

Dr. G. K. Choudhary



Indira Gandhi National Open University
National Centre for Disability Studies

15C

MMDE-071

PSYCHO- SOCIAL AND EDUCATIONAL IMPLICATIONS OF CHILDREN WITH VISUAL IMPAIRMENT

20/120



20/100



20/80



20/60



20/40



20/20



100 mm

Implication of Visual Impairment

2

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Programme Coordinator : Dr. Hemlata, NCDS, IGNOU, New Delhi

Block Preparation

Units 1, 2, 3, 4 & 5
Dr. G. Victoria Naomi

Editor:
Dr. M. Manivannan

Language & Format Editor:
Prof. B.S. Dagar

Concept of art work and cover design: Dr. Hemlata and Mrs. Swarnlata Panda
Preparation of art work and cover design: ADA Graphics

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Sh. B. Natarajan
Dy. Registrar (P)
IGNOU, New Delhi

Sh. Jitender Sethi
Asstt. Registrar (P)
IGNCU, New Delhi

Mr. Hemant
Proof Reader
IGNOU, New Delhi

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MMDE-071

Psycho-Social and Educational Implications of Children with Visual Impairment

Block 1 Eye and Eye Care

- Unit 1 Definitions: Blindness, Visually Impaired, Educationally Blind, Low Vision, Residual Vision
- Unit 2 Anatomy of the Human Eye and Process of Seeing
- Unit 3 Refraction and Refractive Errors
- Unit 4 Causes of Visual Impairment
- Unit 5 Eye Diseases

Block 2 Implication of Visual Impairment

- Unit 1 Objective and Subjective Effects of Blindness
- Unit 2 Factors Affecting Adjustment
- Unit 3 Issues of Adolescents with Visual Impairment and their Management Strategies
- Unit 4 Socio – Emotional Adjustment
- Unit 5 Verbalism and Mannerism

Block 3 Assessment of Visual Functioning

- Unit 1 Visual Acuity, Visual Field, Tunnel Vision, Central Scotoma, Residual Vision and Testing Distant and Near Vision.
- Unit 2 Commonly Used Assessment Tests
- Unit 3 Clinical and Functional Assessment Procedures
- Unit 4 Visual Efficiency – Component and Training in Using the Residual Vision
- Unit 5 Role of Ophthalmic Assessment for Educational Purposes

Block 4 Association of visual Impairment with other impairments

- Unit 1 Mental Retardation with Visual Impairments
- Unit 2 Deaf Blindness
- Unit 3 Cerebral Palsy in Visually Impaired Persons
- Unit 4 Learning Disability Among Visually Impaired Persons
- Unit 5 Nature of Multiple Handicapping Conditions of Visually Impaired Persons

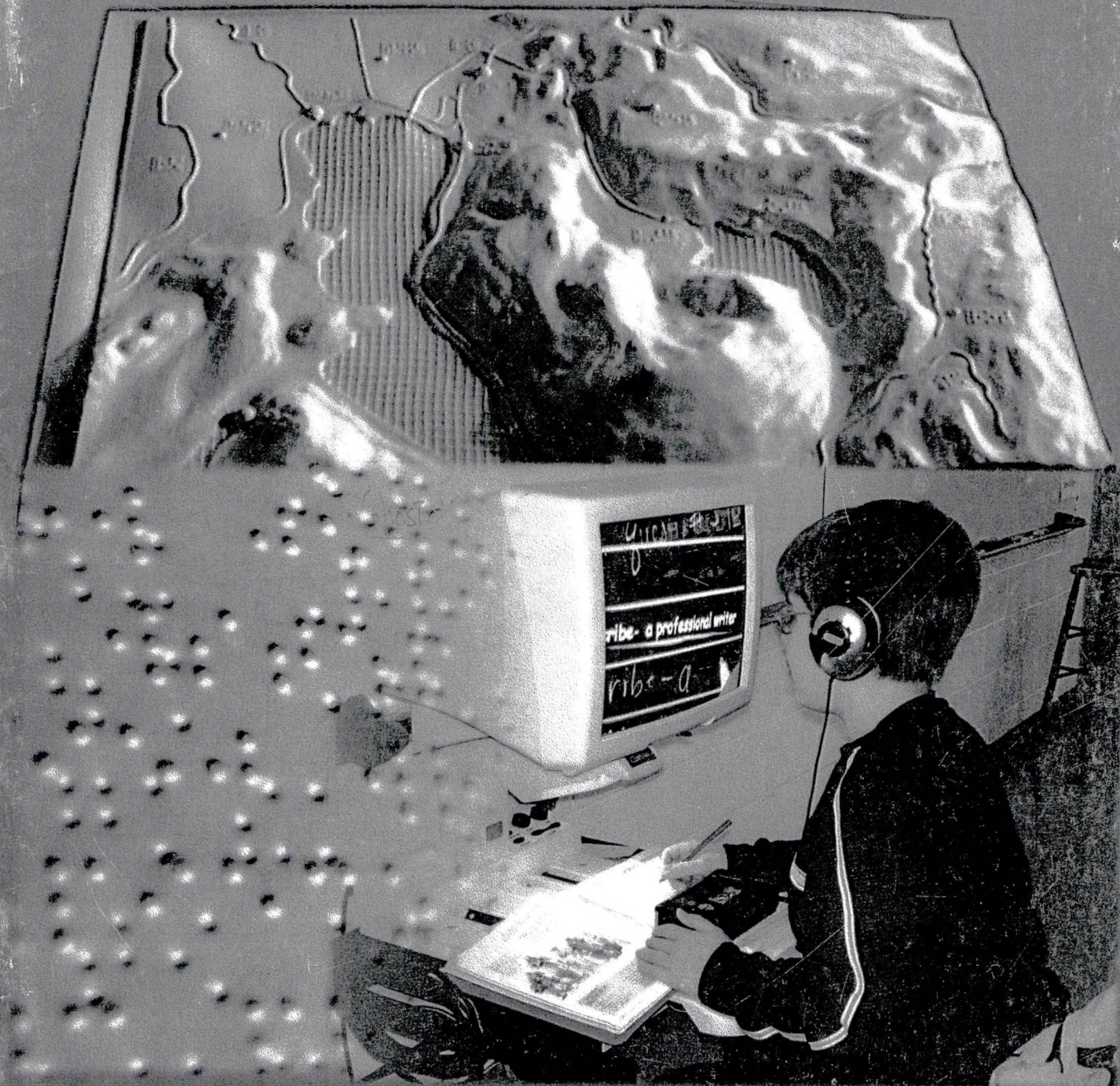
Block 5 Learning Characteristics of Visually Impaired Person

