

**PROBLEMS FACED BY THE VISUALLY
CHALLENGED TEACHERS AT SCHOOL LEVEL**

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Dissertation

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DECLARATION

I, **SHIDAD M. M**, do hereby declare that this dissertation entitled, **PROBLEMS FACED BY THE VISUALLY CHALLENGED TEACHERS AT SCHOOL LEVEL**, has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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CERTIFICATE

I, Dr. AFEEF THARAVATTATH, do hereby certify that the dissertation entitled, **PROBLEMS FACED BY THE VISUALLY CHALLENGED TEACHERS AT SCHOOL LEVEL** is a record of bonafide study and research carried out by **SHIDAD M. M,** of M.Ed Programme (2018-20), under my supervision and guidance, and has not been submitted by him for the award of any Degree, Diploma, Title or Recognition before.

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Chapter 1

INTRODUCTION

- Need and Significance of the study
- Statement of the Problem
- Definition of Key Terms
- Variables of the Study
- Objectives of the Study
- Methodology
- Scope and Limitations of the Study
- Organization of the Report

Education should be an empowering process that allows and guides people to develop their passion, critical thinking, compassion, and orientation towards wisdom for timely action. More precisely, self-cultivation should be the purpose of education. And maximizing lifelong success is the goal of education. Education needs to change and move on with the changes in technologies and the attitude of mankind. These changes are reflected in educational institutions through teaching and learning strategies. The young minds are better tuned to receive values for enriched life style for both personal and societal living by their teachers in school and higher education institutions

Teachers must realize that they are responsible for shaping not just students but ignited youth who are the most powerful resource under the earth, on the earth and above the earth (Kalam, 2007). The National Knowledge Commission (NKC) of India has observed that teachers are the single most important element of the school system, and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. In a knowledge-driven society where information is having increasingly short shelf life, it is important for teachers to focus on the longer-term goals in preparing the students for life, equipping them with more than a finite and rapidly obsolescent body of knowledge, and developing their talents for understanding, applying and creating knowledge, as well as their ability to constantly refresh and upgrade their knowledge. The aims of teaching are to effect positive changes in the knowledge, ability and mindset of the students. In such a scenario it is important to provide effective teaching for the visually impaired who fight against the challenges of the modern society in using technology.

Visual impairment is vision loss for a person to such a degree to qualify as an additional support need through a significant limitation of visual capability resulting from either disease, trauma, congenital or degenerative conditions that cannot be corrected by conventional means such as refractive correction or medication. Such functional loss of vision is typically defined to manifest with

1. Best corrected visual acuity of less than 20/60, or significant central field defect,
2. Significant peripheral field defect including homonymous or heteronymous bilateral visual, field defect or generalized contraction or constriction of field, or
3. Reduced peak contrast sensitivity with either of the above conditions.

"A person is blind to the extent that he must devise alternative techniques to do efficiently those things he would do with sight if he had normal vision"--Kenneth Jernigan

There are lot of visually challenged people in India. Many of these people choose teaching as their profession. This is mainly because they can do much better in the teaching field than in any other profession. By using speech-to-text software and braille text books they make their teaching higher quality. Though, they have their own limitations; in terms of knowledge, quality qualification etc. Otherwise they stand equal with the other normal teachers.

Nowadays with the help of government policies like providing them scholarships and reservations they too are able to reach the higher position of

the society. 3% of all government jobs are now reserved for the visually challenged people. Presently visually challenged teachers are working in both general and higher education. For the enhancement of visually impaired citizens of India, government provides better infrastructure like 3% of the government jobs are reserved for them.

Facing students on the first day in school for any teacher can be both exciting and anxious, more so when a visually challenged teacher stands in front of a class of sighted students. How are the students going to react and respond? How will I be able to cope with them? Some are confident, some nervous but it is a day they all look forward to. For some it remains etched in their memory.

School level education holds an important place in the socialization process of every person. School education provide a key base in molding the behavior, traits, etc. of each student. It is generally considered as the second stage in the socialization process. As a result, teaching in school level is a complicated task for the teachers. Since this stage provides various foundations for the personality of the students, teachers need to be careful and systematic in teaching at this level. This help to create a pool of productive members in the society.

Immediate educational emphasis and awareness must be administered to make paradigm shift in the visually impaired educational arena at the elementary, middle, and high school level so as to help them be as proficient as their sighted peers in using technology. This concept of “blind-

accessible” when dealing with technology for young children needs to be defined. There is difference between things that are technically accessible and things that are usable. Real equality demands a product or service that is not just accessible but efficiently usable and accessible. What suits a person with some vision may not be of any use to someone who is totally impaired with vision. Since the totally visually impaired person is not able to understand the surroundings by visuals signs, the mental process of navigating an environment is affected by the fact that they are unable to scan and gain any idea from their surroundings. In the physical world, navigating from one place to another means following a set of sequential steps. These kinds of sequential steps are essential and must be adhered to, for any knowledge acquisition of the visually impaired person. In this, each step follows the last step carefully, be it physical mobility or educational learning practices

NEED AND SIGNIFICANCE OF THE STUDY

With visual impairment face a lot of challenges. Adjustments are required in teaching pupil with visual impairment to ensure a curriculum which is delivered in both non visual and visual ways. Visually impaired teachers find it very difficult to deal with the students in both Integrated Schools and Special Needs schools. Visually impaired teachers have to make extra mileage in their teaching career since they shoulder a greater responsibility of competing with the sighted teachers as well making their students become competent.

