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Title of the Thesis A STUDY OF IDENTIFICATION OF TEACHING
COMPETENCIES OF TEACHERS OF CHILDREN
WITH VISUAL IMPAIRMENT AND UPGRADING THE
B. ED. SPECIAL EDUCATION CURRICULUM

ABSTRACT

INTRODUCTION

The present study was conducted for the identification of the teaching competencies of the teachers of the children with visual impairment. The aim was to suggest the enrichment of the syllabus of B. Ed. Special education (visual impairment) and also to outline an enrichment program for equipping the in service teachers of CWVI so that they may perform their task more efficiently.

LIMITATION OF THE STUDY

Teachers teaching in special schools and inclusive schools located in Delhi and U.P and principals/district coordinators of SSA as well as B. Ed. Special Education (Visual Impairment) course developed by RCI and being implemented by DU, JRHU, KU, BHU and JMI were studied.

MAIN OBJECTIVES OF THE STUDY

- To compare the identified teaching competencies of teachers working in different educational setting with those which are intended to be developed during B. Ed. Special Education (visual impairment) course at different Universities/ Colleges.
- To identify gaps between the teaching competencies of teachers working in special schools/ inclusive setting and the competencies intended to be developed during B. Ed. Special Education (visual impairment) course at different Universities/ Colleges.
- To develop a short duration curriculum for strengthening the teaching competencies of teachers of children with visual impairment working in different educational settings
- To suggest modifications in present RCI curriculum.

METHOD

Descriptive method was employed for the purpose of this study. Under descriptive research, survey method has been employed. Survey research is exploratory in nature with the emphasis on scope rather than on depth.

SAMPLE

90 teachers of special schools/ inclusive schools and 20 principals/ district coordinators of SSA were selected for the study.

TOOL

No standardized tool was available to study the problem. Therefore self-made observation schedules viz. Teaching Competencies Observation Schedule (TCOS) and Teacher Competencies Information Schedule (TCIS) were used for identifying the knowledge and skill based competencies of the teachers of children with visual impairment.

FINDINGS

The findings of the study clearly indicate that 41.05% of the competencies like access information and services from the community; knowledge of narration, storytelling, dramatization and questioning for teaching languages; Demonstration of how to do the tasks; respond accurately to the asked question; manage class time properly while teaching; knowledge of stress management; historical development of education of CWVI; issues and trends in special education etc. were possessed by teachers of the children with visual impairment.

It is also found from the analysis that 49.47% of the competencies were not being transected up to desired level although they are included in the five universities of which the B. Ed. Special education (VI) syllabi have been studied. Most of these competencies related to the instructional strategies like prepare, adapted or modified material; accessible print and other formats, transcribe, proofread and interline material in contracted literary and Nemeth Braille codes; teaching plus curriculum, exhibits skills in the use of abacus; modify visual materials for partially seeing readers; knows strategies for teaching Braille reading and writing; strategies for teaching listening and compensatory skills, technology skills, visual efficiency etc.

Only 9.47% of the competencies were not being transected by the teachers at any level of which the some competencies like management strategies for storing, circulating and repairing equipments, strategies for study habits and skills, role of civic bodies, knowledge of the self-advocacy teaching strategies were found in the literature on curriculum on teacher preparation in developed countries.

Another interesting finding was that the competency of mastery in the preparation and use of tactile and auditory maps for effective mobility in CWVI was not exhibited by the teachers at all although it was included in the syllabi of five universities have been studied.