- Unit 1 Nature of Intelligence, Memory and Concept Development in Visually Impaired Children
 - Unit 2 Motor Development
 - Unit 3 Personality Traits in Visually Impaired Children
 - Unit 4 Academic Impairment of Visually Impaired Children in General
 - Unit 5 Comparison of Various Senses in Acquisition of Information
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MMDE-072
CURRICULUM AND TEACHING
STRATEGIES FOR CHILDREN
WITH VISUAL IMPAIRMENT



Language Development

1

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Programme Coordinator : Dr. Hemlata, NCDS, IGNOU, New Delhi

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Unit Writer

Unit 1, 2, 3, 4 & 5
Prof. R. Ranganathan

Editor

Dr. G. Victoria Naomi

Language & Format Editor

Prof. B.S. Dagar

Concept of art work and cover design : Dr. Hemlata and Mrs. Swarnalata Panda *

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| Sh. B. Natarajan Dy. Registrar (P) IGNOU, New Delhi | Sh. Jitender Sethi Asstt. Registrar (P) IGNOU, New Delhi | Mr. Hemant Proof Reader IGNOU, New Delhi |
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MMDE-072

Curriculum and Teaching Strategies for Childre Visual Impairment

Block 1 Language Development

- Unit 1 Pre-requisite Skills for Language Development
 - Unit 2 Vocabulary and Comprehension
 - Unit 3 Role of Various Senses in Language Development
 - Unit 4 Strategies to Overcome Verbalism
 - Unit 5 Language Development Related to Braille Reading and Writing
-

Block 2 Plus Curricular Skills

- Unit 1 Plus Curricular Needs of Visually Impaired Children
 - Unit 2 Mechanics of Tactile, Reading and Writing
 - Unit 3 Strategies for Teaching Braille
 - Unit 4 Need, Importance and Strategies for Sensory Training
 - Unit 5 Need, Importance and Strategies for Teaching of Orientation and Mobility Skills
-

Block 3 Method of Teaching

- Unit 1 Implication of Visual Impairment in Teaching Learning Special Concepts
 - Unit 2 Implication of Visual Impairment in Teaching Learning Mathematics
 - Unit 3 Implication of Visual Impairment in Teaching Learning Science
 - Unit 4 Implication of Visual Impairment in Teaching Learning Social Science
 - Unit 5 Need and Strategies for Teaching Creative Arts and Physical Education
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Block 4 Application of Technology and Role of Research

- Unit 1 Computerisation in Braille Book Production
 - Unit 2 Modern Reading and Mobility Devices
 - Unit 3 Assessment
 - Unit 4 Tactile Material Production Technology
 - Unit 5 Research on Appropriate Technology
-

Block 5 Rehabilitation Services

- Unit 1 Types of Rehabilitation Programme – Institution Based Rehabilitation and Community Based Rehabilitation
 - Unit 2 Role of Family and Community in the Rehabilitation Process
 - Unit 3 Appropriate Vocational Counseling and Training Techniques in
 - Unit 4 Concept and Types of Guidance
 - Unit 5 Agencies Involved in the Rehabilitation of Visually Impaired Person
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MMDE-055
MANAGEMENT IN
SPECIAL EDUCATION

Introduction to Management in Special Education

Processes in Management



Management Information Systems

Human Resource Management

Financial Management

Financial Management

5

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Role of Central and State Governments in the Financial Management of Special Education and Related Projects

UNIT

4

G. Victoria Naomi

Introduction

“Every child has a right to education –to ensure their growth and development, to fulfill their individual potential”. *The UN Declaration on Human Rights*

The 93rd Amendment of the Constitution of India has made education a fundamental human right for children in the 6-14 years age group thereby making it mandatory for all children to be brought under the fold of education. This also includes children with disabilities. The Government of India has enacted the legislation ‘Persons with Disabilities (Equal Opportunities and Full Participation) Act, 1995’ (PWD Act) to achieve among other things, the goal of providing access to free education in an appropriate environment to all learners with disabilities till they attain the age of eighteen years. The Act endeavors to promote the inclusion of learners with disabilities in mainstream schools. Despite various difficulties in terms of societal attitudes, accessibility issues progressive steps have been taken in India. In a move to make the educational system more inclusive, the government has promised to include disabled children in all its educational programmes, including the sarva shiksha abhiyan (SSA) and the Integrated Child Development Scheme (ICDS).

The education of children with disabilities is offered through a variety of service models ranging from segregation to full inclusion in a mainstream classroom.

While the sarva shiksha abhiyan (SSA) has made a concerted effort to promote the inclusion of children with special needs, but the system faces challenges in identifying these children and responding to their needs. Only around one per cent of funds under SSA are spent on inclusive education. Government policy, legislative actions, schemes and provisions for the disabled give an impression that the government is committed to human rights and equal opportunities. This unit describes the central schemes for the educational programmes for the disabled and budget allocation for each scheme. This unit also outlines the role of Centre and State in the financial management of special education.



