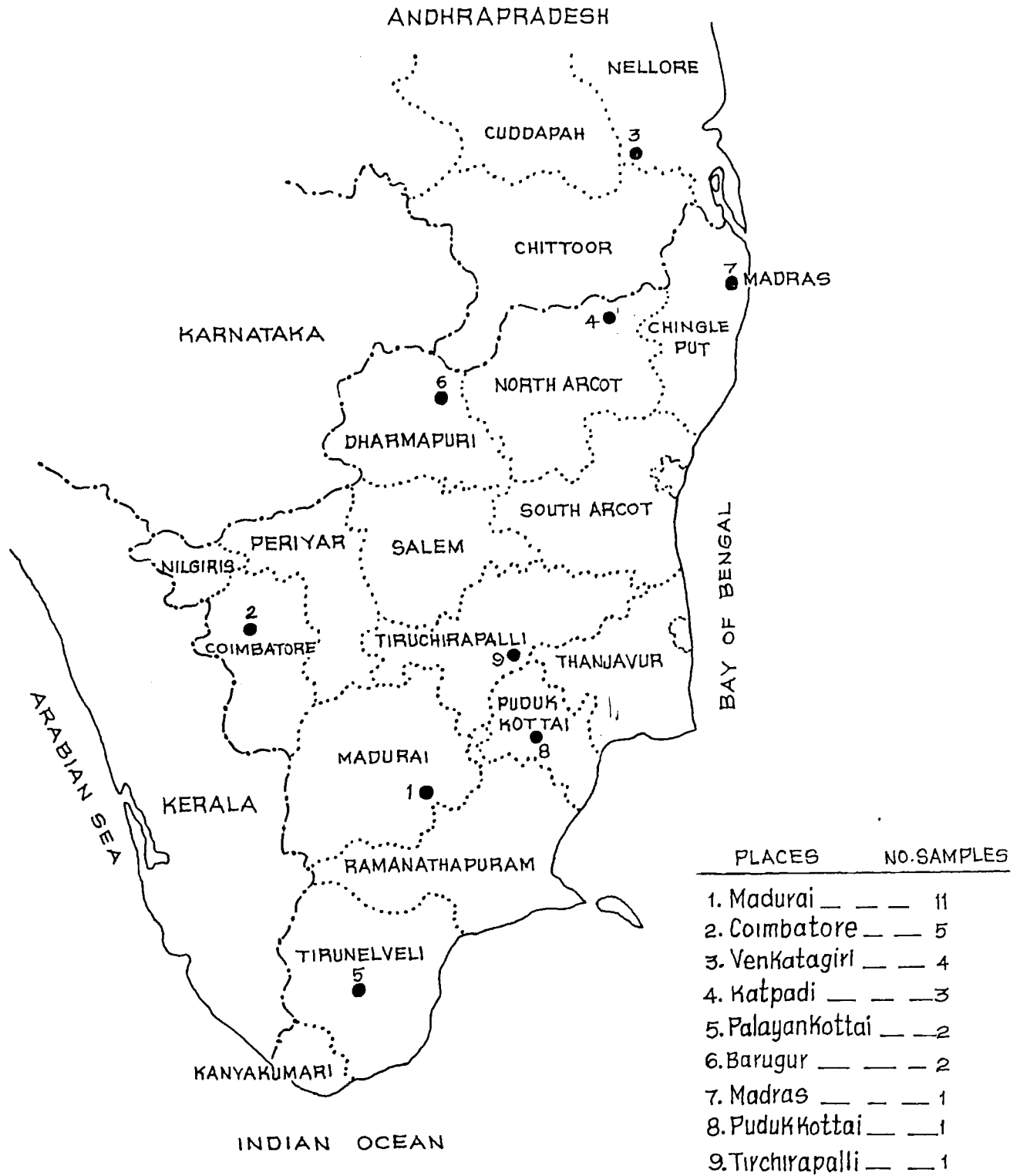


Figure.1

The informants were spread over a wide area, so questionnaire method is appropriate to collect the information for this study (Sukhia, Mehratra and Mehratra, 1978).

The questionnaire formulated for the study is given to Appendix A. The formulated questionnaire includes the general information of the resource teachers, general information about the school and the opinion of the respondents about the integrated education programme.

D. Conduct of the Study:

As the tool for the study was a "Mailed Questionnaire", a requisition letter to the resource teacher was considered necessary along with the framed questionnaire and sent it by post. Adequate time of 20 days was given for the respondents to fill and sent it back the questionnaire to the investigator. A reminder letter was sent to the teachers who had not sent back the questionnaire. The investigator took nearly 2 months for collecting the forms from the resource teachers.

E. Analysis, Interpretation and presentation of the data:

After consideration of the data through the questionnaire method, the data was consolidated, tabulated, analysed and interpreted. The findings of the study are discussed in the following chapter.

Results and Discussion

IV RESULTS AND DISCUSSION

The results of the study of Integrated Education for Visually Impaired Children are consolidated, tabulated and discussed under the headings listed below:

- A. General Information of the Selected Schools
- B. General Information of the Visually Impaired Children in the Selected Schools
- C. General Information of the Resource Teachers
- D. Views of Resource Teachers in the Implementation on Integrated Education.

A. General Information of the Selected Schools:

Location of the schools, types of the schools, number of resource and regular teachers are the aspects for which the informations were collected.

1. Location of the Schools:

Twenty integrated schools for visually impaired children of Tamil Nadu and Andhrapradesh were selected to carry out for this study. Out of twenty schools selected 14 and 6 schools were in urban and rural areas respectively.

2. Type of the Schools:

Among the twenty selected school there were 15 of Secondary Schools and the remaining 5 schools ^{had} upto Primary Sections only. It is happy to note that one out of fifteen secondary schools, the classes were conducted from pre-primary to secondary level for visually impaired children.

3. Number of Resource and Regular Teachers:

It is traced out that there were 841 regular teachers and 30 resource teachers working in these twenty integrated schools.

B. General Information of the Visually Impaired Children in the Selected Schools:

Distribution of children according to residence and classes are discussed under this:

1. Distribution of Children According to the Residence:

Following Table shows the distribution of residential and non-residential visually impaired schildren.

TABLE II
RESIDENTIAL AND NON RESIDENTIAL CHILDREN

No.	Sex	Residential Children	Non-Residential Children	Total	Percentage
1.	Boys	120	7	127	57.4
2.	Girls	52	40	92	42.1
Total		172	47	219	

Totally 219 visually impaired children are studying in these twenty selected schools, Among these 127 and 92 are boys and Girls respectively. Out of 127 boys 120 (94.5%) were residing in the hostels and the remaining were coming from their own houses.

Out of 92 girls, 52 (56.5%) were the hostelers and 40 (43.5%) were the day scholars.

2. Distribution of children in each classes:

Table III deals with the distribution of children in each class of integrated programme.

TABLE III
DISTRIBUTION OF CHILDREN IN EACH CLASS

S.No.	Classes	No.	Percentage
1.	L.K.G.	2	.91
2.	U.K.G.	5	2.3
3.	I Std.	22	10.0
4.	II Std.	13	5.9
5.	III Std.	17	7.84
6.	IV Std.	14	6.4
7.	V Std.	13	5.9
8.	VI Std.	20	9.1
9.	VII Std.	22	10.0
10.	VIII Std.	14	6.4
11.	IX Std.	32	14.6
12.	X Std.	22	10.0
13.	XI Std.	14	6.4
14.	XII Std.	9	4.1

With the help of the figures in the Table, it is notable that strength of the visually impaired children in the selected integrated schools was more in IX Standard (14.6%). Next come I, VI, VIII and X Standard with the student population ranging from 20 to 22. Six classes

had the children about 10 to 20. All other classes had the children less than 10. It is noted that there were 5 children in U.K.G. and 2 were in L.K.G.

