

Challenges Encountered By Visually Impaired Children And Their Teachers In Inclusive Primary Schools

.¹Dr. Sarat Kumar Rout*, ² Dr. Narayan Prasad Behera

***Abstract---**This study explores the multiple challenges encountered by visually impaired children (VIC) and their teachers in inclusive schools which have been a stumbling block on children who are in pursuit of knowledge and on teachers who facilitate learning. Further, the main focus of the paper is on some recommendations for the stakeholders to overcome these challenges. The study employs the descriptive survey method by involving the quantitative approach, though some aspects are dealt with qualitatively. A total of 90 participants were involved in the study. They were selected through simple random and purposive sampling techniques. Data were collected both from primary and secondary sources. Findings reveal overcrowded classes and shortage of assistive devices and trained teachers as major challenges faced; while lack of training, unavailability of teaching-learning materials, inappropriate methods and allocation of insufficient time for teaching/learning activities as other challenges. The study recommends provision of barrier free learning environment, adequate disabled-specific teaching-learning materials and assistive devices to VIC; appropriate monitoring and supervision mechanism to ensure the status of the resources and classroom practices; and the urgent need to introduce a core course on the philosophy and pedagogy of inclusive education to the teacher-trainees.*

***Index Terms---**Visually impaired, inclusive education and primary school*

I. THE CONTEXT AND THE PROBLEM

Education is the right of every child regardless of differences (UN, 1948). When India attained Independence in 1947, many philanthropist organizations opened schools for children with special needs. Gradually, it was realised that special schools were expensive to run and were enrolling only a few students, in most cases these were the severely handicapped children (Possi, 2006). WHO (2007) estimated that ‘one’ in ‘ten’ children in developing countries has special needs in education. According to WHO, 161 million people are visually impaired in the world; of whom 37 millions are blind, 124 millions have low vision and at least 6 millions of them are pre-school and school age children. Eklinth (2000) observed that about 80 per cent of visually impaired children (VIC) live in developing countries and only about 10 per cent of these children are receiving education.

Till 1990s ninety percent of India’s estimated 40 million children in the age group- four-sixteen years with physical and mental disabilities are being excluded from mainstream education. The overwhelming majority of them are vagabonds not out of volition but because of callous school managements and over-anxious parents of abled children in a travesty of humanity and social justice. They have consistently discouraged children with disabilities from entering the nation’s classrooms. Social justice and equity which are dominant sentiments of the Constitution of India demand that India’s 35 million physically challenged, if not the 5 million mentally

1. Assistant Professor, Department of Education, Ravenshaw University, Cuttack, Odisha, 2. Lecturer, Department of Psychology, School of Educational Studies, The University of Dodoma, Zanibar, POBOX NO 523, Dodoma

challenged, children should be given preferential access into primary and secondary schools. Fewer than five percent of children who have a disability are in schools. Remaining nine-tenths of them are excluded.

In 1997, UNESCO stipulated that the education of children with disability in integrated settings was the responsibility of the general education authorities. In the same way Jomtien World Declaration on Education for All in 1990's declared that schools should accommodate all children regardless of their physical, intellectual, linguistic or other disability conditions (Ainscow, 1999; UNESCO, 2002). As a corollary, the global inclusive education (IE) system has been practised largely following the Education for All (EFA). The principle of inclusive education was adopted at the "World Conference on Special Needs Education: Access and Quality" (Salamanca, Spain 1994) and was restated at the World Education Forum (Dakar, Senegal 2000). The idea of inclusion is further supported by the United Nation's Standard Rules on equalization of opportunities for person with disability proclaiming participation and equality for all. Of late, a consensus has emerged among Indian intellectuals and pedagogues for adopting inclusive education in mainstream schools. India embarked on inclusive education in 1997, three years after the Salamanca Agreement, through a Pilot Project (Mbagha, 2003). In late 90s (i.e. in 1997) the philosophy of inclusive education is added in District Primary Education Programme (DPEP). Moreover, DPEP also addressed core issues related to curriculum such as what factors limit the access of certain children to curriculum; what modifications are necessary to ensure fuller curriculum access. Thus, with its child-centered pedagogy, DPEP set a stage where children with special needs could be provided learning opportunities tailored to their needs. By 1998, many DPEP states had conducted surveys, assessment camps and evolved strategies to provide resource support to those children with special needs who were enrolled in DPEP schools. The number of special schools rose to around 3000 by the year 2000 (Department of Education, 2000). Gradually, the IE became a major intervention for the pupils of India and the scope of regular schools got extended so that these schools can receive children with special needs from different ethnic groups and cultures.