Learning outcomes

After going through this unit, you will be able to

- explain inclusive education for the disabled in ssa scheme and the procedure for the release of funds;
- highlight the home based programmes and its funding allocation scheme;
- describe the budgetary provision for various educational components in inclusive education for the disabled at the secondary stage (IEDSS) scheme;

- delineate the special school programmes and the funding from ministry of social justice and empowerment;
- explain the UGC's schemes for special education and the fund allocation; and
- explain the scholarship programmes for the disabled students under sarva shiksha abhiyan (SSA)

Inclusive education under SSA

Sarva Shiksha Abhiyan is government's flagship programme to provide universal access to elementary education for children 6-14 years old. The scheme aims to improve enrolment, retention, and the quality of education to enable children to achieve grade appropriate levels of learning. It also aims to eliminate gender differences and gaps between different social categories.

Inclusive education in sarva shiksha abhiyan scheme is a very important programme for education of children with special needs facing critical physical challenges. Inclusive education programme aims at providing education to these children in inclusive setup in the formal schools instead of special schools. The concept of inclusiveness in education is meditated to remove exclusiveness from the mind of such children traditionally supposed to get education in special schools, secluded from mainstream school system. It is thought that the special school system creates isolation in the mind of the children with special needs. Further, the exclusive special school system stands in the way of their social integration. Keeping this perspective in active consideration, the concept of implementation of inclusive education programme is perceived in the SSA to ensure achieving the goal of universalisation of elementary education. Although it is very tough and difficult to educate the differently abled children in the inclusive setup, the SSA scheme lays prime importance to bring the disabled children under the coverage of education in the formal school system.

Procedure for the release of funds

Sarva shiksha abhiyan is conceived as a long-term partnership between the Central and the State/UT governments. The procedure for release of funds incorporates this idea of a partnership. Under the programme of sarva shiksha abhiyan, the different districts of the states will prepare their proposals through a community owned pre-project phase, broadly based on the framework for implementation. The state level implementation society for sarva shiksha abhiyan will forward these proposals to the national mission of sarva shiksha abhiyan for release after appraisal by a joint team. The central government will release the funds directly to the state implementation Society. The state governments have to give written commitments regarding its contribution towards the sarva shiksha abhiyan. The SSA provides upto Rs. 1200/- per child for the inclusion of disabled children, as per specific proposal per year. The interventions under the SSA for inclusive education are identification, functional and formal assessment, appropriate educational placement, preparation of individualized educational plan (IEP), provision of aids and appliances, teacher training, resource support, removal of architectural barriers, research, monitoring and evaluation and a special focus on girls with special needs. The SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. Hence, the SSA has adopted a 'zero rejection policy'. This means that no child having special needs should be deprived of the right to education and he/ she should be taught in an environment, which is best suited to his/her learning needs. District plan for children with special needs will be formulated within the Rs. 1200 per child norm

All disabled children passing out of the elementary stage (Class VIII) from government, local body and government-aided schools will be identified for enrolment in the secondary stage. The target group includes children with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999) in the age group 14+ to 18+ (classes IX to XII), namely blindness, low vision, Leprosy cured, hearing impairment, locomotor disabilities, mental retardation, mental illness, autism, cerebral palsy, and may eventually cover (i) speech impairment and (ii) learning disabilities, etc. Girls with disabilities will receive special focus; and efforts would be made under the scheme to help them gain access to secondary schools, as also to information and guidance for developing their potential. Estimated 5.20 lakh disabled children will be provided education in inclusive settings during the 11th Plan period. These settings would also be made disabled – friendly in terms of infrastructure, resource support and teaching learning material.

Central assistance for the students would be Rs 3000 per child per annum and on top of it the State would have to provide Rs 600/- per child per annum as scholarship. Amount is required for this purpose and also as the existing centrally sponsored scheme is replaced by the new one, no financial assistance is given to children with special needs studying up to Standard VIII. But as a social responsibility the state government has to provide financial assistance to these students.

As the SSA supports inclusion of children with special needs at the early childhood education and elementary education levels, the scheme for IEDSS is, therefore, envisaged to enable all children and young persons with disabilities to have access to secondary education and to improve their enrolment, retention and achievement in the general education system. Under the scheme every school is proposed to be made disabled-friendly.

Type of scheme

This centrally sponsored scheme under which the central government assists the States/Union territories and autonomous bodies of state in the field of education in its implementation is on the basis of the criteria laid down. Assistance for all the items covered in the scheme will be on 100 per cent basis but assistance for the programme would be subject to policy guidelines issued and initiatives to be taken by the appropriate government for implementing the educational provisions of the P.W.D. Act 1995.

Components of the scheme

The scheme will include assistance for the two kinds of components, viz.:-

- Student-oriented components, and
- Other components (e.g. those relating to infrastructure, teacher training, awareness generation, etc.)

Student oriented components

For the first group of components, it is proposed to provide assistance to states/ union territories / autonomous bodies @ Rs.3000/- per disabled child per annum for specified items, on the pattern of SSA which provides assistance @ Rs.1200/- per disabled child per annum for the elementary level. This amount of Rs.3000/- per disabled child per annum may be spent on the following components:-

Identification and assessment of children with disabilities

The assessment team may include an interdisciplinary expert team of special educators, clinical psychologists, therapists, doctors and any other professional support based on the students' needs assessment (amount will be given to team of specialists). Educational assessments are to be done by class teachers with help from NGOs, special educators and the SSA assessment team, if necessary

Provision of aids and appliances

Provision of aids and appliances to all students with disabilities who need, if these are not already being provided for through existing schemes like ADIP, (Assistance to Disabled Persons for Purchase of Aids and Appliances), state schemes, voluntary organizations, rotary clubs etc. Actual cost of assistive devices including equipment, educational aids and individual teaching learning material (TLM) is sanctioned.

Access to learning material

This provision is to ensure that each disabled student will have access to learning material as per his/ her requirement like Braille textbooks, audiotapes, talking books, textbooks in large prints and any other material needed.