C. General information of the Resource Teachers:

The general information of the resource teachers include:

1. Qualification of research teachers
- and 2. Years of experience in teaching visually impaired Children.

1. Qualification of Resource Teachers:

Regarding the educational qualifications of the teachers working in the selected schools 12 of the teachers had post graduation with M.Ed., and one had B.Ed., along with post graduation. 14 of them had B.Sc., M.Ed., degree and 3 of them had B.Sc., B.Ed., degree.

2. Years of Experience in Teaching:

The Table IV depicts the resource teachers professional experience.

TABLE IV
PROFESSIONAL EXPERIENCE OF THE RESOURCE TEACHERS

S.No.	Year of Experience	No. of teachers	Percentage
1.	6 months	4	13.3
2.	1 year	6	20.0
3.	2 years	10	33.3
4.	3 years	7	23.3
5.	4 years	1	3.3
6.	5 years	1	3.3
7.	7 years	1	3.3

From the collected data it is clear that the resource teacher's professional experience ranged from 6 months to 7 years. Only 10 teachers had 2 years of teaching experience which is considered as probationary period. Three of them had more than 4 years of experience. Four out of 30 teachers had joined the school just 6 months back.

Diagrammatic representation of teachers experience is shown in Figure II.

DISTRIBUTION OF TEACHERS EXPERIENCE

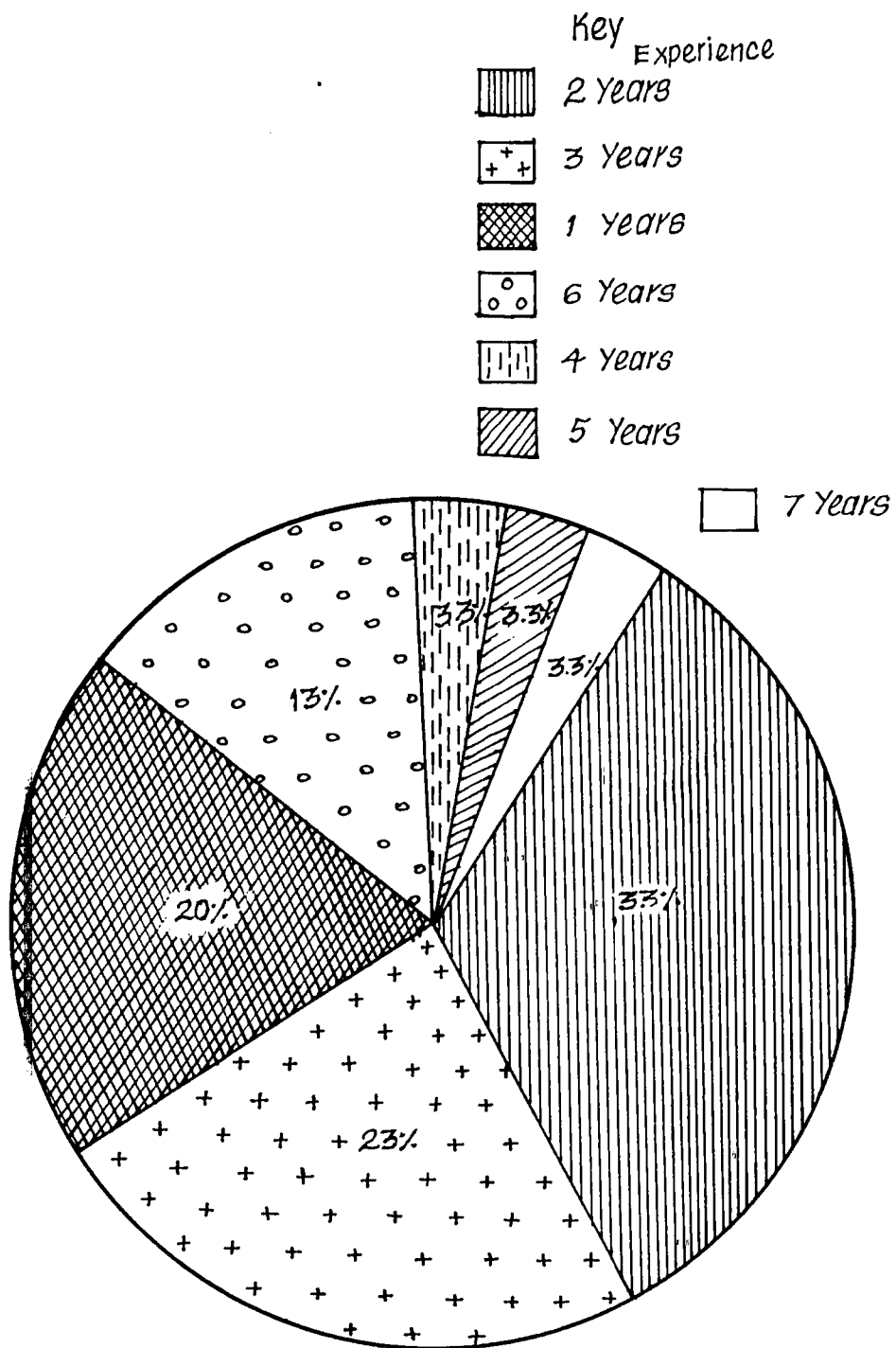


Figure : 11

D. Views of Resource Teachers on the Implementation of Integrated Education:

1. Views regarding the implementation of Integrated Education:

Resource teacher's awareness towards the objective of Integrated Education is tabulated below:

TABLE V

AWARENESS OF RESOURCE TEACHERS TOWARDS OBJECTIVE OF INTEGRATED EDUCATION

S.No.	Objective of Integrated Education	No.	Percentage
1.	Providing equal educational opportunities	29	96.6
2.	Promoting good social interaction	23	76.6
3.	Developing wholesome personality	19	63.3
4.	Removing stereo type attitude towards visually impairment	16	53.3
5.	Normalising the life of the visually impaired in the restrictive environment	14	46.6
6.	Providing adult life experiences	10	33.3
7.	Imparting the public that visually impaired children are blind in vision not in wisdom	7	23.3
8.	Reducing the cost of education	1	33

Above Table clearly indicates that 96.7 per cent of the resource teachers were aware of the public law (1985) that all the exceptional children have the right to an equal educational opportunities in the least restrictive educational environments. Hence the resource teachers were able to give equal educational opportunities to the visually impaired is the main objective of integrated education. Seventy seven per cent of the teachers viewed that providing good social interaction is the next objectives. Developing wholesome personality to become a real member of the society was third in order of listing out the objectives of integrated education. Removing stereo type attitude towards visually impairment, normalising the life of the visually impaired in least restricted environment, providing adult life experiences, importing the public that visually impaired children are blind in vision and not in wisdom and reducting the cost of education are more of the opinions of resource teachers.

2. Existing Models of Integrated Education:

The following table gives the details of existing models of integrated education.