In spite of continuous interventions by the government, the enrolment rate of children with visual impairment is relatively low in these schools in comparison to the children with other disabilities (Karakoski & Strom, 2005; Mmbaga, 2002; Yosiah, 2005 & Open University of India, 2007). Moreover, poor academic performance of visually impaired children in inclusive schools is attributed to factors like shortage of assistive devices, unavailability of need-based teaching-learning materials, lack of relevant pedagogical and classroom management skills, incompetent teachers, lack of barrier-free environment and negative attitudes of the society (Bangula, 2005; Possi, 2006; Duncan, 2001; Paulse, 2008; Gray, Rudduck & Danda, 2009).

Teacher-educators are still unclear about related issues like: how can inclusive education services meet the needs of special children adequately? How can the inclusive schools bring about equitable and sufficient learning achievements?? Do we have enough organizational arrangements, teaching strategies and resources to make inclusive education a reality??? It is obvious that there is a dearth of studies in this context. Problems encountered by the visually impaired children in their pursuit of learning and challenges faced by the teachers in facilitating learning at inclusive settings have not been addressed explicitly. And the present study was undertaken to fill the gap and suggest possible recommendations to overcome these challenges. Another issue that is paid attention in this study is the treatment that the visually impaired children receive in the inclusive schools.

II. RESEARCH QUESTIONS

Keeping the objectives and previous findings in mind, the following research questions were set to guide the present inquiry process:

1. What is the percentage of visually impaired children who get enrolled in inclusive primary schools?
2. What are the programmes launched for the education of visually impaired children and for the training of teachers to meet the special situation?
3. What are the steps taken to implement the existing programmes in inclusive primary schools?
4. What are the challenges faced by visually impaired children while learning in inclusive settings?
5. What are the challenges encountered by the teachers while facilitating learning to visually impaired children?

III METHODOLOGY

The study employed the descriptive survey method with triangulation were adopted to gather in-depth understanding of the respondents' knowledge, attitudes, inner feelings, experiences, and opinions on the stated problem in a natural setting. In this regard, primary data was collected from field survey and secondary data was collected from policy documents, official circulars, admission register and other records pertaining to the VIC at inclusive schools. In the current study, the author observed five rural inclusive primary schools and their teachers' class-room instructions by using purposive sampling technique. Interviews were also held with the headmasters, IED officers, parents of VIC and other stakeholders.

The study involved the following sample sizes. Firstly, a sample of five (5) inclusive primary schools with one (1) head teacher and four (4) teachers from each school making a total of five (5) head teachers and twenty (20) teachers were taken for this study. Secondly, a sample of fourteen (14) VIC from all the five sampled schools was also taken. Thirdly, a sample of 38 children without VI was selected randomly. Finally, a total of 10 parents of VIC from all the five schools and three educational officials from IE units were selected for the present investigation, To ensure optimum validity of the findings; frequencies and percentage analysis was done first and then documentary analysis and content analysis was conducted.

IV RESULTS AND THEIR DISCUSSIONS

1. It is observed from documentary review that since 2004, where IE has been officially practiced, the rate of enrolment of VIC increased. The findings indicated that the total number of VIC (totally blind) is 50 (19 boys and 21 girls) in all the inclusive primary schools in Cuttack. The enrolment of partially blind children increased continuously after being identified, assessed and proved by teachers in consultation with the medical assistants. However, in comparison to the enrolment of other types of impairments, there was high enrolment rate of VIC in inclusive primary schools. Therefore, it can be interpreted that there was adequate enrolment of VIC in inclusive schools.

Further, it was found that during 2004-06 four (4) VIC and during 2007-09 five (5) VIC were enrolled in the sampled schools. It implies that the enrolment rate increased from 2004-06 to 2007-09. However, the enrolment during 2010-12 remained at five (5). This means that the enrolment for VIC from 2007 to 2012 is relatively stagnant. The reason may be that there were either no births of VIC or they are yet to attain the age of schooling in the concerned locality during 2007-09 to 2010-12. Head teachers in sampled schools and IEOs said that the enrolment rate of VIC increased significantly in the inclusive schools. One of the IEOs said:

“Inclusion in education is more advantageous when compared to special education. Before the introduction of inclusive schools in every region, VIC were either sent to special education units in urban areas or stayed at home without education. Amazingly, the presence of inclusive schools offers chances for enrolling VIC. That is why the enrolment rate of VIC increased significantly”. (Interview, March, 2012).