Provision of facilities

Provision is made of facilities like transport, hostel facilities, scholarships, books, uniforms, assistive devices, support staff (readers, amanuensis etc.,)

Stipend for girl students with disabilities

Since girl students with disabilities face discrimination, they, in addition to availing facilities under all schemes specially targeting girls' education, are given a stipend @ Rs.200 per month at the secondary level to encourage their participation up to senior secondary level.

The use of ICT

Access to technology is especially relevant for the disabled as it increases their access to a vast amount of information which is otherwise not available. Computers provided to students in secondary schools will also be made accessible to those with disabilities. The scheme will provide for the purchase of appropriate technology by way of special software such as Screen Reading Software like JAWS(Job Access With Speech), SAFA(Screen Access for All) etc. for the visually impaired and speech recognition software for the hearing impaired to develop computer vocabulary for the hearing impaired and modified hardware like adapted keyboards. Provision is given as per cost in secondary schools having access to computers.

Development of teaching learning material

The scheme will cover the expenses incurred on organizing the mobilization of such support as certified by the school Principal/Educational Administrators. Financial assistance under this scheme will be available for purchase/production of instructional materials for the disabled and also for purchase of equipment required. Therefore, wherever necessary, the available material will be translated and produced in regional languages. The scheme will also support workshops for

adaptation in the curricular content and development of supplementary material, self-learning material for teachers and students at the secondary level of school education. Budgetary provision for purchase/ development of instructional materials is as per requirement and justification.

External support

External support from an interdisciplinary team of experts such as educational psychologists, speech and occupational therapists, physiotherapists, mobility instructors and medical experts has to be coordinated at the local level. Support can be made available at the cluster level and needs of children with disabilities in a cluster of schools may be addressed. The expenses incurred on mobilizing such support in the form of TA/DA and consultancy fee will be covered under the scheme for children and young persons with disabilities at the secondary school level. Funds may be drawn from the child specific funds of Rs. 3000/- per child.

Other components

Removal of architectural barriers

This is to ensure that students with disabilities have access to each classroom, laboratory, library and toilet in the school. Grant shall be available for this purpose for the schools where such disabled children are enrolled for existing schools. However, for new schools, the cost of providing for universal design may be included in other programmes for school building construction. For removal of architectural barrier the approximate cost increase estimated is 1%.

Training of special/ general school teachers

Special teachers to be trained through regular programmes run by the National Institutes/Apex Institutes of Universities and Rehabilitation Council of India or under any other programme of the states. There should be a component of in service training for resource teachers to equip them with handling of other disability area. All general teachers at the secondary level will be trained in particular strategies like making educationally useful assessments, planning an individualized and need-specific curriculum, teaching styles which include audiovisual aids, appropriate instructional strategies etc., The budgetary provision is as per state norms.

Appointment of special educators

Special educators are appointed in the ratio of 1:5. Every school where disabled children are enrolled should have the services of at least one special teacher. If the numbers of children are less, this teacher could also work for other schools in the cluster. The salaries for special teachers are as applicable for general teachers. In addition, a sum of Rs. 400/- is proposed to be given as honorarium under this scheme. The State Governments may recruit special teacher for this purpose following the normal recruitment procedures. The state governments have trained large number of special teachers in Foundation Course with funding from Sarva Shiksha Abhiyan (SSA).

Environment building programmes

Up to 10,000/- per programme at local level can be spent. The state government will oversee the utilization of money and collects quantitative data, and prepare state specific report and forward it to the Ministry of Human Resource Development.

Administrative cost

Five percent of the total budget is earmarked towards administrative cost, research, monitoring and evaluation.

Assistive devices

The scheme provides assistive devices for various types of disabilities. An inventory given in the next section presents the equipment and material required for individual and the school programme.

Activity 18

- i. *Explain the student-oriented component in IEDSS Scheme and the budget allocation.*

- ii. *State the budget provision for infrastructure and special teacher's salary in the IEDSS scheme.*

Disability-wise inventory of equipment and material required for resource room

| Disability | Individuals | Sharing within school | Sharing amongst schools | Instructional material |
|---|--|---|--|---|
| Orthopaedic | Adjustable furniture, special writing, thick pen, etc | Adjustable furniture, provision for development of improvised prosthetics | | |
| Visually impaired Blind | Braille slate and stylus Abacus, Taylor frame, mobility canes etc., | Braille, Abacus, Taylor frame Cassette and audio books/ talking books, maps, recreational materials etc., | Braille sheets, thermoform machine, Indu Brailon maintenance services for Braille, embossed recreational materials | Braille text books, material on cassette and audio books, computers and programmes to enhance learning and develop concepts and skills. |
| Partially sighted and low vision children | Special adaptive equipment like hand magnifiers to be used with spectacles, portable reading lamps | Specially designed desks with adjustable magnifiers, white boards in place of black boards | Special arrangements for producing large print materials | Large print materials |
| Hearing impaired | Individual | Voice trainer, Audiometer, voice mirror in size of trainer maintenance 3'X6' for speech facilities for hearing therapy, big aids mirrors 10'X6' in each classroom, group hearing aids, cells for hearing aids | | Special learning materials like flash charts, educational games, handouts of classroom Activities |
| Mentally retarded | | Sensory apparatus and kits prepared on the lines of Maria Montessori kits or produced by NCERT for Early Childhood Education Programme | | Material written on a lower reading level than average. |

Special schools

This is a programme of Ministry of Social Justice and Empowerment. Children with severe multiple disabilities who have difficulty in coping in regular schools avail special schools. Most of these special schools are located in urban areas and are being run by voluntary organizations. Most of these are residential schools and boarding-lodging and other services are provided free of cost. The salary of teachers and other technical staff is on par with the teachers of State Board. At present more than 3,000 special schools for the disabled are functioning in the country. Among them approximately 900 institutions are for hearing impaired children, 400 for children with visual impairment, 1,000 for mentally retarded and the remaining 700 for children with

physical disabilities. Forty percent disability is the benchmark for identification and certification for admission in special schools. There are government schools for the disabled and government aided schools which are established exclusively for single category of disabled e.g School for the Blind, School for the Hearing Impaired, School for the Mentally retarded etc., The schools follow state board curriculum.