TABLE VI
EXISTING MODELS OF INTEGRATED EDUCATION

S.No.	Models of Integrated Education	No.	Percentage
1.	Resource Model	29	96.77
2.	Itinerant model	25	83.3
3.	Combined model	18	60.0
4.	Co-operative model	18	60.0
5.	Dual Plan	9	30.0

It is notable that resources and itinerant models were the most known to resource teachers. Sixty per cent of the teachers stated that the combined and co-operative models were the other models available for teaching the visually impaired children. Thirty per cent of the regular teachers had a special short term training, hence they dealt with the dual plan in the integrated education.

Figure III depicts the existing models of integrated education.

3. Implementation of Models in Schools:

Regarding the type of models implemented in schools majority of the teachers, (96.7 per cent) voiced for

EXISTING MODELS OF INTEGRATED EDUCATION

Scale - 1 cm = 5 percent

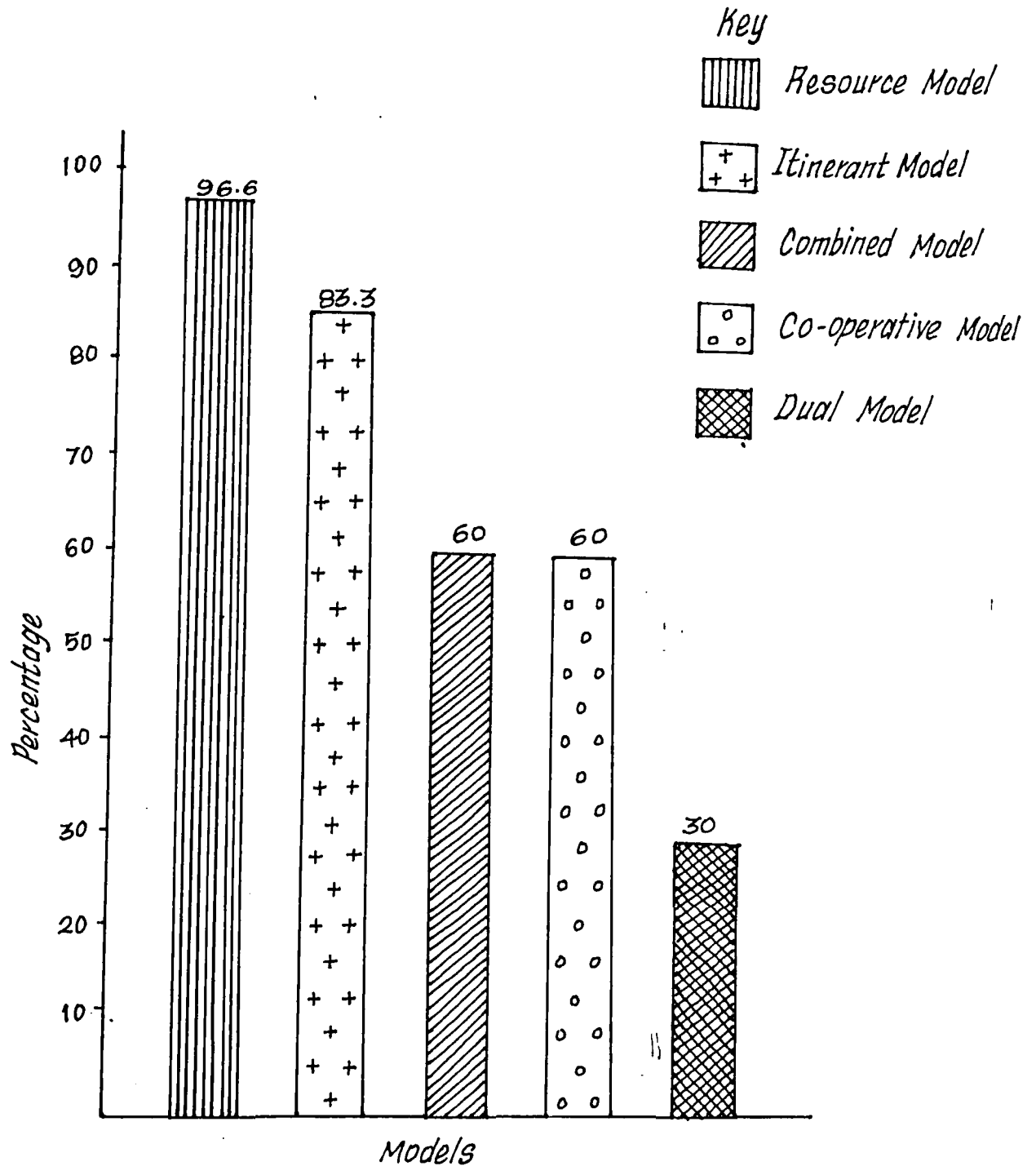


Figure : III

resource model. This view is similar to Hawisher et al's (1978) view who had proved that resource model is the widely implemented model of integrated education programme. Favourable attitude towards combined model was shown by 3.3. per cent of the respondents.

4. Criteria to select the Suitable models:

Resource teachers remarked that while selecting a suitable model for integrated education, various aspects to be borne in mind such as nature of visual impairment, the number of visually impaired children attending the Integrated Education Programme, availability of the equipment in the resource room, competency of the resource person, educational level of children, hostel facilities availability of resource persons and the cooperation of school administrators.

5. Views regarding combining the models:

The analysis of the collected data reveals that 16.7 per cent of the resources teachers liked the combination of resource and itinerant model. Combination of resource and combined plan was preferred by 6.7 per cent of the teachers and an another 6.7 per cent of the teachers wanted the co-operation of two school management.

6. Suitable Models for Remote Areas:

Table VII propounds the opinion of resource teachers about the suitable models for remote areas.

TABLE VII
SUITABLE MODELS FOR REMOTE AREAS

S.No.	Suitable models for remote areas	No.	Percentage
1.	Itinerant model	17	56.7
2.	Dual Plan	6	20.0
3.	Resource Plan	4	13.3
4.	Cluster Model	2	6.7
5.	Co-operative Plan	1	3.3
Total		30	100

Resource teachers also suggested some suitable models for remote areas. In the order of priority itinerant model stood first, dual plan came next, resource plan as the third, fourthly cluster model and the cooperative plan was preferred by one one teacher.

7. Views Regarding Integrated Education Programme and Special Schools for the Visually Impaired:

As Rogow (1979) exhorts that the aim of both integrated and special schools for the visually impaired is enriching the programme for the visually impaired children this study also revealed that the same fact and 16.7 per cent of the teachers said that integrated education programme is not a threat to the special schools.

But 53.3 percent of the teachers differentiated between these two schools emphatically that only capable pupil can be admitted in the integrated schools, whereas 46.7 per cent of the teachers opined that the multihandicapped children can be admitted only in the special schools and can not be in the integrated schools.

8. Categories of Impairment which can be Integrated:

The opinion of the teachers regarding the categories of visual impairment that can be integrated was traced out 23.3 per cent of the teachers stressed that all categories of visually impaired children such as totally blind, partially sighted and low vision could be integrated. This is in accordance with the findings of Epstein (1984) that all categories of visually impaired children can be integrated after testing their intellectual ability, in

order to increase the efficiency in learning, to minimise the administrative burden and to make use of the available minimum resources equipment.

9. Admission of the Multihandicapped in Integrated Education Programme:

Regarding the admission of the multihandicapped in the integrated education programme, 56.7 per cent of the teachers remarked that the multihandicapped children should be recommended to the other suitable schools for their own betterment. This is in support of Henderson's (1984) recommendations that suitable special schools for multihandicapped is the best institution to give overall guidance.