Moreover, head teachers and IEOs said that ever since the inclusive education policy was implemented in Odish, the enrolment rate of VIC in inclusive schools was also increasing due to public sensitization on education to VIC. Parents and guardians of VIC were encouraged to send their VIC to nearby schools without any fear”. One of the interviewed teachers quoted:

“We have been spreading awareness among parents and guardians that education is the basic right to each child, and encouraging them to send their VIC to schools. This has contributed to the increase of VIC in our school”. (Interview May, 2012).

It is true that the enrolment rate of VIC increased through spreading awareness among parents and guardians and by explaining to them the concept of inclusion, its philosophy as well as availability of inclusive schools in the neighborhood. Moreover, this was also realised through in-service training provided to the inclusive primary school teachers to improve their classroom practices and better provision of medical services for identification of VIC. Hence, it can be stated that the increase in the enrolment rate of VIC in inclusive primary schools is significant of the government’s commitment to this specified group of children. Teachers were appreciating the endeavours of the government in this regard and reported that the VIC studying in inclusive schools were learning joy-fully interacting consistently with their non-impaired peers. These interactions helped them to develop self-concept in areas related to academics, physical, psychological and social character. In turn, it strengthened the philosophy of inclusive education by raising academic and social confidence within every child regardless of his diversified abilities and impairments.

These findings are strongly supported by Peter (2003) who observed that there was an increasing enrolment of VIC including those with low vision in mainstreaming primary schools. Also it concurs with Mutzabaugh (1995) who found an increase in the enrolment rate of children with educational disabilities in regular schools as well. Theoretically, this study concurs with SDT that as children interact with more knowledgeable peers or adults their cognitive ability develops. However, the findings of this study are in disagreement with the assumption that there is low enrolment of VIC in inclusive primary schools and conclude that there is increasing enrolment rate of VIC in inclusive primary schools.

2. It was observed from the findings that there were some programmes conducted for VIC and some special training conducted for teachers to equip them with adequate knowledge and skills. The programmes for VIC

included computer skills (assistive technology) in the form of AVDA - Audio-Visual Desktop Access, and school based Braille skills training programme for in-service teachers. One of the VIC explained that:

“I and my fellow VIC from different inclusive schools and higher learning institutions attended a one week workshop for assistive technology training at Kiembe-Samaki Teacher’s Center. I was impressed with the training because it assisted me in my daily learning and living activities. Moreover, such knowledge and skills have stimulated my ambition for higher learning”. (Interview, April, 2012).

The aim of this kind of in-service training was to increase Braille literacy among teachers, update teachers’ competence with appropriate pedagogical skills and experiences for facilitating learning to children with disabilities. Moreover, training provision also focused on creating awareness on inclusion, raising positive attitudes towards VIC as well as motivating teachers and increasing their confidence in handling children with special needs in regular classrooms. These findings are supported by Pembe (2008) who observed that teachers’ training helped to equip them with the necessary knowledge and skills for teaching learners with disabilities in inclusive schools. The findings are also supported by Peter (2003) who observed that in-service training for teachers in inclusive pre-primary schools would help them to update their understanding of current challenges in inclusive classes. Hence, the role of teacher education is crucial in developing IE. The findings correlate with the assumption on the necessity of education programmes to VIC and special training to teachers.

Further, this study assumed that there were well-stipulated programmes for the education of VIC and the training of teachers, but the findings contradict this assumption. Some head teachers who were interviewed claimed that the time allotted for in-service training was not enough. Therefore, some schools organized more in-service training programmes on Braille language to all teachers. During interview one of the head teachers asserted that:

“Our school enrolls VIC. It is a tough task for our teachers to handle this group of learners appropriately. We know that assisting learning to this specified group of children requires acceptance, tolerance, pedagogical knowledge and skills. VIC (totally blind in particular) to a large extent use Braille or frames in their daily learning activities. So, we have purposely decided to train each and every individual teacher in our school”. (Interview, April, 2012).

It was also found that computer assistive technology programmes for VIC had failed due to the lack of software in this regard. Hence, it hardly supplemented the learning rate of VIC. These findings are in conformity with many researchers’ (Bray, Brown & Green, 2004; Lyons, 2005) findings that the use of assistive technology is very essential in enhancing learning to VIC in inclusive schools. Further, since our future revolves around computers and information technology, denying VIC access to computers is extremely unfortunate.