The Ministry of Social Justice and Empowerment (MSJE) under the Deen Dayal Rehabilitation Scheme is supporting special schools benefiting children with disabilities. National Trust for the welfare of persons with autism, cerebral palsy, mental retardation and multiple disabilities provides training to care-givers for imparting home-based life-skill training to the children with severe and profound disabilities. A notification under Section 30 of PWD Act, 1995 was issued on 4th November, 2004 to prepare a comprehensive education scheme which shall make provision for: (a) transport facilities to the children with disabilities or in the alternative financial incentives to parents or guardians to enable their children with disabilities to attend schools; (b) the removal of architectural barriers from schools, colleges or other institution imparting vocational and professional training. (c) the supply of books, uniforms and other material to children with disabilities attending school; (d) the grant of scholarships to students with disabilities; (e) setting up of appropriate redressal of grievances of parents regarding the placement of their children with disabilities; (f) suitable modification in the examination system to eliminate purely mathematical questions for the benefit of blind students and students with low vision;(g) restructuring of curriculum for the benefit of children with disabilities; restructuring the curriculum for benefit of students with hearing impairment to facilitate them to take only one language as part of their curriculum.

Facilities for the Disabled being provided by schemes of University Grants Commission (UGC)

The university grants commission (UGC) supports selected university departments and colleges of education in the country to offer special education, with financial assistance available under the programme of integrated education for disabled children by the Ministry of Human Resource Development, Government of India, or within the available resources of the UGC.

The UGC had started the scheme of assistance to universities/colleges to facilitate teacher preparation in special education (TEPSE) and higher education for persons with special needs (differently-abled persons) (HEPSN) during the Ninth Five-Year Plan, keeping in view the need to provide special education programmes as well as infrastructure to differently-abled persons. The infrastructure needs to be designed in a manner to enable them to easily access classrooms, laboratories, toilets, etc.

This scheme (TEPSE) particularly aims at

- providing assistance to universities/colleges of education to start teacher preparation courses in special education at the B.Ed./M.Ed. level; and
- Creating appropriate facilities for persons with special needs in higher education.

Financial assistance

Financial assistance to the university departments and colleges of education is given by the UGC as per the following norms:

- The institution must have one professor or one reader and two lecturers to run a B.Ed. course; and one professor, one reader and three lecturers for an M.Ed. course in special education in any one of the specific disability areas with a minimum of 20 students and a maximum of 30.
- Assistance from the UGC is now extended for the Eleventh Plan period and the implementing institute should give an undertaking that it will continue the course with the assistance of the state government or generate its own resources to meet the expenditure of the course after the Plan.
- The implementing institute should also provide extension services to the special schools and integrated schools to strengthen the quality of special education in those settings.
- In addition to the salary grant, the UGC will provide a maximum of Rs.2, 00,000/- per year per institute towards purchase of books, journals, special aids and appliances for its special education teacher preparation courses when it runs a B. Ed special education or M.Ed special education course only and provides an assistance of Rs. 4, 00,000/- when it runs both B.Ed and M.Ed special education courses. The grant will be sanctioned only after the staff members have been appointed and approved by the university.
- A mid-term evaluation may be carried out by the UGC.

Higher education for persons with special needs (HEPSN) scheme

The HEPSN scheme is basically meant for creating an environment at higher education institutions including universities to enrich higher education learning experiences of differently abled persons. Creating awareness about the capabilities of differently –abled persons, constructing facilities aimed at improving accessibility, purchase of equipment to enrich learning, etc., are the broad categories of assistance under this scheme. The scheme has three components, which are discussed below:

Component 1: Establishment of enabling unit for differently- abled persons

In order to develop awareness in the higher education system and also to provide necessary guidance and counselling to differently-abled persons, it is proposed to establish resource units in colleges in the country, which will be called as enabling units. The functions of this enabling unit will be to:

- facilitate admission of differently-abled persons in various courses;
- provide guidance and counselling to differently abled individuals;
- create awareness about the needs of differently abled persons, and other general issues concerning their learning; and
- assist differently-abled graduates to gain successful employment in the public as well as private sectors.

The special unit is to be coordinated by a faculty member to be nominated by the head of the institution. He/she will work as honorary coordinator for which a token honorarium of Rs. 4000/- per month will be paid. The unit will also have a budgetary provision of Rs. 30,000/- per year towards general administration, stationery, and contingencies, for efficient and independent functioning in order to achieve its objectives. The enabling unit will also be involved in arranging

awareness programmes on disabilities within the university area/ district. A budgetary provision of Rs. 40,000/- per unit per year will be made by the UGC for this purpose. The higher education institution availing of assistance for Enabling Unit will provide adequate working space for this unit.

Component 2: Providing access to differently-abled persons

It has been felt that differently-abled persons need special arrangements in the environment for their mobility and independent functioning. It is also a fact that many institutions have architectural barriers that disabled persons find difficult for their day-today functioning. The colleges under this scheme are expected to address accessibility related issues as per the stipulations of the Persons with Disabilities Act 1995, and ensure that all existing structures as well as future construction projects in their campuses are made disabled friendly. The institutions should create special facilities such as ramps, rails and special toilets, and make other necessary changes to suit to the special needs of differently-abled persons. For this purpose, the UGC will make a one time grant upto Rs.10 lakh per University during the Plan period. The construction plans should clearly address the accessibility issues pertaining to disability. Guidelines on accessibility laid out by the office of the Chief Commissioner of Disabilities Government of India has to be followed.