Appointment of the specially trained teachers for the multihandicapped (30 per cent) and admitting them in the integrated school after testing their intelligence (16.7 per cent) were the other views proclaimed by the resource teachers.

10. Teacher Pupil Ratio:

The resource teacher is full responsible for the conduct of the programme for the visually impaired children. Teacher pupil ratio is an important aspect of resource programme. 66.7 per cent of the teachers were more favourable for the ratio of 1:8 - 10. This finding is

similar to Man's (1986) opinion that one fully time resource teachers can manage 8-10 visually impaired children in the resource programme. On the other hand 33.33 per cent of the teachers strongly felt that only 5 to 8 children can be managed effectively by a full time resource teacher.

41. Hours of Service Per day by the Resource Teachers:

The Table given below gives a picture of the hours of service per day by the resource teachers.

TABLE VIII
HOURS OF SERVICE

S.No.	Hours of Service	No	Percentage
1.	8 hours	19	63.3
2.	7 hours	6	20.1
3.	9 hours	4	13.3
4.	10 hours	1	3.3
Total		30	100

It is noted that 63.3 per cent of the resource teachers preferred to work for 8 hours per day. Only one out of 30 teachers wanted to dedicate per time up to 10 hours per day in serving for the visually impaired children.

Twenty and 13.3 per cent of the respondents put forth their views to work upto 7 hours and 9 hours per day respectively.

Responsibilities of Resource Teachers in Integrated Education:

Table IX reveals the responsibilities of resource teachers in the integrated education programme.

TABLE IX

RESPONSIBILITIES OF RESOURCE TEACHERS

S.No.	Responsibilities	N ^o .	Percentage
1.	Preparing the Braille materials	24	80.0
2.	Preparing the various aids	19	63.3
3.	Establishing rapport with regular teachers and administrative staff	19	63.3
4.	Planning the curriculum	13	43.3
5.	Remedial teaching	12	40.0
6.	Orientation and Mobility	11	36.7
7.	Scribe work for the Examination	9	30.0

S.No.	Responsibilities	No.	Percentage
8.	Helping the visually impaired children to get along with the sighted children	9	30.0
9.	Arranging for reading service programme	9	30.0
10.	Maintaining the records	9	30.0
11.	Regular teaching activities	7	23.3
12.	Developing rapport with voluntary organisations	7	23.3

It is seen from this Table that 80 per cent of the teachers highlighted that the braille preparation as a major responsibility of a resource teacher. This opinion is in accordance with Mani's (1986) recommendation that resource Teachers should devote a considerable amount of time for the preparation of braille materials and special aid, so to increase the standard of education for the visually impaired.

Preparation of special aid for the visually impaired children and rapport with regular teachers and administrator were the others responsibilities of resource teachers as per this study, Neopier et al (1974) also viewed as 63.3 per cent of the respondents of this study felt that

in order to maintain cordial relationship and to seek cooperation, the resource teachers should have a good rapport with regular teachers and other administrative staff.

Because specially trained resource teachers are key person of integrated education, 43.3 per cent of the said curriculum planning is the responsibility of resource teachers in integrated programme. Remedial teaching, orientation and mobility training and scribe work for the examination were spelled out the other responsibility of the resource teachers (Plat I, II, III, IV).

13. Responsibilities of Regular Teacher in Integrated Education:

The responsibility of the regular teachers in integrated education programme is presented in the Table X.

TABLE X

RESPONSIBILITIES OF REGULAR TEACHER			
S.No.	Responsibilities	No.	Percentage
1.	Providing equal opportunities to the visually impaired children in the common class	18	60
2.	Teaching with tactful aid, prepared by resource teachers	17	56.7
3.	Contacting the resource teachers regularly	13	43.3
4.	Informing the curricular activities well in advance	9	30



PLATE - I
PREPARING TEACHING AIDS



PLATE - II
TRANSCRIBING BRAILLE MATTER



PLATE - III
TEACHING ORIENTATION AND MOBILITY



PLATE - IV
REMEDIAL TEACHING (SCIENCE)

S.No.	Responsibilities	No	Percentage
5.	Observing the problems of visually impaired children in the class and reporting to the resource teacher	9	30
6.	Giving individual attention to the visually impaired in their lesson	7	23.3

It is clear from the above Table that 60 per cent of the regular teachers were they aware of the necessity of giving equal educational opportunities to the visually impaired children in the class. Psychologically it is true that the alround development of the visually impaired children depends on the acceptance of the child in the classroom.

It is a known fact that children in need of special help should be provided with special type of aid meant for them. Ofcourse the resource teachers are trained for this purpose. Hence the regular teachers should make use of the resource teachers service by making use of the tactful aids prepared by the resource teachers for teaching. 56.7 per cent of the teachers were aware of this fact. Hodgson and Pelone (1985) also thought in the same line of the result of this study.

43.3 per cent of them thought that regular contact with resource teacher and informing the curricular activities well in advance to the resource teachers were the major responsibilities of regular teachers. It is needless to say that the visually impaired children should be given individual attention and their problems should be noted down all the time by the regular teachers and to be conveyed to the resource teachers.

14. Direct/Indirect Services to the Visually Impaired Children:

It is painful to note that majority of the resource teachers (86.7 per cent) expressed that the direct services for the visually impaired children can be given at primary school level only. But 3.3 per cent of the respondents had realised the prime need of giving the direct services to the visually impaired children from the pre-primary school level itself.

73.3 per cent of the teachers stated that the indirect services can be given at secondary level, whereas 33.3 per cent of them respondents that the visually impaired children should be provided the indirect services only in higher secondary level, because only at this level they are capable to carry out their work by themselves. This opinion is in accordance with Guinner's (1970) statement

that when the child acquires the necessary skills, the dependence on the resource teacher for direct services will become less and there will be demand for more indirect services.

15. Necessity of the Resource Teachers:

As every one has a tendency to support his/her own field of service, the resource teachers also inclined very much of their field. All the teachers selected for this study strongly stressed this view by saying that the integrated education programme cannot flourish without a resource teacher.

46.7 per cent of them stated that resource teacher is the key person of integrated education programme. This result is similar to Bishop's (1971) opinion that the aims and objective of integrated education can not be met without the resource teacher because only they can deal the problem of the visually impaired children in an effective manner due to their specialised training in this field.

16. Competencies Expected from a Resource Teacher:

Table XI reveals the competencies expected from a resource teacher.

TABLE XI

COMPETENCIES EXPECTED FROM A RESOURCE TEACHER

S.No.	Competencies expected from resource teacher	No	Percentage
1.	Knowledge in Braille work	15	50.0
2.	Special skills in teaching visually impaired children	15	50.0
3.	Awareness of needs of visually impaired children	13	43.3
4.	Dedication to work	13	43.3
5.	Developing school curriculum	9	30.0
6.	Awareness of the recent trend in education of visually impaired children	6	20.0
7.	Skills in preparing special aids	5	16.7

The resource teacher revealed that the competencies mentioned in the above table are the required qualities for the resource teacher for the proper implementation of the integrated education programme. Fifty per cent of these teachers felt that they should excel in Braille work and in teaching.

