



THE CHANGING ROLE OF TEACHERS FOR STUDENTS WITH VISUAL IMPAIRMENTS

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Abstract

The main purpose of education in any modern progressive society is to help in the full development of the individual being of every citizen so that they can actively participate in social progress. For this purpose the society or the state creates the system of universal education. But due to some personal, social and economic reasons, some people in every society cannot get the opportunity of universal education, while if these disabled children are not given the opportunity to develop individually, the progress of the society will be disrupted. So education should be provided for their development. Visual impairment a global concern that is likely to escalate with prolonged life expectancies, has gained increasing attention in the realm of eye care. The purpose of this study is to highlight the different aspect of visual impairment its behavioral characteristics, causes, curriculum and prevalence. The important role of teacher in education of visually impaired children is also discussed.

Keywords: *visual impairment, opportunity, role of teacher*

Introduction

Eyes are one of the most important senses of the human body. Eyes play a special role in connecting the child/person with the environment. A person is visually impaired due to any defect, obstruction or inappropriateness of vision. Visual impairment is a serious problem in a person's life. Since the dawn of civilization, the visually impaired have existed in all human societies. Formerly and even now we call the blind "blind", although the word blind carries a social negative attitude towards the blind. Blind means that this class of people cannot do anything. They are at the mercy of others. Society had this attitude towards the blind till the eighteenth century. In Greek civilization, blind children were killed in Sparta. Their right to live was not even recognized. In Athens, blind children were stuffed into clay pots and left by the roadside. In Lacedomonia, the blind and disabled were thrown into deep pits and killed. In Rome and Greece the blind were very cruelly thrown from above into a specially prepared basket. Even then, the blind boys who survived where forced to beg and the girls were forced into prostitution.

Although there is a negative attitude towards the blind in the East, especially in India, the fair Indian culture of the West has never thought of killing them. Negative attitudes towards the blind in Indian culture are expressed through almsgiving and kindness to the blind. Indians used to think that the blind were cursed by God and that blindness was the result of some previous sin. Emperor Ashoka also believed that the blind should be shown kindness and compassion. That is why he built a hospital for the treatment of the blind with the money of the royal treasury. In Indian culture some blind person also

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achieved sagehood through his own efforts. However, in ancient China, blind girls were killed by being thrown into the river.

A faint glimmer of change in social attitudes towards the blind can be seen in the Nile Valley, the birthplace of civilization (2590-2570 BC). In Nile Valley society, blind and disabled people were invited to eat together at public banquets. Emperor Thutmose, 1501-1493 BC, paid considerable attention to the treatment of the eyes of the blind. Herodotus observed that in Egypt the sightless could easily and reliably guide travelers along sandy paths without the aid of sticks. Pythagoras observes that the blind are innately gifted with music, and as through music the greatest form of their inherent powers is possible, they may take up music as a profession. In the second phase of the history of education of the blind, a large number of blind people were able to develop their talents in the eighteenth century due to a change in the church's attitude towards them. Among them were the Cambridge University mathematics professor Nicholas Standerson (1682-1739), the engineer and Bridge- building expert John Smeaton (1717-1810), the poet and politician Thomas Backlock (1721-1771), the naturalist Fancourt Huber ,(1750-1831) the famous voice of France. Artist and Pianist Moria Von Paradis (1759-1824) is particularly notable

Causes of visual impairment: Various causes exist for visual impairment. These are genetic and hereditary factors, social, psychological, natural, environmental factors.

1. Hereditary causes are some defects in the child born with genetics carried at birth.
2. Defective care of expectant mothers during pregnancy, i.e. lack of food, malnutrition, taking drugs with severe side effects, abnormal stress, living in unhealthy psychosocial environment during pregnancy etc.
3. Suffering from small pox, chicken pox measles etc.
4. Various eye diseases and their infectious causes. Such as Chlamydia Vision, Hyper Metropia,
5. Myopia, Sunny Glaucoma, Retinal Detachment, Optic Tumors etc.
6. Accidental causes that damage any part of the eye.
7. Bad effects of environmental dust, smoke, pollution.
8. Due to neglect of daily home or office work where eye care is required. If the postnatal environment is unfavorable for survival, vision problems may occur if the child suffers from starvation and malnutrition.
9. Due to the delivery of the baby (pre-mature baby) before the full condition and the disinfection of anesthetic and other equipment.

Behavioral characteristics of the visually impaired

1. According to Lowerfield (1981) regarding the behavioral characteristics of visually impaired children, there are three types of limitations in intellectual behavior. such as a) deficits in acquiring visual experiences, b) limitations in movement and c) inability to control the environment.
2. Visually impaired children are slower than other children to pay attention to their surroundings. So children cannot use their visual sense. Hence environmental compliance is delayed.
3. They lag behind abstract concepts as much as they are able to form and apply concrete concepts.
4. Visually impaired children do not develop certain concepts such as color, brightness concept etc.
5. Some studies show that visually impaired children have poorer spatial perception skills than children of the same age. Again, the results of the research show that the spatial skills of the blind child are not impossible.
6. Visual impairment hinders the child from acquiring physical skills, such as muscle use, hand-eye co-ordination.
7. The sense of touch plays an important role in forming the perception of objects in the visually impaired children. After forming an idea about an aspect of an object with the help of touch, that idea is explained, called analytic touch.

Characteristics of visually impaired children: In order to determine what the education of blind children or visually impaired students will be like, we need to know the difference between the development of blind children and the development of normal healthy children.

1. Emotional development: Since blind children are visually impaired, they are forced to use senses other than their eyes to gain experience. Specifically they rely on skin sensation or touch sensation. That is, they try to know about the shape and nature of something by touching it with their hands. To sharpen the sense of hearing of a visually impaired child, he should be given toys and materials with different sounds. The child will gradually learn to recognize the real form of the sound of different objects. Gradually learns to understand how far away the sound source is from the child and in which direction. These habits will also be useful in his schooling. During the selection of educational materials for these children in schools, materials that can be recognized by sound, touch and smell should be selected.