Component 3: Providing special equipment to augment educational services for differently-abled persons

Differently-abled persons require special aids and appliances for their daily functioning. These aids are available through various schemes of the Ministry of Social Justice and Empowerment. In addition to the procurement of assistive devices through these schemes, the higher education institute may also need special learning and assessment devices to help differently-abled students enrolled for higher education. In addition, visually challenged students need Readers. Availability of devices such as computers with screen reading software, low-vision aids, scanners, and mobility devices, in the institutes would enrich the educational experiences of differently-abled persons. Therefore, the universities are encouraged to procure such devices and provide facility of readers for visually challenged students. The UGC will provide an ad hoc one-time grant of up to Rs. 8 lakh per University/College during the Eleventh Plan period.

Financial assistance to visually challenged teachers

Allowance to visually challenged permanent teachers will be Rs.18000/- per annum. The amount is to be utilized for the following purposes:

- (a) Payment to reader
- (b) Purchase of Braille books/ material
- (c) Purchase of recorded materials
- (d) Any other related/ required material/ equipment for research, teaching and learning. The amount payable to the reader shall not exceed Rs.50/- per hour. The college shall reimburse the amount to visually challenged teachers on receipt of the actual amount received by the reader and actual expenditure incurred by the visually challenged teacher subject to a maximum of Rs.18000/- per annum. Bills will be required to be submitted by the teacher. However, these are not required to be submitted to the UGC.

Procedures of processing the application and monitoring

- The proposals received from the university departments and colleges will be placed before an expert committee constituted by the UGC for this purpose. Once the proposal is approved, the UGC releases funds as per the following criteria. For projects that are of recurring nature, the UGC will release funds for one year. The grants for second year are released only after receiving a utilization certificate along with an audited statement of accounts and progress report of the project.
 - For projects that are of non-recurring nature, 50 per cent of the total amount allocated is released at the time of approval of the proposal. Subsequently, 40 per cent is released on receipt of the progress report, and statement of expenditure and un-audited utilization certificate. The balance of 10 per cent is released on receipt of an audited utilization certificate.
3. A mid-term evaluation may be carried out by the UGC.

Scheme of national scholarships for persons with disabilities

Under the scheme of national scholarships for persons with disabilities, 500 new scholarships are awarded every year for pursuing post matric professional and technical courses which are of more than one year duration. However, in respect of students with cerebral palsy, mental retardation, multiple disabilities and profound or severe hearing impairment, scholarships are awarded for pursuing studies from class IX onwards. Advertisements inviting applications for scholarships are given in leading national/regional newspapers in the month of June and also placed on the website of the Ministry of Social Justice and Empowerment. State Government/ UT Administrations are also requested to give wide publicity to the scheme.

Students with 40% or more disability whose monthly family income does not exceed Rs. 15,000 are eligible for scholarship. A scholarship of Rs. 700/- per month to day-scholars and Rs. 1,000/- per month to hostellers is provided to the students pursuing graduate and post graduate level technical or professional courses. A scholarship of Rs. 400/- per month to day-scholars and Rs. 700/- per month to hostellers is provided for pursuing diploma and certificate level professional courses. In addition to the scholarship, the students are reimbursed the course fee subject to a ceiling of Rs. 10,000/- per year. Financial assistance under the scheme is also given for computer with editing software for blind/ deaf graduate and postgraduate students pursuing professional courses and for support access to software for cerebral palsied students.

Activity 19



- i. *Enumerate the financial assistance given by the University Grants Commission for teacher preparation in special education (TEPSE)*

Scholarship/stipend

Disabled students of class I to VIII, whose family income is less than Rs.10000/- p.a. are given Rs.500/- p.a. as scholarship.

Assistance for purchase of aids & appliances:

The State Government has implemented the scheme of financial assistance for purchase of rehabilitation aids and vocational equipment such as tricycles, hearing aids, sewing machine, ambar charkha, musical instrument etc. The age limit is 5 to 50 years and family income limit is less than Rs.10,000/- per annum. Financial assistance upto Rs.1,500/- is provided under this scheme.

Other miscellaneous facilities

- Re-imburement of diet charges @ Rs. 160/- p.m. per beneficiary to the students studying in university hostels.
- Provision of tape recorders and cassettes to the blind students studying from 10+1 to post graduation level.

The Haryana State, with a view to rehabilitate the disabled persons of the state, aids and appliances/artificial limbs is providing through various district. Red Cross Societies and also the State Council, Chandi mandir by manufacturing in their own workshops. Further 100% cost of such aids and appliances/artificial limbs is reimbursed to these institutions by the Ministry of Social Justice & Empowerment.

Andhra Pradesh is the first state in the country to launch State Action Plan (1998-2020) with long term strategies of empowerment of disabled in the entire range of activities viz. prevention, early detection, early intervention, Education, Employment, Rehabilitation and Mainstreaming.

The state of Tamil Nadu provides scholarships and stipend to the disabled students studying in Class IX onwards (including colleges and vocational/professionals/ technical courses). The rate of scholarship varies from Rs.84/- to Rs.240/- p.m. depending upon the course.

Disabled children aged 5 years and above get free boarding and lodging facility under special education programme. They also get free supply of 2 sets of uniform 5 every year. Speech and Hearing impaired children in the age group of 3 to 5 years get free special education, speech therapy and boarding and lodging facilities. The annual allocation made for the differently-abled in the 2010-11 Budget is Rs. 176 crore, compared to Rs. 49 crore allocated in the year 2005-06, this is a big step forward.

District Disability Rehabilitation Centre (DDRC)

The DDRC is an initiative taken by the Ministry of Social Justice and Empowerment, Govt. of India, to facilitate comprehensive services to persons with disabilities in the rural areas. These units have a group of rehabilitation professions for providing services like identification of persons with disabilities, awareness generation, early detection and intervention, provision/ fitment, follow-up and repairing of assistive devices, therapeutic services like physiotherapy, speech therapy, and facilitation of disability certificates, bus passes and other concessions/ facilities for persons with disabilities.