3. It was found that overcrowded classes, shortage of assistive devices and trained teachers were the major challenges faced by VIC in their pursuit of learning at inclusive schools. Specifically, 85 respondents (94.4%) responded that shortage of assistive devices for learning was considered as the major challenge which hindered the learning of VIC in inclusive primary schools; further 79 (87.7%) of the respondents viewed that overcrowded classes impeded effective learning of VIC also; 75 respondents (83.3%) indicated that shortage of trained teachers constrained successful learning of VIC.

Assistive devices

Children are the real beneficiaries in the learning process where shortage of assistive devices was considered as the major challenge in the pursuit of learning. Fifty (50) of fifty two (52) CWWVI and twenty (20) of twenty (20) teachers viewed that effective learning was impaired by shortage of assistive devices. Moreover, visually impaired children told the author that A4 frames, Abacus, Braille Machines, Cassette Recorders, Geo-Boards and the like are among the needy devices. One of the interviewed VIC argued that:

“Most of the time, I depend on the teacher as well as my non-impaired peers to read out the text books for me due to the absence of these materials”. (Interview, May, 2012).

This view of children was shared by the teachers who were handling these children and these teachers said that effective learning of VIC in our schools cannot be attained unless there is a supply of adequate assistive devices. In addition, one of the experienced trained-teachers claimed that:

“We have only one Braille machine in our school which is not at its best in terms of its performance. We have now sent it to the specialist for repairing. This is because Braille machines used to be serviced out of school which is time consuming. Our VIC now use only A4 frames on which after sometimes they feel uninterested”. (Interview, April, 2012).

In some schools, regular textbooks were used as teaching and learning materials due to shortage of large-print books and Braille textbooks, and in some schools, even when such special texts were available. One of the head teachers remarked in this regard:

“Although our school started to admit partially blind children since 2012, there are no large print text-books for them. Our school has no single Braille machine that could be used by teachers to facilitate learning of the partially blind children. Lack of assistive devices affects adversely their daily learning activities as well as their overall educational achievements”. (Interview, April, 2012).

Findings by Mmbaga (2002) and Yosiah (2005) in their respective studies match with the findings of the present study that in most of the studied schools pupils with disabilities suffered because of lack of assistive devices and desired teaching learning materials. Therefore, it can be inferred that shortage and/or absence of special assistive devices for VIC impair the rate of learning. Assistive devices in inclusive primary schools can enhance the rate of learning of VIC.

Overcrowded classrooms

Overcrowded classroom was identified as another constraint that impaired the learning of VIC. Forty eight (48) of fifty two (52) CWWVI and eighteen (18) of twenty (20) teachers claimed that overcrowded classrooms distressed their learning because the less number of teachers who were assigned to engage inclusive classrooms failed to handle the CWWVI effectively. Mmbaga (2002) and Mapsea (2006) are right that many of the classes in inclusive primary schools were overcrowded. This situation is because of less number of inclusive schools and many of these inclusive schools organizing their learning activities with inadequate teaching/learning materials and lack of barrier-free physical facilities. There is an urgent need to reduce the class size by

maintaining appropriate pupil-teacher ratio enhanced teacher-student (VIC) classroom interaction is possible at the time of teaching/learning process.

Shortage of trained teachers

Shortage of trained-teachers was considered least by the respondents among the challenges faced by VIC in their pursuit of learning. Though many of the schools lacked well-trained teachers, effective learning had taken place if there had been the right facilities with less number of children. However, it was found that frequent transfer of trained teachers adversely affected VIC learning and discouraged many of the learners from attending classes regularly. Since many of the learners preferred untrained teachers who could stay with them for a long period of time than trained teachers who stayed for brief period of time, in-service training for such untrained teachers is required for updating their knowledge and skills. This might be one of the reasons for the respondents to be least concerned about shortage of trained teachers as a challenge for VIC in their pursuit of learning. Pick-Bowes (2003) correctly delineated that changes occurring in education programmes need to be complemented by in-service programme as well as regular training to teachers if inclusion is to be successful. In-service and regular training would make teachers feel more confident and prepared to assist VIC and help the existing cadre of teachers to be re-skilled for the ever-changing education system. One of the teachers said:

“In-service training has assisted me in organising my daily learning activities and in handling all the children equally. So, it has helped me to understand the needs of VIC like I understood the needs of normal children” (Interview, April, 2012).