For the last four decades, the educational status of the visually challenged people is on an increasing trend. This is due to various efforts by blind organizations and so on. People receiving higher educational degrees in last four decades is comparatively higher than ever. This results in the emergence of visually challenged teachers in various levels of education from school to universities. Apart from this, the 'Persons with disability act' (1995) facilitate the appointment of teachers in government schools under its provision of 3% reservation. Nevertheless, the governments and over the years did not pay much attention to provide specific facilities for visually challenged teachers to overcome their hurdles in teaching.

Different issues faced by physically challenged teachers and students in general and visually challenged teachers and students in school level had been one of the subject matter of study in various theses submitted in different universities of the country. Bincy (2017) for instance submitted her thesis titled 'higher order thinking versus higher order behavior: social cognition and adjustment behavior of visually challenged adolescents' in Manonmaniam Sundaranar University. This thesis discusses the different dimensions of the cognitive developments among the visually challenged adolescents. In other theses submitted by Simili P Chacko (2015) entitled 'Satisfaction and problems of special teachers in teaching children with autism' discusses the issues faced by teachers teaching students with autism. This thesis was submitted in Mahatma Gandhi University in.

Rabia (2014) of Calicut University has submitted her thesis titled "Students perception on teacher efficacy of visually challenged teachers at

school level”. Another title worth mentioning is of Beena (1996) “A study of the critical analysis of the integrated educational programmes of visually handicapped secondary school pupils in Kerala”. All of the works mentioned above and various other studies in this area discusses its themes from the vantage points of students. This thesis on the contrary, plans to offer an analysis of the various problems faced by visually challenged teachers at school level.

Considering the importance of school education in person’s life, various approaches were suggested by the educational philosophers. Among them, the constructive approach is widely accepted at present. However, in order to use this approach effectively, the teachers need to be trained and conditioned accordingly. Their academic credentials and teaching abilities need to be updated with changing conditions in teaching sector. They also have to be equipped with new technologies to strengthen their teaching caliber. To achieve these targets, governments and other educational authorities are implementing various programs as part of the ‘in-service’ courses of teachers. Nevertheless, in achieving such courses and practicing the new changes in teaching, the physically challenged teachers in general and the visually challenged teachers in particular are facing various issues. This study intents to analyse such issues in detail.

The above mentioned issues faced by visually challenged teachers at school level are divided mainly into three areas as following

[A] Academic issues

Under this section, issues related to accessibility of text books, hand books, and other materials provided by authorities for improving teaching qualities are included. It also deals with the problems faced by visually challenged teachers in preparing lesson plans, teaching aids and issues faced in managing classroom while teaching. The the problems faced by visually challenged teachers in accessing different in-service training such as, computer training, refresher courses etc... are discussed. Since information technology plays a vital role in today's teachings, the study also investigate about the problems of visually challenged teachers in accessing and using various technologies effectively in class room teaching. The study looks at various issues faced by visually challenged teachers in helping their colleagues in administrative tasks, invigilation duties, etc.

[B] Non-academic issues

This section will attempt to investigate about various personal problems faced by visually challenged teachers. This includes problems in traveling to schools, co-operation of other teachers, attitude of other teachers, etc.

[C] Administrative issues

This section will try to study about the approach of administration towards the problems faced by visually challenged teachers. All of these three sections will attempt to study the individual attempts of each teacher to negotiate these problems. There are so many research studies conducted in the

area of visual impairment but most of the are related to the problems of visually challenged students. In this context, this study becomes an important work to investigate about different problems faced by visually challenged teachers at school level.

There have been many studies conducted on problems faced by teachers. Through the findings we come to the conclusion that every individual have different type of problems different stages of school education system in India. The present teacher education system fails to train competitive teachers in general and visually challenged in particular. At present the existing teacher training system playing a least role in developing competitive teacher in general and visually challenged in particular. There are many studies conducted in Educational context. But only few studies conducted on visually challenged teachers problems. This shows the lack of knowledge or interest in the scenario who are dealing with the educational system in our country. There had been no serious attempt made any one in integrating the problems faced by visually challenged teachers at school level. So present study highlight the problems faced by visually challenged teachers at school level is significant, thus the importance of the study emerged.

Statement of the problem

“PROBLEMS FACED BY THE VISUALLY CHALLENGED TEACHERS
AT SCHOOL LEVEL.”

Definition of key terms

Visually challenged

A person is blind to the extent that he must devise alternative techniques to do efficiently those things he would do with sight if he had normal vision (Jernigan, 1962)

Variables of the study

The variable selected for the proposed study is the problems of visually challenged teachers at school level

Objectives of the study

1. To find out the academic problems faced by visually challenged teachers at school level
2. To find out the non-academic problems faced by visually challenged teachers at school level

Hypotheses of the study

1. There will be various academic problems have faced by visually challenged teachers at school level
2. There will be different types of non- academic problems faced by visually challenged teachers at school level

Methodology

Methodology is an important part of any research study, as it guides the way to proceed. The methodology used for the present study is given briefly under the following headings.

Design of the study

Decisions regarding what, where, when, how much by what means concerning an inquiry or a research study constitute research design. The research design is the conceptual structure within which research is conducted. It constitutes the blue print for the collection, measurement and analysis of data. (Kothari,2004)

A research design is a blue print of the study which is being conducted by the researcher. It is a plan, structure and strategy of investigation. The researcher selected qualitative design for the study.