43.4 per cent opined that they should have the ability to understand the special needs of visually impaired children and the dedication in work. Developing school curriculum awareness of the recent trend in education of visually impaired children and skills of preparing special aids were the other skills that a teacher acquire. As Seetharam's (1984) finding tell that the role and competencies of resource teacher vary with the type and characteristics of which the teacher works, this study also reveals that the teacher's role and competencies differ from place to place as all the availability of the resources.

Figure IV depicts the competencies expited from a resource teacher.

17. Training Programme for Resource Teachers:

Table XII figures out the level of which the resource teachers can be trained.








TABLE XII

TRAINING PROGRAMME FOR RESOURCE TEACHERS			
S.No.	Level of Training Programme	No	Percentage
1.	Post graduate level	15	50
2.	Degree level	13	43.3
3.	Diploma level	2	6.7

COMPETENCIES OF A RESOURCE TEACHER

Scale 1.1 Cm = 10 Percent

Key

-  Braille knowledge
-  Skill in teaching
-  Awareness of needs
-  Dedication to work
-  Curriculam Development
-  Awareness of recent trends.
-  Skills in old preparation

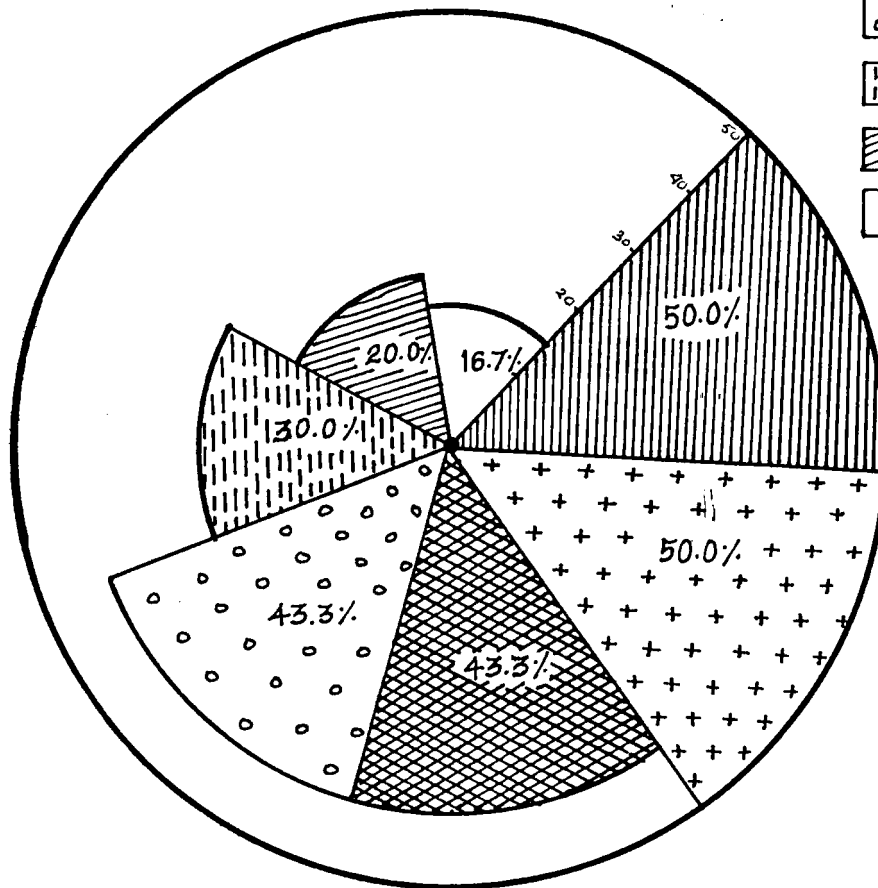


Figure: IV

Regarding the level at which the resource teachers can be trained 50 per cent of the resource teachers preferred the post graduate level of training programme and 43.3 per cent of them opted the degree level training. The diploma level training was wanted by 6.7 per cent of the respondents.

In this context Wedul, (1982) recommended that the teacher appointed for the visually impaired children required to have a short term training course to meet the immediate objectives irrespective of their educational level.

When the investigator asked to reason out their preference for the levels of training programmes, 56.7 per cent of teachers voiced that to teach upto secondary school level, the teacher should have the post graduation is sufficient to be aware of the needs of visually impaired children.

18. Infrastructure at the Government Level:

In case of the suggestion of resource teachers regarding infrastructure at the Government level, the following points were firmly voiced by them.

- a. Having a separate cell for the integrated education programme
 - b. Increasing the number of teacher training centres for disabled
 - c. Providing the financial assistance to the voluntary organisations by the Government
 - d. Introducing the integrated education, programmes at primary level.
- and e. Evaluating the integrated education programme periodically.

19. Incentives for the Resource Teachers:

Except 6.7 per cent of them, all the other resources teachers demanded some sort of incentives for their dedicated work. Those who opted for incentives reasoned out that they have more responsibilities than the regular teachers, and it encourages the resource teachers to carry out their duty enthusiastically than their counterparts. Keeping this in view, the National Scheme of Integrated Education (1986) also recommended to give some incentive to the resource teachers.

20. Type of Incentives:

The following Table depicts the type of incentives the resource teachers to be given.

TABLE XIII
TYPES OF INCENTIVES

S.No.	Type of incentives	No	Percentage
1.	Seperate Scale	9	30
2.	Extra financial assistance in addition to the salary	7	23.3
3.	Incentive for higher qualificaion	6	20
4.	Recognition by the society	4	13.3

It is clear from the Table that 30 per cent of the teachers felt that there should be a seperate scale for the resource teachers. About 23.3 per cent of them wished to have an financial assistance in addition to their salary. Incentive for higher qualification of the resource teachers was opined by 20 per cent of them and 13.3 per cent of the teachers suggested that recognition by the society itself is an incentive for the resources teacher which should be appreciated.

21. Facilities During Training:

The subjects of this study (resources teacher) repeatedly emphasised that the physical facilities such as proper building with sufficient classroom and other

materials such as braille sheets and materials for preparing aids should be in good condition in all the training institutes in order to train the teachers effectively. Plate V showing the aids which are needed for a resource room and a centre.

22. Acquaintance of parents with the Integrated Programme:

The following Table propounds the ways by which the parents can have the acquaintance with the integrated education programme.

TABLE XVI
ACQU^AINTANCE OF PARENTS WITH THE INTEGRATED EDUCATION
PROGRAMME

S.No.	Ways	No	Percentage
1.	Parent teacher meeting	16	53.3
2.	Counselling and guidance to the parents	12	40
3.	Sending the report of the child	8	26.6
4.	Wide publicity through mass media to the remote areas regarding the integrated education	5	16.6
5.	Creating awareness among the parents that the visually impaired children are also member of the society	4	13.3