Suggested readings



Richard, R. *Implementing Inclusive Education: A Commonwealth Guide to Implementing Article 24 of the UN Convention on the Rights of People with Disabilities* (Paperback) – October, 2008.

United Nations (1989). *Conventions on the Rights of the Child*. New York: UNO.

www.education.nic.in/secedu/IEDSS.pdf

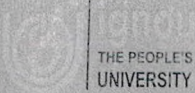
www.oyindia.in/?topic=mhrd-website-www.education

www.disabilityindia.com/html/info.html



Questions for Critical Reflection

1. Inclusive education is a viable option for education for all (EFA). Discuss
 2. The budget allocation for IEDSS is sufficient to organize special educator programme. State your views
 3. “The budget provision for concessions and schemes are not fully utilized for individuals with the disabilities and institutions offering services for the disabled”. Give your views.
 4. “Government concessions and provisions do not reach the disabled at the right time”. Discuss.
-



Indira Gandhi National Open University
National Centre for Disability Studies

OCDP-003
PROJECT WORK: WORKING WITH
CHILDREN WITH VISUAL IMPAIRMENT
IN DIFFERENT SETTINGS

Certificate in Early Childhood
Special Education Enabling Inclusion
VISUAL IMPAIRMENT

**Project Work - A
Individualised Family
Support Plan**

**Project Work - C
Group Teaching**

**Project Work - B
Individualised
Education Plan**

**PROJECT MANUAL - A
Individualised Family Support Plan**

Project Manuals A, B & C, Part 1

Source from Project Manuals A, B & C of Certificate Programme in Early Childhood Special Education Enabling Inclusion–Cerebral Palsy written by Dr. Rekha Sharma Sen & Ms. Sumitra Mishra, Faculty of Child Development Ex. Sr Consultant SOCE, IGNOU, New Delhi,

Prepared and Compiled by

Dr. G. Victoria Naomi
Associate Professor in Special Education
Avinashilingam Institute for Home Science and
Higher Education for Women, Coimbatore

Mr. Rajesh Kumar Trivedi
Consultant
NCDS, IGNOU
New Delhi

Project Manuals Part-2 : Design and Development of Case Studies

Case Studies Contributed by

Dr. G. Victoria Naomi
Associate Professor in Special Education
Avinashilingam Institute for Home Science and
Higher Education for Women, Coimbatore

Supported By:

Mr. Rajesh Kumar Trivedi
Consultant
NCDS, IGNOU
New Delhi

Case Studies Development and Writing

Dr. G. Victoria Naomi
Associate Professor in Special Education
Avinashilingam Institute for Home
Science and Higher Education for
Women Coimbatore

Mr. Rajesh Kumar Trivedi
Consultant
NCDS, IGNOU
New Delhi

Course Editor : Dr. Premavathy Vijayan, Prof. and HOD of Special Education, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore

Project Manuals : Designing and Layout

Dr. Rekha Sharma Sen
Faculty of Child Development
SOCE, IGNOU, New Delhi

Ms. Sumitra Mishra
Sr. Consultant, SOCE
IGNOU, New Delhi

PROGRAMME CO-ORDINATOR

Dr. S. K. Prasad
Dy. Director
NCDS, IGNOU, New Delhi

ACADEMIC CONSULTANT

Mr. Rajesh Kumar Trivedi
Consultant
NCDS, IGNOU, New Delhi

PRINT PRODUCTION

Sh. B. Natarajan
Dy. Registrar (P)
MPDD, IGNOU, New Delhi

Sh. Jitender Sethi
Asstt. Registrar (P)
MPDD, IGNOU, New Delhi

Sh. Hemant
S.O.(P)
MPDD, IGNOU, New Delhi

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STEERING COMMITTEE

Prof. M. Aslam
Vice Chancellor
IGNOU
New Delhi

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Chairperson
Rehabilitation Council
of India, New Delhi

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Member Secretary
Rehabilitation Council
of India, New Delhi

Dr. Arun Banik
Director
NCDS, IGNOU
New Delhi

COURSE DESIGN COMMITTEE

Dr. J.P. Singh
Member Secretary
RCI, New Delhi
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Dr. S. Anandalakshmy
Consultant
Child Development and
Education

Ms. Aloka Guha
Ex-Chairperson
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New Delhi

Prof. P. Jeyachandran
President
Vijay Human Services
Chennai

Dr. Neerja Sharma
Reader, Department of
Human Development
and Childhood Studies
Lady Irwin College
New Delhi

Dr. Vijayalakshmi Myreddi
Senior Faculty
Dept. of Special Education
National Institute for the
Mentally Handicapped
Secunderabad

Mr. A.S. Atlekar
HOD,
Teacher Training Centre
National Association for the
Blind
Mumbai

Ms. Sreela Bose
Special Educator
VAANI Deaf Children's
Foundation
Kolkata

Dr. Varsha Gathoo
Head, Dept. Special
Education, Ali Yaver
Jung National
Institute for the
Hearing Handicapped
Mumbai

Ms. Kanwal Singh
Ex Co-ordinator, School of
Rehabilitation Sciences
Action for Ability
Development & Inclusion
New Delhi

Mr. Hansmukh Shrimali
Special Educator
Blind People's Association
Ahmedabad

Dr. Hemlata
Dy. Director
NCDS, IGNOU

Dr. Rekha Sharma Sen
Reader, Faculty of Child
Development, IGNOU

Dr. Neerja Chaddha
Reader, Faculty of Child
Development, IGNOU, New Delhi

PROJECT MANUALS PREPARATION

Project Manuals A, B & C: Concept

Dr. Rekha Sharma Sen Associate Professor, Faculty of Child Development, IGNOU

Project Manuals A & B: Framework

Ms. Sumitra Mishra
Sr. Consultant
SOCE, IGNOU, New Delhi

Dr. Rekha Sharma Sen
Faculty of Child Development
SOCE, IGNOU, New Delhi

Project Manual-C: Framework

Dr. Reena Sen, Director
Training & Research Indian Institute
of Cerebral Palsy, Kolkata