Sample selected for the study

The population considered for the present study is visually challenged teachers at school level in Kerala. The study will be carried out on a sample of 60visually challenged teachers at school level from Malappuram and Kozhikode, districts had taken as the true representative sample for the study. The researcher used snowball sampling technique to select the samples for the study.

Tools used for the study

A tool is the means by which data are collected. A tool may be in the form of questionnaire, a test, a rating scale or an inventory. A questionnaire is defined as a systematic compilation of questions that are administered to a sample of population from which information is desired.

The investigator used semi structured interview for the study to collect relevant and accurate data from the selected sample. The investigator used open ended questionnaire for collect relevant data

Data collection procedure

Data collection is the actual process of collecting information that the researcher wishes to study, analyse and interpret. The researcher had a good experience in the process of data collection as there were opportunities to meet new people.

The examiner prepare the open ended questions for interview. He approached the sample with these questionnaire and seek the permission from the school authority where the visually challenged teacher worked. After getting permission the researcher had conduct the interview and recorded the relevant data.

Scope and limitation of the study

Scope of the study

The main focus of the present study was to find out the academic and non-academic problems faced by visually challenged teachers at school level.

- This study was unique because it focused on the lived experiences related to obtaining and maintaining employment from the perspectives of the visually impaired.

- The results of this study may provide insight and promote awareness of the visually impaired population and the challenges they encounter in relation to teaching profession at school level.
- Employers and the public may gain a better understanding of how to provide support to the visually impaired teachers.
- The results may also reveal risk factors associated with low employment rates among this population in teaching sector.
- The variable selected for the study is significant in the present situation
- Results may be used to increase the level of functioning and independence of the visually impaired.

Limitation

Limitations are some controls or restrictions present during the time of the research study. It decided the boundaries of the study even with the due effort by the researcher. They are Limitations

- Qualitative studies usually involve a small sample size, which may be consider as limitation because it may not be an accurate representation of the visually impaired population.
- Another limitation was my presence as the researcher during the data gathering process may have affected the participants responses. My presence was unavoidable due to the nature of this qualitative research study.
- The study was done only in 2 districts in Kerala.
- The study was conducted with in limited period of time.

- Only few variable like academic and non-academic problems was investigated. No attempt was made to find out the other variables.

Organization of the report

Chapter 1:

This chapter contains a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, variable, objectives, methodology and scope and limitations of the study.

Chapter 2:

This chapter gives a theoretical overview of visual impairment and the review of related studies related to them.

Chapter 3:

In this chapter, the investigator discusses the methodology of the study in detail with description of variable, objectives, tool used for data collection, sample selected for the study, data collection procedure and data analysis.

Chapter 4:

This chapter describes the analysis and interpretation of data, discussion, comparison and suggestions.

Chapter 5:

This chapter contains summary of the study, educational implications of the study and suggestions for further research area.

Chapter II

REVIEW OF RELATED LITERATURE

- **Conceptual over view of visual impairment**
- **Review of related studies problems of visually impaired persons**
- **Review of related studies problems faced by teachers**

REVIEW OF THE RELATED LITERATURE

Introduction

Koul (2008) a careful review of the research journals, books, dissertations, Theses and other sources of information's on the problem to be investigated is one of the important steps in the planning of any research study. Based on the above views the investigator explored the related studies pertaining to the study and presented under various headings

A Literature review is a summary of previous studies on a topic. Literature reviews can be either a part of a larger report of a research project, a thesis or a bibliographic essay. It is usually a critique of the status of knowledge on a carefully defined problem. It is an attempt to interpret and synthesize what has been studied, researched, and published in the area of the present study. Thus, it is an independent account to present the state of the art with regard to a problem. In fact, the review of related literature is essential to a well- designed research study. It is generally the first step in the research process, and it can contribute valuable information to the research study. In the process of reviewing the literature, the investigator is alert for finding out research approaches in the area that have proved to be sterile.

A literature review includes an overview of the subject, issue or theory under consideration and division of works under review may be categorized based on some criteria. Besides it also contains the conclusions which are most significant, convincing and make the greatest contribution to the understanding and development of the area of research. The researcher draws maximum benefits

from the previous investigations, utilizes the previous findings, takes many hints from designs and procedures of previous researches and formulates an outline for future research.

The review of related studies provides the insight into the methods, measures etc., employed by others in the particular area. It provides ideas, theories, explanations, hypotheses of research, valuable in formulating and studying the problem at hand. It also furnishes indispensable suggestions related to the problem and already employed techniques to the investigator. Unless it is learnt what others have done and still remains to be done in the area, one can't develop a research project that could contribute to furthering knowledge in the field. In fact, the review of related literature serves multiple purposes and is essential to a well -designed research study. It is generally the first step in the research process, and it can contribute valuable information to any part of the research study.

The purpose of the literature review is to provide a critical written account of the current state of research on a selected topic:

- Identifies areas of prior scholarship
- Places each source in the context of its contribution to the understanding of the specific issue, area of research, or theory under review.
- Describes the relationship of each source to the others that you have selected
- Identifies new ways to interpret, and shed light on any gaps in, previous research

- Points the way forward for further research

A detailed review of literature has been made to find out the research gap and to identify the relevant researchable issues for the study. It is essential for a researcher to review the related literature to have a clear knowledge about the subject and understand the research gap in order to draw the scope for the study.