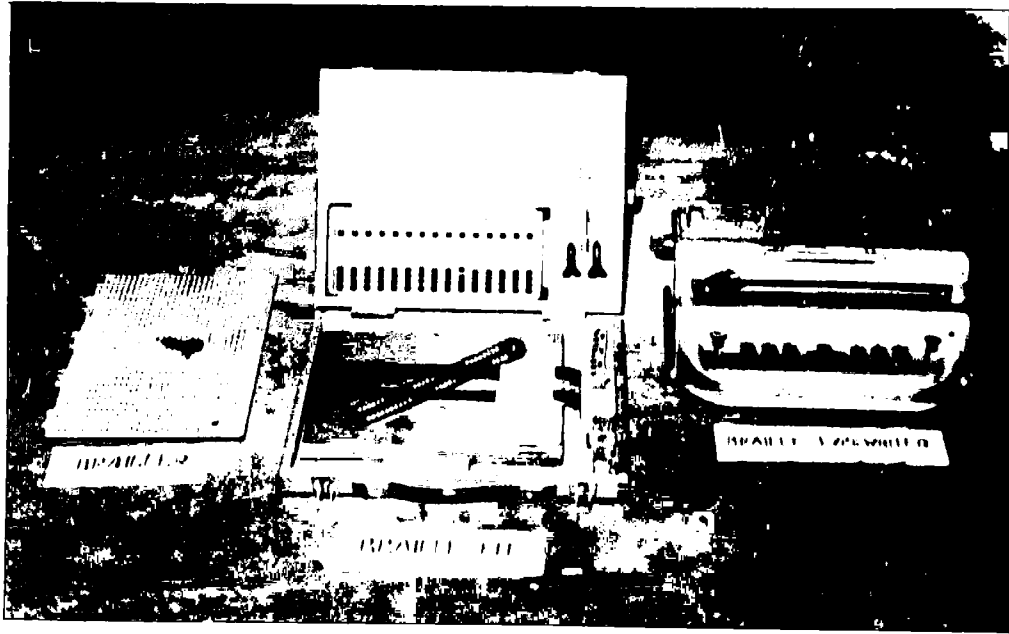


PLATE - V
AIDS AND EQUIPMENTS IN
RESOURCE ROOM

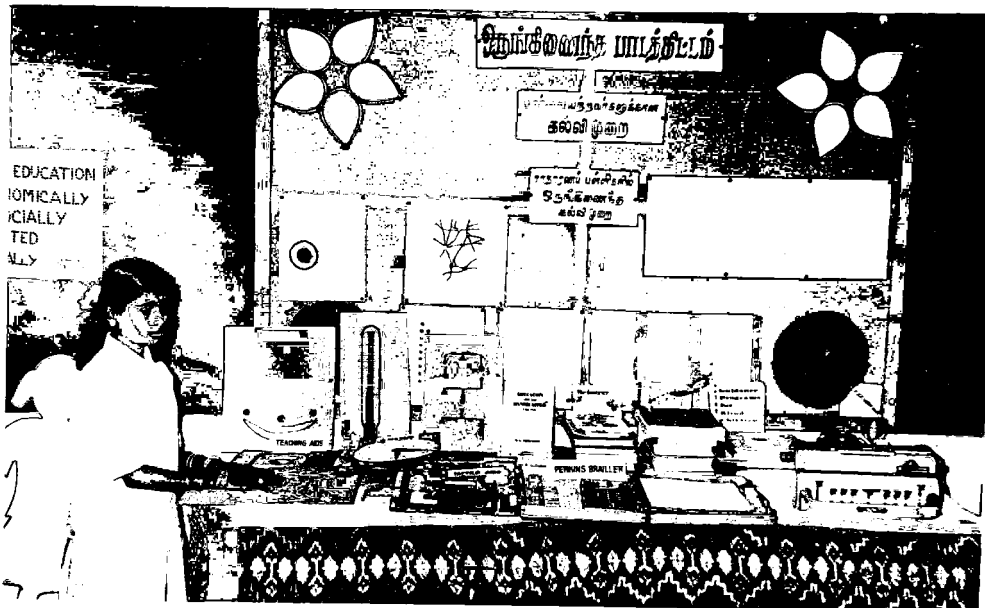


PLATE - VI
AIDS AND EQUIPMENTS IN
RESOURCE ROOM

About the parents acquaintance with the integrated education programme 53.3 per cent of the resource teachers suggested that the parent teacher meeting is one of the best ways through which they can be aware of the integrated education programme. This is supported by Cruick Snank et al (1985) that the parent teacher association help the parents to develop positive attitudes towards their handicapped child. Counselling and guidance to the parents is an another best media to orient the parents. Some of the other ways of having rapport in the parents are sending the report of the child, wide-publicity through mass media to the remote areas regarding the integrated education programme and creating awareness among the parents that the visually impaired children are also member of the society.

23. Appointment of visually impaired persons as resource teacher:

When the resource teachers were asked to give their opinion regarding the appointment of visually impaired persons as resource teachers, all of them disagreed that idea, about 41 per cent of them reasoned out that it is difficult to prepare and present special aids by the visually impaired persons. About 30 per cent of them

depicted that it is difficult for them in the proper way, since they themselves are in need of others help mostly. It is also difficult for them to maintain the resource room and help the children in the scribe system during the examinations time.

24. Evaluation pattern of curriculum and co-curriculum

Activities:

It is found that 70 per cent of the resource teachers used to assess the visually impaired children's performance thrice a year (quarterly, half yearly and annually) with their sighted peers. On the other hand, 50 parents of them stated that children's performance was evaluated every month by the regular teacher. Maintaining records about the pupils' general behavioural aspects and giving weekly test for curricular subject by the resource teacher was the other way of evaluation as per 13.3 per cent of the resource teachers.

The extra curricular activities such as sports, music and other craft works were incorporated in the integrated education programme. These activities were evaluated in the form of observation, rating scale, mobility test and with the help of cumulative record for the purpose of encouragement as well as to aware prices.

25. Examination Pattern:

Table XV indicates the different examination procedure for the visually impaired children.

TABLE XV
EXAMINATION PATTERN

S.No	Pattern	No	Percentage
1.	Scribe system	26	86.77
2.	Braille	23	76.7
3.	Oral examination	5	16.7
4.	Recorded Examination	3	10.0
5.	Typewriting	2	6.7

With regard to the different examination procedure of visually impaired children 86.7 per cent of the teachers favoured the scribe system. Braille system was opted by 76.7 per cent of the teachers. Oral examination, recorded examinations and type writing were the other forms of examining the visually impaired children as per the respondents view.

Ninety per cent of the respondents told that the scribe system is mainly used at high school level. At the primary and pre-primary level, oral test is followed. As Hegarty et al (1984) voiced braille and scribe system are complicated at the primary and pre primary level. Diagrammatic representation of examination pattern is shown in Figure V.

26. Problems in Implementing the integrated education programme:

Table XVI denotes the problems in implementing the integrated education programme.

TABLE XVI

PROBLEMS IN IMPLEMENTING THE INTEGRATED PROGRAMME

S.No.	Problems	No	Percentage
1.	Lack of scribes at the time of examination	6	20.0
2.	Lack of braille text book	5	16.7
3.	Students of secondary and higher level unable to integrate themselves	5	16.7
4.	Lack of knowledge to administer the integrated school	4	13.1
5.	Lack of knowledge of regular teacher to teach visually impaired	3	10.0
6.	Lack of resource materials	3	10.0

S.No.	Problems	No	Percentage
7.	Parents unwillingness to send their children to this programme	3	10.0
8.	Hesitation of the sighted to cooperative with the visually impaired	3	10.0
9.	Problems to implement in the remote areas	2	6.7
10.	Unable to identify the educationally capable visually impaired children	2	6.7
11.	Hesitation of the regular teacher to accept the integrated education programme	1	3.3
12.	Participation of physical education	1	3.3

As shown in the Table, 20 per cent of the teachers opined that lack of the scribes at the time of examination is one of the important problems of integrated programme. 16.7 per cent of them thought that lack of braille books and students of secondary and higher secondary level unable to integrate themselves were the other problems. As we see in the Table the problems mentioned of integrated education programmes are lack of knowledge of institution management in the integrated programme, lack of knowledge or regular teacher in teaching visually impaired, lack of resource materials, willingness