Dr. Rekha Sharma Sen
Faculty of Child Development
SOCE, IGNOU, New Delhi

Ms. Sumitra Mishra
Sr. Consultant, SOCE
IGNOU, New Delhi

Project Manuals A, B & C of Certificate Programme in Early Childhood Special Education Enabling Inclusion – Visual Impairment: Designed and Developed as per the Framework of the Project Manual A, B & C of Certificate Programme in Early Childhood Special Education Enabling Inclusion – Cerebral Palsy*

Course Writer

Dr. G. Victoria Naomi
Associate Professor in Special Education
Avinashilingam Institute for Home Science and
Higher Education for Women, Coimbatore

Mr. Rajesh Kumar Trivedi
Consultant
NCDS, IGNOU
New Delhi

* Cerebral Palsy Manuals Designed and Developed by

Dr. Reena Sen, Director
Training & Research
India Institute of
Cerebral Palsy, Kolkata

Ms. Charulekha Khandelwal
Programme Manager, SRS,
AADI, New Delhi

Ms. Kanwal Singh
Ex Co-ordinator, SRS, AADI,
New Delhi

Mr. Karthik Ranganath Rao
Paediatric Physiotherapist
The Spastics Society of
Tamil Nadu, Chennai

Dr. Rekha Sharma Sen
Faculty of Child Development
SOCE, IGNOU, New Delhi

Ms. Sumitra Mishra
Ex. Sr. Consultant SOCE
IGNOU, New Delhi

INCLUSIVE DEVELOPMENT IN EDUCATION

BASIC WORK SKILLS AMONG VISUALLY IMPAIRED CHILDREN- AN INTERVENTION STRATEGY

***G. Victoria Naomi**

**** Minatirani Mohapatra**

Vision loss restricts a child's perception of an object or activity. Opportunities for manipulation and exploration objects should be given. Each activity should be demonstrated to the child. In order to learn about the world, a child with visual impairments needs experience with real objects. It is not meaningful to provide a non-stop verbal description of everything that is happening all of the time. Oral instruction is the predominant method of teaching blind children in almost all types of educational programmes.

This system of instruction though helps their rote memorization deprives them acquiring livelihood skills hampering their employment prospects and quality life.

The greatest concern among professionals in the field of special education is to offer life coping skills to face the employment challenges when they grow. The work skill training is completely neglected in the educational programmes. This necessitated the investigators to pursue a research titled 'Basic Work Skills among Visually Impaired Students – An Intervention Strategy' with the following objectives:

- To find out the work skills performance visually impaired and Low Vision children
- To compare the mean scores of visually impaired children studying in the special school and inclusive school.
- To prepare and use work skill Package and find out its efficiency.

Methodology

The present study was conducted in the School for the Blind, Palayamkottai, Tirunelveli and five Inclusive schools in Coimbatore district of Tamilnadu. The present study was experimental in nature designed in terms pre and posttest single group design and planned to conduct the study among visually impaired students of residential and inclusive school. The investigator adopted purposive sampling technique to select the sample. In this study, the sample comprised of 64 children belonging to class VI - IX .of these 64 children, 32were boys and 32 girls.

**Associate Professor in Special Education, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore -641043*

*** M. Ed Student, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore -641043*

Design of the Study

The present study adopted pre and posttest single group design. In this study, pre observation was made treatment given to the group and after treatment, post observation was made. The design is as follows. $O_1 * O_2$ Here O_1 indicates pre experiment observation, O_2 indicates post experiment observation and X represents the treatment (intervention)

Tools

The present study intended to study the existing basic work skills of visually impaired children and plan a programme developing a package to teach basic work skills of children studying at residential and inclusive school. After reviewing the literature and the standardized tools available, the investigators developed their own tools suitable to Indian context. Experts' opinion was sought to finalize the tools. The following is description of the tools developed.

Checklist to Assess the Basic Work Skills –level- I

This 'Yes' or 'No' checklist was prepared to assess the children's knowledge about the concept of basic work skills. It includes demonstrating complete three aspects namely i) use of stapler, ii) use of punching machine, iii) tying the paper as in the examination Hence one score was given for each aspect and thus making a total of 5 score

Checklist to assess the work skills – level- 2

A checklist with 'Yes' or 'No' option was developed to assess the basic work skills considered under Level II skills. Namely i) use of office file, ii) use of cover file, iii) use of stick file, iv) use of certificate file and v).use of ball pin. For each skill, when the performance is correct, the child will be awarded one score.

Checklist to assess the work skills- level- 3

A checklist with 'Yes' or 'No' option was developed to assess the basic work skills which are considered as Level III skills. In this area, there are five skills which include i) using book mark ii) using writing board, iii) using scale and pencil, iv) using scissor and v) pasting. For each correct performance score was given and zero score for wrong response.

Checklist to assess the work skills- level- 4

A checklist with 'Yes' or 'No' option was developed to access the components Level IV. This includes i) using measuring tape, (ii) using threader; (iii) using hammer, (iv) using screw driver and (v) using signature guide. For each correct performance, one score and non performance zero score is given. **Basic Work Skills**

Assessment Kit

The table below shows the assessment kit used for the study

| S. No. | Basic Work Skills | Objects Involved |
|--------|-------------------------------|-------------------------------|
| 1 | Using stapler | Stapler small, middle, paper |
| 2 | Using big stapler | Big stapler, paper |
| 3 | Using single punching machine | Single punching machine,paper |