In this chapter the researcher presents the conceptual over view of visual impairment, studies reviewed related to problems of visually impaired individuals and studies related to problems faced by teachers' in teaching.

CONCEPTUAL OVER VIEW OF VISUAL IMPAIRMENT

Disability is a condition or function judged to be significantly impaired related to the usual standard of an individual or their group. The term is often used to refer to individual functioning, including physical impairment, sensory impairment, cognitive impairment, intellectual impairment or mental health issue.

The World Health Organization (WHO, 2006) has produced the International Classification of Functioning (ICF) on Disability and Health. It distinguishes between body functions (physiological or psychological ex-vision) and body structures (anatomical parts e.g. the eye and the related structures).

Visually challenged/blindness is the condition of lacking visual perception due to physiological or psychological factors.

Visual impairment

Impairment is a partial or complete loss of functions of a body part, an organ, a sensory function, and/or brain functions. The loss can be temporary or permanent. Impairments may affect sensory functions (among other hearing and vision, touch), mental functions (memory, consciousness, and cognitive abilities) and/or physical/bodily functions of the limbs or internal organs. Impairment can influence interaction, communication, movement, and/or learning processes and general behavior in children (and adults), based on (WHO, 1980).

According to WHO estimates in 2002, the most common causes of blindness around the world are: Cataracts (47.8%), Glaucoma (12.3%), Uveitis (10.2%), Age Related Macular Degeneration (AMD) (8.7%), Trachoma (3.6%), Corneal Opacity (5.1%) and Diabetic Retinopathy (4.8%). The normal vision in any human being can be made vision less due to the poisoning such as exposure to chemicals. A well-known example is methanol, found in Methylated spirits, which is sometimes used by alcoholics as a cheap substitute for regular alcoholic beverages

Accordingly to Encyclopedia of Britannica, visually handicapped include two categories, as partially sighted and blind. A person is defined as being “partially sighted” if the vision in his better eye (after correction) is less than 20/70 but better than 20/200. Such children need special equipment's and are often taught in special classes or resource rooms that provide special methods and materials. In many cases they can be educated in a regular class if special material and equipment's are provided. A person is defined as “Blind” if his vision or

visual acuity (after correction) is 20/200 in his better eye. This visual acuity is in general inadequate for education through the eyes, and special techniques have been devised to make possible education through tactual and auditory channels.

Types of Blindness

Some of the types of blindness are as follows:

1. **Total Blindness:** Total blindness is the complete lack of vision which is clinically recorded as “NLP”, an abbreviation for “No Light Perception”.
2. **Legal Blindness:** Legal blindness is defined as visual acuity (vision of 20/200, 6/60) or less in the better eye with best correction possible. This means that a legally blind individual would have to stand 20 feet (6m) from an object to see it with the same degree of clarity as a normally sighted person could from 200 feet (60m).
3. **Colour Blindness:** Colour blindness is also known as Dyschromatopsia or colour vision deficiency, in humans is the inability to perceive differences between some or all colours that other people can distinguish. It is most often of genetic nature, but may also occur because of eye, nerve or brain damage, or due to exposure to certain chemicals.
4. **Cortical Blindness:** Cortical blindness is the total or partial loss of vision in a normal appearing eye caused by damage to the visual area in the brain’s occipital cortex.
5. **Night Blindness:** Night blindness or Nyctalopia is a condition making it difficult or impossible to see in relatively low light. It is a symptom of several eye

diseases. Night blindness may exist from birth, or be caused by injury or malnutrition.

6. Stereo blindness: Stereo blindness is the inability to see in 3D using stereo vision, resulting in the sufferer's inability to perceive stereoscopic depth. While individuals with only one eye necessarily suffer from this condition, the condition also results when two eyes do not work in proper concert.

Blindness in India

Census 2011 did not release data on the disabled population in India. The disability population is difficult to enumerate in India since people often hide their disabilities because of social stigma. According to the Ministry of social Justice, as of 2001, 21 million people are said to be suffering from some form of disability in India. Incidentally, the total population between Census 2001 and 2011 increased by 180 million to 1.2 billion. Details are represented in figure 1.

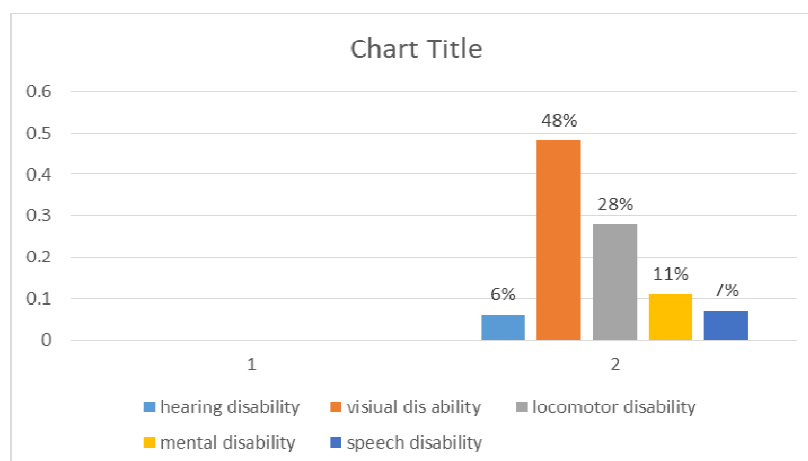


Figure 1. Disability Census

According to the highest form of disability in census, visual impairment have the highest prevalence of 10 million followed by loco-motor disability at 6 million in India followed by mental disability 2.2 million people and hearing disability 7

In every age, the handicap of blindness has stirred the sympathy of civilized peoples, but until comparatively recent times that sympathy generally expressed itself in the giving of alms to the wayside mendicant, rather than in constructive effort on his behalf. Men have been slow to realize the justice of the blind man's claim to education, employment and all that goes to make "the good life". In India the earliest school for the blind was founded at Amritsar by English missionaries, followed by schools at Calcutta and Ranchi. Even today there are only about twenty organizations for the blind in the whole of India, and of these, few have resources adequate to care for more than a dozen or two of the thousands of blind children.