EXAMINATION PATTERN

Scale - 1.5 Cm = 10 Percent

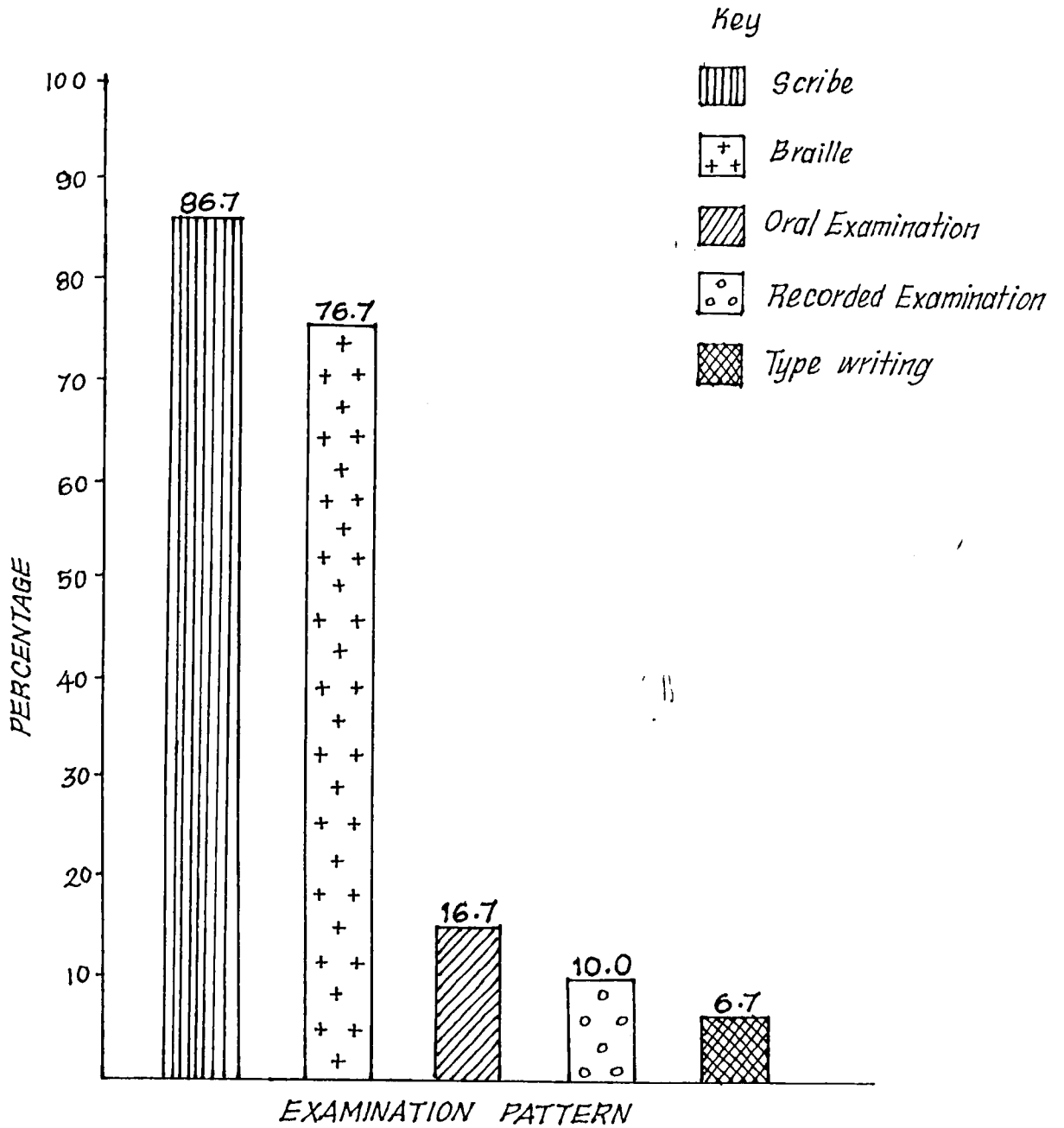


Figure : v

of parents to give their disabled child in the integrated education programme and hesitation of sighted peers to co-operative with the visually impaired children.

For the above mentioned problems the resource teachers came out with some suggestions that seminars, workshop and orientation programme for the resource teachers should be increased. The findings of Willoughby et al, (1980) also came out with the same suggestions that seminar and orientation programme are needed for imparting the recent trend in the services of resource teachers. Increase of training centres for resource teachers (16.7 per cent) and assistance from the Government in the form of grant in aid and establishment of braille printing press (13.3 per cent) were the other suggestions.

27. Suggestions for implementation of integrated education Programme:

All most all the resource teachers gave some suggestions towards improvement of implementation of integrated education programme. Among all, counselling and guidance service of the parents of the disabled child come as the first suggestion. Because placement of the child in integrated education and future education of the

child rests in the hands of the parents they should be eounselled and guided (Cruickshank et al, 1985).

28.3 per cent of them viewed that the integrated education should be started at primarily level. This is in line with Vaithilingam's (1985) statement that early integration avoid the feeling of separations and help them to develop positive, attitude towards the integrated education programme.

Resource teachers and regular teachers in the integrated education centres should have great amount of co-operation to render the service to the disabled. Better involvement of the Government and the improvement of resource room area are the other suggestions raised by the teachers. Some of the resource teachers stressed that acceptance of the visually impaired children by the peer group and the resources teacher should be improved for better integration.

Summary and Conclusion

V SUMMARY AND CONCLUSION

The study was undertaken to find out the implementation Procedure of Integrated Education for Visually Impaired Children. All twenty integrated schools of Tamil Nadu and Andhra Pradesh were selected as the samples of the study. The find^{ing}_As are summarised and given below:

1. Seventy five per cent of the selected school were Secondary Schools, which were situated in Urban area (70%).
2. Out of 219, 172 were the residential children.
3. According to resource teachers most common objective of integrated education is to provide equal educational opportunities to the visually impaired along with the sighted peers.
4. Regarding the models, the resource model and itinerant model were the most known model to resource teachers, majority of the teachers (96.7%) implemented resource model in their schools. The teachers remarked that the nature and number of visually impaired children should be kept in mind to select the model, and most of them liked to combine resource and itinerant model in their schools, it was also suggested that itinerant model would be more suitable for remote areas.

5. Twenty four per cent of resource teachers stressed that all categories of visually impaired children could be integrated. But regarding the admission of multihandicapped in the integrated education programme, 56.7 per cent of the teachers propounded that the multihandicapped children should be recommended to the other suitable special schools.
6. Most of the resource teachers favoured the 1:8-10 teacher pupil ratio.
7. Preparing the braille materials, the various aids, and establishing rapport with regular teachers and administrative staff were considered as the major responsibilities of the resource teachers by 80 per cent and 60 per cent respectively. Planning the curriculum, remedial teaching orientation and mobility, scribe work for the examination, arranging for reading service programme, maintaining the records, regular teaching activities and developing rapport with voluntary organisations were the other responsibilities of the resource teachers as per this study.
8. Resource teachers mentioned that providing equal opportunities to the visually impaired children, teaching with tactful aid prepared by the resource teacher,

contacting the resource teacher regularly, observing the problems of visually impaired children and giving individual attention are the responsibilities of the regular teacher in the integrated education programme.

