

Name of Scholar: Sudeep Kumar Dubey

Name of Supervisor: Dr. Sara Begum

Name of Co-Supervisor: Dr. Swati Sanyal

Department: D.T.T & N.F.E, IASE, Jamia Millia Islamia, New Delhi.

Title: "Effects of Individualized Training Programmes based on Barraga and Keeffe Model on Visual Efficiency of Low Vision School Students in Delhi".

Abstract: -

Nine million of all children with disabilities who are under 15 years of age live in Asian and Pacific region. Less than 5% of them receive any education or training. Children and adults with disabilities are denied the opportunity for formal and non-formal education due to the lack of information and understanding. Disabled persons constitute about 2% of the total population in our country. Even after India's independence hardly 5% of school age children with visual impairment have access to education. The 86th amendment of Constitution of India (2002) has made education a fundamental right in 6-14 years age group.

The Persons with Disability Act 1995 came into action by bringing into sharp focus the State's of responsibility to empower the disabled with equal opportunities.

The centrally sponsored scheme of Sarva Shiksha Abhiyan has set time bound targets for achievement of Universal Elementary Education by 2010. This is possible only if the needs of the children with disabilities are fully addressed in general education and all children get the opportunity to go in their neighborhood school.

The implication for low vision services is that with greater number of people with vision that cannot be restored due to causes like retinal disease, glaucoma and optic atrophy, there will be an increase in the demand for low vision services. According to a rough estimate of census of our country there are 1.49% of the total population is low vision persons. Out of these low vision cases 85% were curable and only 15% were falling under non-curable category. The high percentage of people whose vision was deteriorating was due to inadequate measure of identification, lack of resources and manpower. Hence the major issues to be faced in the provision of low vision services are

1. The identification of people who require low vision services,
2. Provision of adequate, appropriate and affordable resources,
3. Manpower development program.

Given the demand for low vision rehabilitation services, the time and commitment needed, and the cost effective tools and devices, such as an agenda in India would require creative collaboration. If diligence and dedication on the part of professionals is combined with infrastructure and financial support from

various sources, the challenge of visual impairment can be successfully surmounted. The present study is a step towards a proper intervention through individualized training programme for young low vision children.

The present study is experimental in nature in which each member of population is unique in itself. Since no two members are same in anyway so there is no need of comparison of equitable groups. Each member has its own cause for impairment, age at onset of disability etc. Further their biological and genetic characteristics are different. The design of the study is a single group pretest- posttest design in which every subject was considered as his own control. The present study has important implications for identification, assessment of visual skills, preparation of ITPs and its effectiveness for students with low vision. It adds to a small but growing body of evidence showing visual efficiency of students with low vision is amenable to intervention.

Findings:-

The analysis of data leads us to the following major findings:

- Individualised training programme based on functional assessment of visual skill areas improve visual efficiency.
- Increase in visual efficiency increases the ability to read and write print.
- Students who had positive view about the vision improved more than the others.
- Many parents were also hesitant to accept the fact that their child had some usable vision fearing that he might be advised to study in a regular school.

Over all the training was successful in meeting the major pedagogical objectives of improving visual skills and its use in reading, writing and mobility.