The author observed twelve (12) teaching/learning sessions in this regard and it was noticed that the teacher’s profile, interaction between the teacher and the children with and without VI, and teaching activities were reasonably satisfying to the children with VI. This is due to the fact that most of the learning activities were organised in barrier-free environment. Only difficulty in learning appeared when a new topic was introduced and transacted to the VIC as compared to the topic with continuity. Therefore, in this context, teacher had to put forth her efforts to restructure the whole content into different inter-related teaching points for the preparation of systematic lesson plans. Eventually, the teacher had to organize teaching-learning activities related to the specific lesson by encouraging activity-based method, peer tutoring method and group discussion method. In this way children with VI were encouraged, assisted and motivated to learn happily with zero burden.

4. Lack of training, unavailability of teaching-learning materials, and inappropriate adoption of methods and allocation of time for teaching/learning activities were reported as major challenges faced by the teacher in facilitating learning to VIC in inclusive schools. Categorically, 74 respondents (82.2%) reported that unavailability of teaching-learning materials was a major challenge that impeded effective learning and 72 (80%) of the respondents viewed that inappropriate allocation of time for teaching-learning activities was another key challenge. While 64 (71.1%) and 50 (55.5%) respondents considered respectively that teaching-learning methods adopted and lack of teachers training were also among the key challenges faced by the teachers in facilitating learning to VIC in inclusive primary schools.

Unavailability of teaching-learning materials

It is a well known fact that teaching-learning material is one of the key tools for disseminating knowledge but in this study it is identified as a major challenge to learning. Again, it is a well known fact that the teacher is the key facilitator and the learner is the key consumer of learning. But in the present study, twenty (20) of twenty (20) teachers and thirty eight (38) of thirty eight (38) CWVI expressed that normal learning is adversely affected by inadequate and/or absence of suitable teaching-learning materials for CWVI, because, in most cases, CWVI depended upon their senses for effective learning. One of the teachers observed:

“Shortage of tactile materials, large print text, Braille text and real objects for organising multisensory activities related to a specific concept greatly burdened CWVI in their learning and in turn the performance of these children is low”. (Interview, April, 2012).

One of the interviewed IEOs recommended improvisation of teaching-learning materials by using locally available low cost and waste materials. In this regard, she said:

“.....meaningful learning to VIC could be attained through the use of tangible materials. However, teachers are advised to improvise some of the materials by using locally available materials to meet the divergent needs of the learners”. (Interview, April, 2012).

Findings by Kisanji (1979) and Mbaga (2002) support the present findings that in most of the regular schools where children with disabilities were admitted, the teaching-learning materials were inadequate and hence learning of CWVI was “a daunting task in life.” Possi (2006) found that teaching/learning materials for CWVI in inclusive schools were very crucial as they motivated and simplified the learning task.

Inappropriate Allocation of Time

It is comprehended from the interviewed respondents that the time allocated for the presentation of a specific lesson was not adequate to the CWVI. The time allocated for transacting a particular lesson was also observed to be insufficient. The time allocated for a single period ranged between only 30-40 minutes and most of the teachers complained that teaching-learning process could not be adequately attained within this time because of the complexity of the curriculum. One of the teachers during the interview affirmed:

“Allocated time for lesson presentation is not enough for successful teaching-learning specifically in the case of a new lesson presentation. This is because it is difficult to have effective teacher-child interaction in classes which are overcrowded and with children with varied learning needs”. (Interview, April, 2012).

Most of the head teachers observed that the syllabus, which did not regard individual differences, was very difficult for teachers to cover. These head teachers suggested that teachers should conduct remedial classes for students with special needs so that they can comprehend and master the specified knowledge and skills set out in the curriculum. These observations correspond to the ideas delineated by Mbaga in 1999.

Inappropriate Adoption of Teaching-Learning Methods

Adoption of teaching and learning methods was pointed out to be another challenge encountered by teachers in inclusive primary school. It was also observed that discovery and role-play method dominated the teaching-learning process while group discussion method was rarely used. Application of these specific methods continued with certain obstacles such as overcrowded classes and limited time. This condition deprived CWVI

of full learning, degree of their participation and levels of their creativity, and consequently, they lagged behind the children without visual impairment.

These findings correspond with those by Possi (1986) which revealed that non-special teachers in integrated schools used much the methods of teaching-learning which were common for sighted-children and recommended the use of child-centered approach for ensuring effective and meaningful learning of VIC in inclusive classrooms. Smith *et al* (2005) observed that with a variety of teaching and learning methods, it is necessary to find and use the best methods like peer tutoring, designing and presenting lessons with relevant TLMs according to the pace of learning of CWVI.