9. Majority of resource teachers (86.7%) felt that direct services are needed at primary level, where as 73.3 per cent of them stated that indirect services are suitable in secondary level.
10. As every one has a tendency to support his/her own field of service, 46.7 per cent of the resource teacher strongly stressed that the integrated education programme cannot flourish without a resource teacher, since they are the key person of integrated education programme.
11. About 50 per cent of the resource teacher expressed that special skills in teaching visually impaired and proper knowledge in braille work are the most important competencies expected from a resource teacher.
12. Half of the resource teacher selected for the study preferred the post graduate levels training programme, since it is necessary to teach upto secondary school level. 43.3 and 6.7 per cent of the teachers opted

- the degree level and diploma level training respectively.
13. Resource teachers voiced that the government should help a separate cell for integrated education programme, increase the number of resource teacher training centres rendering financial assistance to voluntary organisations, introduce the integrated education at primary level and evaluating the programme periodically are the suggestions of resource teachers regarding infrastructure at the government level.
 14. In case of incentives, all the resource teachers except 6.7 per cent demanded the incentives for their dedicated work in the form of separate scale.
 15. Majority of resource teachers felt that parent teacher meeting (53.3%) and guidance and counselling services to the parents (40%) are the best ways to make the parents involve with the integrated education.
 16. The visually impaired children were evaluated periodically with the sighted peers. The extra curricular activities are evaluated in the form of observation, rating scale and mobility test.
 17. With regard to the examination procedure scribe system and braille method were followed by 86.7 per cent and 76.7 per cent of the resource teachers respectively.

18. The problems in connection with the implementation of the integrated education programme, lack of scribe at the time of examination (86.7%) and lack of braille text book (76.7%) were the primary ones. Unable to integrate secondary and higher level, lack of knowledge to administer the integrated school, lack of resource materials, lack of knowledge of regular teachers to teach visually impaired, parents unwillingness to send their children to this programme, hesitations of the sighted to co-operate with visually impaired children. Unable to identify the educationally capable visually impaired children and hesitation of the regular teacher to accept this programme are the problems in the implementation.

As educational opportunities for visually impaired children are increased day by day, a study of this kind will be very much useful in improving the educational system of visually impaired children.

The findings of the study has highlighted to the implementation procedure, difficulties, and suggestions of the integrated education programme. It is sure that these results and finding would give right direction to the integrated class room.

Recommendation:

1. Due to the vast increase in population of visually impaired children in India, itinerant programme could be implemented to cover a wide range of visually impaired children.
2. To improve the educational facilities of visually impaired children from remote and hilly areas, cluster model could be implemented.
3. It is highly recommended that the head of the institution should conduct regular meet for the school faculty regarding the education of visually impaired children.
4. Inservice courses could be organised for the resource teachers regarding the new trends involved in teaching methods and techniques, aids and equipments for the educating of visually impaired children.
5. A specially trained orientation and mobility instructor could be appointed in a school and his/her services could be utilised on part time basis for more than five schools to assist visually impaired children.
6. In service programme could be organised for the physical education teachers regarding the adaptation or modification needed in teaching physical education activities to visually impaired children.

7. The training institutions could be organised for the resource teachers in all levels, such as degree, post graduate, B.Ed., M.Ed., and diploma level.
8. Regional Braille press could be organised in each state to meet the text needs of visually impaired children.
9. Parent counselling programme in district level could be organised through I.C.D.S. Programme.
10. Pre-vocational courses could be identified and implemented in the integrated schools.
11. Rehabilitation centre and service programme could be organised in each district for the visually impaired children.

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Appendices

APPENDIX - I

A STUDY OF THE INTEGRATED EDUCATION PROGRAMME FOR VISUALLY
IMPAIRED CHILDREN

QUESTIONNAIRE FOR RESOURCE TEACHERS REGARDING THE IMPLEMENTATION
OF INTEGRATED EDUCATION PROGRAMME FOR THE VISUALLY IMPAIRED
CHILDREN

I. GENERAL INFORMATION ABOUT THE SCHOOL:

1. Name and address of the school:

2. Location:

Rural/Urban

3. Type of school:

Pre-primary/Primary/Secondary

4. Number of children:

5. Number of teachers:

a. Regular teacher:

b. Resource teacher:

II. GENERAL INFORMATION ABOUT THE VISUALLY IMPAIRED CHILDREN:

1. Number of visually impaired children in the school:

Boys _____ Girls _____

2. Number of children residing in the Hostel (is the school has hostel):
3. Number of children not residing in the hostel:
4. Their distribution in each class:

III. GENERAL INFORMATION OF RESOURCE TEACHERS, REGULAR TEACHERS

Name	Qualification		Years of experience	
	General	Pro- fessional	in Teaching	Visually Impaired children

Resource

Teachers

Regular
Teachers
(In the case
of Dual Teaching
models)

III. VIEWS ON THE IMPLEMENTATION OF INTEGRATED EDUCATION:

1. What are the aims and objectives of integrated education procedure according to you?

2. a. Mention the existing models of integrated education for visually impaired children.

a.

b.

c.

d.

b. What type of models you have implemented in your school?

3. What are the criteria you would suggest to select a suitable model?

4. Do you think that it is possible to combine two or three models together according to local circumstances?

If yes how?

Yes/No

5. Is there a suitable models for serving visually impaired children of remote villages, where transportation is difficult and visually impaired population is scattered?

6. Do you think that integrated education is a threat to the residential type of education?

Yes/No

Reasons:

7. Are you able to integrate all visually impaired children?

Yes/No

- a. If yes, which category of visually impaired children?

8. If a multihandicapped child seeks admission in the integrated programme, what will you do?

9. How many visually impaired children a full time resource teacher can serve?

Number of children: .

Time:

10. What responsibilities the resource teacher has in an integrated education programme?

11. What responsibilities the regular teacher has in the integrated programme?
12. At what level visually impaired children need more direct services from resource teachers?
13. At which level they required more indirect services from the resource teachers?
14. Can a programme survive without a resource teacher?
- Yes/No
- Reasons:
15. What kinds of competencies you expect in a resource teacher?

16. At which level you expect this training programme for the resource teacher?

Diploma/Degree/Post graduate degree

Reasons:

17. What might be the duration for training a prospective teacher for visually disabled children?

18. What infrastructure you suggest at the Government level for implementing integrated education programme effectively?

19. Do you think that the resource teacher should be given incentive to his/her work?

Yes/No

Reasons:

If yes, what type of incentives?

20. What kind of physical facilities are envisaged for a training programme?

21. How can you best acquaint parents with your objective of providing integrated education?

22. Do you think that a blind person can become a resource teacher?

Yes/no

Reasons:

23. Is teaching visually impaired children the integrated education programme on exclusive responsibility of the resource teacher?

Yes/No

Reason:

24. How do you evaluate the academic capabilities of the visually impaired children (Give in details the procedures?)
25. How do you evaluate the visually impaired children in extra curricular activities?
26. What are the different examination procedures suggested for visually disabled children?
27. What are the examination procedures followed in your school?
28. Do you face problems while implementing the integrated education programme?

Yes/No

If yes, what are the problems? Give suggestions for the problems.

Problems

Suggestions

IV. GENERAL SUGGESTIONS

29. Any other suggestions do you want to give for the implementation of integrated education programme for visually impaired children?