Although the vast size of India and the fact that up to now only the fringe of the problem of blindness are touched. The problems of prevention of blindness is then a more pressing one; which might, by its very immensity, paralyze effort, unless there were another side to the picture. Although no exact figures are available as to causation, it is indisputable that a great part of India's blindness is due to infantile ophthalmic, to neglect to simple eye-diseases in children, to the application of irritant remedies, to small pox and to trachoma, all of which are preventable, or can be remedied by proper treatment.

Visual Impairment and Its Impact on Learning

Visual impairment can be defined legally and educationally. It can be congenital, occurring at or shortly after birth or acquired through other means later in life. Some of the congenital causes of visual impairments include conditions like retinopathy, glaucoma, cortical visual impairment, optical nerve hypoplasia etc. Visual impairment can also be acquired later in life as a result of cataract, trauma, accidents, inadequate nutrition and so forth. Before teaching students with visual impairments, it is important for the teachers to acquire information about how the loss in vision influences the teaching-learning processes. Visual information is fundamental in helping children observe and interpret what happens in the environment. It is also an important prerequisite for conceptual development in a student's learning (Mwakyjeja, 2013).

Deformity and destruction of this part of the body, brings about a reduced amount of sensory data to the learner, leading to insufficiency or delay in various skills learned through observing others. This impacts language development, reasoning skills, problem solving abilities and abstract thinking. This finally causes great impact on the individual's learning and performance, because a student cannot perceive and use visual information to interpret various learning situations taking place within the environment (Mwakyjeja, 2013). The teachers, who are working with visually impaired students need to plan the environmental conditions based upon the following factors: (Mwakyjeja, 2013).

Learning Environment – The learning environment should be created in such a manner that students should be able to adapt easily and enhance their learning. The

availability of learning materials should be well-organized in order to facilitate learning. When the learning environmental conditions will not be supportive to the students, then their learning will automatically get interrupted. It should contain the technology and the assistive devices, whose utilization will be able to assist students in the acquisition of education. Therefore, there is a need for all the stakeholders in education to consider reformation of the education system to enable these students learn better.

Assessment of Learner's Needs – Assessment of the learner's needs refers to the systematic procedures of gathering and identifying the needs of the learners. Quality teaching can only take place in an effective manner, when the needs, backgrounds and prior knowledge of the learners is known. Assessment of the learning needs of the students with visual impairment, prior to the beginning of the study program is important for both the students and the teachers. The reason being, it allows for an understanding of the student's academic abilities, approaches, strategies and learning styles.

Individualized Education Plan - Individualized Education Plan (IEP) is a plan of study taken from the general curriculum, which is structured specifically to meet the needs of these students. This plan of study consists of a list of precise goals to be met, and the strategies to be used to meet those goals. Parents and teachers are required to work in co-operation to regulate these specific goals and academic needs of the students to enable a teacher to plan and implement teaching. Team planning and implementation of IEP is vital, if one wants inclusive education for students with visual impairments to be meaningful. However, IEP does not call for individualized teaching, rather it intends to inform educators to be aware of and

meet the individual needs of every student in inclusive classroom. General and special needs teachers and parents are collaborators in the preparation and implementation of IEP.

Teaching Collaboration (Co-teaching) - Teaching collaboration (Co-teaching) is an important aspect of inclusive education, because inclusive classrooms comprise of students with different learning needs. A single teacher cannot have all the skills needed to meet students diverse needs within inclusive classrooms. Co-teaching involves two teachers teaching the same class at the same time. The regular teacher taking responsibility of the main teaching, and a special needs teacher, dealing with disability specific needs of the students. A teacher, who has specialized in visual impairments, should help students with visual impairments learn and understand. A special teacher will be assisting a general teacher in preparation of teaching materials and learning environment for these students. A co-teacher will also be responsible for teaching skills like reading and writing by using Braille, glasses, lenses etc.

Challenges experienced by Students with Visual Impairments

Challenges that interfere with the provision of education of students with visual impairments have been stated as follows:

Language Challenges of Visually Impaired Students - There is a lack of material in the area of second language acquisition for visually impaired learners, possibly due to the well-known assumption that students with visual impairment follow the same path of learning as the sighted students. As far as there is proficiency in the acquisition of mother language, a second language will be

integrated efficaciously. Students with visual impairment, especially blind, are well prepared to learn a foreign language regarding their hearing sense, which is the essential concept of learning a second language with less or no relation to vision. Language acquired through asking questions improves the verbal skills as asking about things, they cannot observe not only improves visually impaired students language acquisition but also their complete knowledge ability. The basic essential component of learning is learning words and improving vocabulary, which adds points to the sensitivity memory that this population has (Ghafri, 2015).