Lack of Teacher Training

Teacher-training was given least importance by the respondents as a big challenge for teachers in facilitating learning at the inclusive schools as it was believed that even teachers who did not receive any disable-specific training handled efficiently differently-able learners including CWVI at inclusive schools. On the contrary, some interviewed teachers claimed that though on every Thursday in-service training in the form of workshops and seminars were conducted to keep the teachers updated with new techniques to handle CWVI in inclusive classes, these efforts were constrained with the shortage of time.

Teachers of all the sampled inclusive schools believed that they were not being prepared for coping with the challenges encountered at the inclusive schools and emphasized pre-service teacher training. Mukhopadhyay *et al* (2009) found that special education student teachers were not prepared to meet the learning needs of diverse categories of learners with disabilities in inclusive settings. Kilulu (2010) observed that teachers in inclusive schools were inadequately trained and motivated. Hence, the finding of this study is consistent with the assumption that teachers in inclusive primary schools encountered multiple challenges while organising their daily teaching-learning activities.

Stakeholders' Recommendations for Overcoming the Challenges

The following recommendations were put forward by the respondents during the interview sessions in order to minimize challenges impeding the learning of CWVI in inclusive primary schools.

1. As the school is a miniature society, it should create a barrier-free learning environment where all the learners, regardless of their differences and educational needs, will get equal opportunity to learn together at his/her own pace. This recommendation is congruent to that of Pivik *et al.* (2002) who identified four categories of barriers at the schools such as the physical environment, intentional attitudinal barriers, unintentional attitudinal barriers, and physical limitations. Therefore, schools must promote social inclusion and friendly relationship with different stakeholders in general and with visually impaired children in particular. Mutzabaugh (1995) made a similar recommendation when he suggested that inclusive education based upon the philosophy of putting all children together irrespective of their differences would make normal children learn tolerance of human differences and disadvantaged children learn to cope with their peers. Andrews and Lupart (1993) and Smith *et al.* (2005) suggested that the classroom should be a place where all children, despite their differences, have the opportunity to talk, work and share experiences together.

2. Overcrowded classes hindered a teacher's attention on an individual child's educational needs and CWVI require individual attention. Hence, the stakeholders who were interviewed recommended that the class size had to be reduced so that the teacher will be well placed to manage inclusive classes which had diversified learners from different ethnic groups and cultures and will be able to pay individual attention to a child's special needs. This recommendation is similar to the suggestion made by Katunzi who observed that due to large size class, teachers at inclusive schools were experiencing problems in organizing teaching-learning activities, so this threat has to be minimized.

3. In a democracy, the government cannot ignore children's education. Hence, the government should set up a resource center in each school and supply adequate disable specific teaching-learning materials and assistive devices (Cassette Recorders, Talking Calculators, Braille Machines and Books, Large Print Learning Materials, Geo-Boards, Tactile-Boards and Magnifying Glasses). This would contribute to the improvement of learning rate of CWVI. Further, the government is required to develop a monitoring and supervision mechanism which would ensure standard resources and classroom practices. Besides, the government is required to develop public-private partnership mechanism by inviting private partners or donors to participate in these activities. The government should conduct some public awareness programmes with the partnership of schools because this would promote parental awareness on the right to education and awareness on the children's varied educational needs. This recommendation is adequately supported by Singal (2008).

4. Skills make people competent and it could be augmented only through appropriate training. In this context, the recommendation is that pre-service and in-service teacher training programmes should be organized. In order to materialize this recommendation, the curriculum framers have to develop the curriculum in such a way that teachers would manage the inclusive classes effectively, handle the differently able children effortlessly and improvise the teaching learning materials by using locally available low-cost and waste materials. Moreover, a compulsory paper on philosophy and pedagogy of inclusive education has to be included in the teacher-training curriculum.

V. CONCLUDING REMARKS

Some innovative measures are required to ensure better enrolment, participation and learning achievement of the visually impaired children. In this context, this study recommends interventions in curriculum planning and monitoring their implementation; attention on differently able children's needs; and involvement of private partners. These measures will offset the challenges faced by CWVI and their teachers in inclusive primary schools. Above all, the negative attitude and lack of enthusiasm of the different stakeholders should be done away with zest and zeal.

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