

**A study of readiness of secondary school for inclusive education of children  
with visual impairment in Rajasthan**

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**Background :**

We all are aware with this fact that , apply inclusive education is current plan of our education policy, we also aware that to achieve this goal many efforts have been done but goal of inclusion still not achieved. Much research has been conducted but not a single research focuses on school readiness, where this plan is to be implemented. This research was done to determine whether or not secondary schools are prepared to provide inclusive education for students who have visual impairment. Researcher looked at previous research on the subject from a global, national and local perspective, focusing specifically on Rajasthan. the history of the research problem covers the unreadiness at the level of schools, with the primary focus being on issues relating to barriers in terms of knowledge. physical accessibility and attitude.

The researcher utilised a standard tool known as the index of inclusion that was developed by Neil and Anscow. Neil and Anscow had previously granted permission to use statements made under the index in accordance with the researchers requirement. so no permission was required.

**Research questions :**

Research questions of the study were

- Are the educational institutions prepared to provide an inclusive environment for students who have visual impairment?
- Are the educators knowledgeable about providing an inclusive education for students who have a visual impairment?
- What is the current state of affairs regarding the implementation of inclusive education for children who are visually impaired?
- Where do policies stand in comparison to practices when it comes to inclusive education for children who are visually impaired?

**Methodology**

Mix research methodology, which is a sequential explanatory method. This method applied in two phases, in the first phase quantitative data was collected and in second face qualitative data were collected, finally utilising both data reached at the concluding remarks. During the first phase a sample consisting of 350 educators and 70 students who were visually impaired was used to collect numerical data.

71.4 percent of educators lived in urban areas, while 28.6 percent of educators lived in rural areas; 60 percent of students with visual impairment were male, while 40 percent of students with visual impairment were female. 35 secondary schools were taken as samples. These school samples were collected by using a multi stage sampling procedure. The state is divided into zones, then zonal district headquarters were taken as a sample further from each district headquarters five blocks were taken finally from five blocks a secondary school was taken which has recourse room I.e  $7 \times 5 \times 1 = 35$ . In the second phase of data collection, qualitative information was gathered through the use of interviews as a data collection method. Interviews were conducted with children who had visual impairments, headmasters, parents and eminent personalities according to the availability of samples.

**Key findings of the study**

The first question for this line of inquiry is as follows: Are schools prepared to offer an inclusive education to children who have a visual impairment?

It was reported by the largest percentage of educators that they lacked resources, they don't have knowledge about inclusion, they did not use a special process of evaluation, they reported that there was no proper environment for children with visual impairments in school. they also reported that due to variety of field activities they don't have time to complete the course even for students without disability, same view was given by government special educator that they couldn't made proper use of resources room.

Headmasters have also reported the same views, that they don't have resources for students who have visual impairments. They lack the knowledge necessary to properly understand inclusive education. Every child who is visually impaired also mentioned that the general education system does not provide an appropriate environment for them. Genral educator lack knowledge and peers have a negative attitude. previous researchers have shown similar views. Bharti Sharma (2010). Reported that schools suffer from inadequate maintenance and usage of

fundamental facilities. there was no special educator, no resource room, no equipment and material were provided. Yogendra pande (2009) reported that majority of principals and teachers are completely ignorant about inclusive education. they don't have knowledge about difference between inclusion and integration. majority of principals and teachers don't agree with this fact that children with visual impairments can be taught in general schools.

In light of above facts it is possible to accept that still we don't have readiness at the level of schools.

The second research question was asked whether or not educators receive training on inclusive education practices for students who have visual impairments?

According to data analysed, only a very small number of educators were oriented for inclusive education with visual impairments, which was not enough to apply inclusion at the level of schools. it has been reported that teachers don't have Idea about how to educate children who have visual impairments. only a small number of educators who received a 3 to 5 days training. previous research has found same view. Ravikala kamath and chandip johalat (1992) have reported that the majority of teachers have indicated that they are both ready and willing to learn, which suggests that there is a strong need for the successful implementation of integrated education.

In light of facts it is possible to accept that still we are lacking in readiness at the level of schools.

The third question focuses on the current state of the implementation of inclusive education for visually impaired students?

The students those have visual impairments have reported that the general schools don't have facilities such as knowledge of educators, acceptance of general peers, unavailability of special educators. It is just impossible to get an education in general school environment. they have also reported that school administrators and teachers lack an understanding of the unique requirement that we have. An eminent personality of Rajasthan smt susheela bohra has reported same views as given by students who have visual impairments. She has been working for children with visual impairments since 1979. So it can be accepted that still we are lacking with readiness at the level of schools.

The fourth question was asked about where do inclusive education policy stand in comparison to their actual implementation for students with visual impairments?



The findings of entire study indicated that a significant amount of work had been put into the implementation of inclusive education and that significant amount of the money had been spent on doing so, the target of inclusion had not been reached. It is necessary to acknowledge that there are many discrepancies between our policies and our practices. In brief as gap at the level of politics, at the level of administration, wrong policy gap to appoint resources etc.

**Conclusion:** finally as a concluding remarks we can conclude with this that it's very unfortunate to say that while we are providing sufficient resources for medical requirement without counting number of patients, it's very unsatisfactory that we are providing resources for rehabilitation by strictly counting of students who are requiring rehab facility. Please take care of school readiness, if want to achieve goals of inclusion.