Listening and Speaking Challenges - There is nearly an overall agreement among researchers that students with visual impairment do not have any serious problems associated to listening and speaking English skills. In fact, listening is the primary learning method for blind students and a strong helpful tool for visually impaired students. These students significantly rely on auditory data, so they are required to become skillful listeners to surface listening and speaking skills to analyse the incoming data including, facts, figures, structures, forms and details. Speaking is also an important skill that allows them to request the information needed and even transfer the information to others (Ghafri, 2015).

Reading and Writing Challenges – Visually impaired students must Reading and Writing Challenges – Visually impaired students must learn reading, with the primary purpose to improve their knowledge, and writing skills are enhanced to reflect ones knowledge. However, the reason being, reading and writing skills are the skills that involve the use of visual abilities to acquire them. Students with visual impairment experience many challenges in learning these skills. They read

slower than their sighted peers as they usually categorize words at a letter level instead of a complete word level, which makes them pause frequently while reading. Moreover, students experience difficulties in sentence structures and organizing ideas in essays, and their writing tasks tend to be as the spoken texts (Ghafri, 2015).

Teaching Methods – When teaching methods are not properly used and teachers lack the skills and abilities to deal with visually impaired students, then the students would experience challenges in education. In some educational institutions and within the classroom settings, the teaching methods are not put into practice in an appropriate manner. Teachers are not educated enough in sign language, use of Braille materials, preparation of hearing aids, tactile diagrams and maps and so forth. They themselves experience challenges of inclusive teaching. The inadequacy of teacher education gives rise to challenges within the course of acquisition of education by the visually impaired students (Mwakyēja, 2013).

Lack of Teacher Collaboration and Rigid Curriculum – Within the job settings, it is vital for all individuals to work in collaboration. They need to exchange valuable and useful ideas and suggestions, so that one may make ones work performance efficient and are able to meet the desired objectives. When there is lack of collaboration among teachers and availability of rigid curriculum, then the visually impaired students may experience problems in understanding the concepts and may not feel comfortable within the school environment. The curriculum and the instructional systems should be formulated in accordance to the needs and requirements of the students and should be manageable (Mwakyēja, 2013).

Challenges experienced by Teachers in working with Visually Impaired

Students

The challenges experienced by teachers, when they are teaching and guiding visually impaired students have been stated as follows: (Yalo, Indoshi, Agak and Were, 2010).

Difficulties in Writing on Straight Lines – The Braille language that is used by visually impaired students, involve writing on straight lines. The teachers, who are experienced and have practice of writing on straight lines, usually do not experience problems, but those who are novice in this area, and do not have experience, would have difficulties in writing on straight lines, as a result of which, they would not be able to provide adequate knowledge and information to the students. Therefore, it is vital for the teachers to master the skills necessary in teaching, training, instructing and guiding students with disabilities.

Tire Quickly due to Close Working Distance – The teachers, who are working with visually impaired students mainly find their work duties challenging. They are required to work diligently, conscientiously and resourcefully with the students with disabilities, so that they are able to render an effective contribution in improving their knowledge and understanding. They find their job duties demanding and as a result of which feel fatigue and exhausted. At home, teachers are required to prepare the lesson plan, so that they can make the students understand well. In educational institutions, the students depend upon the teachers to a major extent to improve their academic skills.

Crowded Diagrams in Course books – The course books that have been used by visually impaired students, usually have images, figures and diagrams that are not clear and their explanation is also not adequately provided. When the explanation is not lucid and coherent in textbooks, then the teachers themselves experience problems and challenges in acquiring understanding of the concepts. This is apparent that when the teachers themselves, will not be able to understand the concepts better, then they will not be able to make the students understand. Therefore, it is vital that course books and textbooks for the visually impaired students as well as for the teachers working with them should be coherent and information should be understandable.

Unable to Complete the Course Curriculum in the required Time – The visually impaired students are slow in learning and understanding the concepts. It is vital that teachers should be well prepared with the information before they come to class. When the students are large in number, then teachers are required to work really hard in enabling them to enhance their learning and in completion of the course curriculum. Teachers usually experience problems in the completion of the course curriculum. They have to ensure that students have acquired thorough understanding of concepts and are not just required to complete the course curriculum and fulfill their job duties. The course curriculum can be completed within the allotted time by implementing effective teaching-learning processes and making sure students pay adequate attention and listen carefully when the teacher is teaching.

Lack of Reading and Writing Stands – In educational institutions and classrooms of visually impaired students, it is vital to provide proper teaching and

instructional materials. During the initial stage, the most important aspect of learning is to ensure students are able to improve their reading and writing skills. In order to make improvements in these skills, the institutions need to make use of reading and writing stands. The materials that improve these skills among the visually impaired students should be encouraged in educational institutions, as reading, writing and solving numerical problems are stated as the basic literacy skills.

Lack of Controlled Lighting from Classrooms – The classrooms are required to have proper equipment and technology with regards to learning of visually impaired students. The availability of proper infrastructure, heating and cooling equipment in accordance to the weather conditions, restrooms, clean drinking water, technology and other materials that are required to facilitate learning among the students are regarded as essential aspects. The most important aspect is within the classrooms, there should be availability of controlled lighting. This would help in facilitating learning among the students. When there is lack of controlled lightning, then one would not be able to concentrate upon studies.