2. Physical development: There is no difference in the physical development of blind children. However, visually impaired children lag behind in cognitive development. This backwardness is due to lack of training. Just as physical education develops the flesh and healthy, gives energy, fills the soul with abundance, makes brave and energetic. Also, through sports, conflict anger and aggression in the child are expressed in a constructive way and give the child mental beauty and tranquility. So, playing sports is very important for visually impaired children. Physical education and sports are mostly visual and practice and most of the sighted sports cannot be done by a blind person. Or certain sports or exercises have to be adapted for the visually impaired.

Development of intelligence Psychologist Binne applied a version of the intelligence test to normal and blind children simultaneously and found that the blind were only marginally behind normal children. In terms of god score, the percentage is only about 1.5 percent. Social development Socially, visually impaired children lag behind normal children quite a bit. Parents are largely responsible for lagging behind. They do not allow their children to move freely for security reasons. Do not mix with other normal interest. The social development of these disabled children is hindered by not getting the opportunity to socialize and the children are not aware of their true abilities. Zero rejection of the child occurs in cases where the parents feel ashamed of the blind child or have no faith in the child's abilities. They do not suppress their hatred and negative attitude towards blind children. These children soon realize that he is abandoned by the family and deprived of the love and affection of his parents. As a result, he feels insecure, loses confidence and cannot think of himself as a member of the family. Such children develop a negative attitude towards social responsibility and the child becomes aggressive. As a result these children tend towards anti-social and juvenile delinquent activities.

Language development in terms of language development or verbal development, sighted or blind children are not behind compared to normal children but in some cases they are much ahead. Visually impaired children typically lag behind normal children only in areas where the visual sense supports language development, and they tend to speak more loudly but speak more slowly. From various experiments, educationalists and psychologists have proved that the minor mental and physical weaknesses of blind children can be overcome with the help of proper education.

Curriculum for visually impaired children: The word curriculum in Bengali is synonymous with the word curriculum. The origin of the word Curriculum comes from the Latin word Currier, which means a racecourse, i.e. a race track to reach a particular goal. Curriculum refers to the collection of subjects, activities and experiences that occur in a student's school life. Curriculum includes everything students learn through teacher-student interaction. Curriculum is the collective experience of individuals and societies. That is, if education is a process, then curriculum is the means to activate that process.

Sightless children are no different from normal sighted children in any respect other than blindness or visual impairment. Even in terms of intellectual creativity and ability to enjoy beauty, they are not behind in any part. Their physical and social development is similar to that of other children. So the curriculum designed for sighted children at the secondary level or later is also applicable as a curriculum for blind children. However, certain changes, additions, additions or reductions in the curriculum may be made as required to prevent blindness. First language (mother tongue), second language (foreign language), mathematics and science, social science, vocational education, physical education and social service for students up to secondary level. Also curriculum is designed with emphasis on handicrafts, fine arts and

music. Since the visually impaired are also citizens of the society like other sighted persons, this curriculum should be used for them in secondary school to develop their lives. But judging from a practical point of view, it can be said that up to class 10, blind students need to learn mathematics just like other students. Because knowledge of mathematics enhances one's ability to reason and make judgments, helps one to compete in the field of employment. Also, if we want to establish the blind like others on the principle of assimilation, it is undeniable that they need a knowledge of mathematics. Again, if any other subject is taught instead of mathematics, the visually impaired children will suffer disappointment and inferiority despite standing on the same platform of ability with other children, which will create a wall of obstacles in the way of their later life development. So with the help of various models, we will teach mathematics to the blind children up to the secondary level and the mathematics curriculum for them will be the same as other children

Compared to the curriculum of other normally sighted children, some new subjects have to be added to the curriculum of the blind. These are called plus or compensatory curriculum activities. Also, physical exercise, sports, music, handicrafts etc. should be given importance in the education of the visually impaired.

- Sensory training
- Braille reading and writing
- Daily living skills training
- Orientation and mobility training
- Use of special aids appliances

Role of teacher in education of visually impaired children

1. The parents of the visually impaired child should be informed about the child's abilities and tendencies and the parents should be made aware of the qualities noticed by the teacher.
2. Parents of the child should be informed about the program and objectives to be followed.
3. Teachers and parents of the child must understand that the child is not mentally retarded just because he has vision problems. Due to rain issues, he lags behind his sighted peers as it takes him longer to sit up, walk or acquire various other developmental skills. So with everyone's help, love and effort, he can overcome the limitations of his disability
4. The visually impaired student should be seated in a lighted place and verbal instructions should be given as clearly as possible.
5. While writing on the black board, the teacher will say it orally.
6. Give proper instructions to the child about where things are in the house and in the school.
7. Care should be taken to ensure that bad habits do not develop in the child and that the child learns proper posture in various situations. For example, the child should be trained to stand or sit upright. It should be remembered that due to blindness, he is deprived of the opportunity to know the correct posture of others.
8. Resources should be developed in schools by collecting teaching aids (such as braille books, braille paper, abacus, white sticks, audio tape recorders etc.).
9. Opportunities should be created for inclusion and participation of visually impaired children in school cultural sports and co-curricular activities.
10. Troubled children should be informed about the location of school stairs, classrooms, drinking water points, toilets etc.

Conclusion

Students with visual impairment have the right to an appropriate education that is guided by knowledgeable specialists who work collaboratively with parents, the student and other education team members. Access to training on an ongoing basis essential for all team members, especially parents and teachers who provide the necessary continuity and support in their child's education.

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