Poorly Built Classrooms – Within educational institutions, the learning environment should be pleasant and amiable for the students. The classrooms should be well equipped with proper furniture, seating arrangement, tables, heating and cooling equipment and teaching and learning materials. The availability of proper materials, infrastructure and facilities would help the teachers in enhancing learning among the students. On the other hand, when there is not proper availability of materials and equipment, then the teachers would experience problems and difficulties in facilitating learning. Poorly built

classrooms would make the learning environment unpleasant for the students, but it is challenging to the teachers as well in rendering an effective job performance. Along with the availability of proper equipment and infrastructure within the classrooms, it is vital for the teachers to possess an amiable and a congenial nature, especially when working with students.

Vocational Training and Employment Opportunities

Employment is the most important factor in mainstreaming the persons with disabilities. Therefore, a provision has been made in the PWD Act for 3 per cent reservation in Government jobs for persons with disabilities at all levels. National Centre for Promotion of Employment for Disabled Persons (NCPEDP) conducted a sample survey of various companies and reported that the employment of persons with disabilities constitutes 0.35 per cent of all people employed. The employment of disabled persons was reported to be 0.49 per cent in the public sector, 0.23 per cent in private sector, and 0.05 in the multi-national companies. It was also reported that the major chunk of the jobs went to the persons with loco-motor disability with minimal or negligible impairment. Malhotra (2000) reported that 5.13 per cent companies employed persons with mental retardation. It may be inferred from the various studies that prejudicial attitude still prevails when it comes to the employment of persons with disabilities, specially, in case of the visually impaired. It may be concluded that the visually impaired got fewer jobs compared to those with other disabilities. The number of disabled person is very high in visual dis ability but their job opportunities are very low in compared with other dis abilities. It due to several causes.

The UN standard rules on the equalization of opportunities for persons with disabilities

Among the major outcomes of the Decade of Disabled Persons was the adoption, by the General Assembly, of the Standard Rules on the Equalization of Opportunities for Persons with Disabilities in 1993. Although not a legally binding instrument, the Standard Rules represent a strong moral and political commitment of Governments to take action to attain equalization of opportunities for persons with disabilities. The rules serve as an instrument for policy-making and as a basis for technical and economic cooperation. The Standard Rules on the Equalization of Opportunities for Persons with Disabilities hold that in situations where the general education system does not adequately meet the needs of all people with disabilities, Special Education may then be considered as a solution. The quality of such education should reflect the same standards, goals and ambitions of a general education and should be closely linked to it

REVIEW OF RELATED STUDIES

The main aim of the present study is to find out the problems faced by visually challenged teachers at school level. Thus, the review of past studies related to the problems faced by visually impaired persons and problems faced by teachers are essential. So the researcher included some significant and relevant studies in this section

Studies related to problems faced by visual impaired

Radhika (2018) had undertaken a research work entitled as Challenges Experienced by Visually Impaired Students in Education. The main purpose of this research

paper is to obtain information of the challenges experienced by visually impaired students in education. The academic challenges that these students experience are with regards to reading, writing, listening, speaking, lack of knowledge, information, policies, procedures, ineffective teaching methods, lack of resources and poor participation of parents, labelling and negative attitudes, and lack of teacher collaboration and rigid curriculum. These challenges can be resolved by possessing effective communication skills, paying adequate attention in class, sitting in front, close to the whiteboard, making appropriate use of technology and other assistive devices. In academic subjects, it is vital that the textbooks should contain enlarged diagrams and writing, so that students as well as the teachers are able to make use of teaching-learning methods in an appropriate manner.

Pandey (2018) Comparative Study of Adjustment of Visually Impaired Students. The present study is designed to understand the adjustment of visually impaired students, attending the special and the integrated schools. This study has been conducted on 60 visually impaired students, aged 14-16 years, attending special and the integrated setup of Varanasi city, UP, India. The method of survey has been used to elicit the information about their adjustment in the home area, school area and personal area in special and integrated set-up. Data were collected by using the adjustment scale developed and standardized by the investigator. Results indicate that there was a significant difference in the adjustment of the visually impaired students in the area of home, school and personal in special and integrated set-up.

Manar, Rochyadi and Sunardi (2018) carried out a research study titled as A Case Study of Students with Visual Disabilities in Inclusive Higher

Education. This study aimed to provide an understanding of the needs of students with visual disabilities in universities and solutions to meet the needs of these students. The method adopted in the study was qualitative using case study design. The participants were three of students with visual disabilities in a college, consisting of one student with totally blind and two of students of low vision. The data were collected by observations on two settings, in class and outside class, lectures and in-depth interviews with several lecturers and students with visual disabilities. The finding of this study indicated that there are several needs of students with visual disabilities that have not been fully accommodated by institution, namely assessment services before learning process, orientation and mobility services to provide support services for students with visual disabilities and access to learning sources. The solutions offered to meet the needs of students with visual disabilities in college are providing an assessment service before starting the learning process, the availability of orientation and mobility services at the beginning of the semester, and the availability of learning resources that access for these students.

Temesgen (2018) carried out a study named as School Challenges of Students with Visual Disabilities. The purpose of this study was to identify challenges that students with visual disabilities faced in the primary schools of Weldeya town in Ethiopia. Principals, students with visual disabilities and teachers were invited to take part in the study. With this, a phenomenological design was used to investigate the experience of participants regarding school challenges of students with visual impairment. The researcher used a semi-structured interview, focused group discussion and observation checklist to gather data. Then, the data

were analysed thematically which were present in relation with research questions. Through the discussion, environmental inaccessibility, inflexibility of financial guidelines in schools and lack of training among teachers were identified as major school challenges for education of students with visual impairment.

Majoni and Mashatise (2017) had carried out a study named as Challenges faced by students with blindness studying thorough open and distance learning. The study sought to find out the problems faced by blind students studying through open and Distance Learning (ODL). A case study of a blind student enrolled in 2014 at Mashonaland Central Regional Campus of the Zimbabwe Open University was the focus of this research. Data were generated through interviews and observation. Data were qualitatively analysed. The study found out that the students with blindness should have the technical equipment that can be presented or adapted to be relevant to them. The study concluded out that ODL is ideal for students that are blind because they learn at their own pace and in the comfort of their homes. However, there is great need for highly trained personnel to assist such students. The study suggest that there is need to establish resource centres at ODL institutions for internet, Braille computers and e-learning to facilitate training of students with blindness.

Wandera, Grace and Anthony (2017) undergone a sturdy named as Challenges Faced by Visually Impaired Students at Makerere and Kyambogo Universities. This study aimed at investigating the challenges faced by visually impaired students in Makerere and Kyambogo Universities. The study followed a cross-sectional survey design and involved 200 respondents (50 visually impaired students, 50 lecturers, 50 university administrators and 50 students who were not

visually impaired). Data was collected using questionnaires, interviews and document review. The findings revealed that the visually impaired students receive bursaries and allowances from government and non-government organizations; meals, accommodation and scholastic materials from their universities; extra time during examinations; oral examinations; and buddy support. However, constraining limitations in the methods of instruction and assessment used and the instructional materials provided were noted. On the basis of these findings, recommendations towards the better education of the visually impaired students are made. Kebotlositswe, Mphuting, Molao and Habulezi (2016) had studied inclusive education and challenges in their study titled as *Inclusive Education and Challenges of Providing Classroom Support to Students with Blindness in a General Education Classroom at a School in Botswana*. The research investigated classroom support provision and the challenges of providing support to students who are blind in a general education classroom at an inclusive secondary school in Botswana. Interviews, observation and questionnaires were used to collect the data.

The challenges of providing classroom assistance to students who are blind in general education Biology classrooms are as diverse as the students themselves. The teaching methods some teachers use do not cater for all the students in an inclusive classroom. The main factors leading to this include lack of adequate preparation and shortage of both human and material resources. The class enrollments pose a challenge because the classrooms are over enrolled. The study recommends that special education Biology teachers be increased at the school and more learning support workers equally be hired. Teacher capacity

building should also be considered as well as the acquisition of more access technology.

Rajkonwar (2015) studied Adjustment and Academic Achievement of Visually Handicapped School Children in Assam and the study reported that the adjustment of visually handicapped boys and girls was found similar on overall adjustment

The study was carried out by Parua (2015) to determine the difference in emotional development among visually impaired students studying in integrated and special schools. The results show that there is a significant difference between visually impaired students studying in integrated and special schools on emotional development in general and all the dimensions of emotional maturity scale. Further, the visually impaired students studying in integrated schools were more emotionally matured than the students those were in special schools.

Gill (2014) investigated Emotional, Social and Educational Adjustment of Visually Handicapped Students of Special Schools students. By the application of mean, standard deviation, and t-test indicated is no significant difference between the educational, social and emotional adjustments of special school Students belonging to boys and girls.

Pothuraju and Yashoda (2014) conduct a research study named as An In-Depth Study of Totally Visual Impaired Students at Secondary and Degree Level of the Kalabharathi Blind School and Andhra Christian College, Guntur District in Andhra Pradesh. The main purpose of the study is to make an in depth

study to understand the personality of visually handicapped children. Objectives Of The Study are 1) To make an in-depth study to understand the personality of visually handicapped children. 2) To identify the academic, intellectual, memory and creative abilities of visually handicapped children. 3) To find out the needs, problems and aspirations of visually challenged children. 4) To arrive at the common characteristics of visually challenged children. 5) To suggest remedial measures to each case. 6) To identify the learning difficulties in the integrated school and special school. The investigator used case study method for this present study. Major findings of the study are the major findings about the six visually challenged students taken for study is wise are discussed. (1) Physical Appearance: There is no impact of the impairment on their physical growth. (2) Health Conditions: Main cause of their impairment is parents of these children are close relatives. There is malnutrition of the mother before their birth. They frequently get cold and cough. They do not have any severe disorders in their body except headache and allergies. (3) Family Back Ground: The case students' economic status is poor. That is the reason for not taking any precaution before and after their birth. (4) Adjustment with their disability: Visually impaired children have developed positive attitude towards their disability. (5) School Adjustment: Visually impaired children have good social adjustment in school. They have good relations with co-students. (6) Intelligence: The children's' I.Q. varies from individual to individuals. (7) Personality: The case children have inferiority complex. They have self-understanding and self- adjustment. Some students are extrovert and some are introverts. They are cooperative and honest.

They talk freely with others, who are affectionate to them. They are very sensitive in nature.

Agesa (2014) initiated a study titled as *Challenges Faced by Learners with Visual Impairments in Inclusive Setting in Trans-Nzoia County*. This study investigates the challenges faced by learners with visual impairments in inclusive setting, in Trans-Nzoia County Kenya. The study used descriptive survey design to explore the challenges that face learners with visual impairment in the County. The target population included one hundred and eighty four learners with visual impairments, twenty classroom teachers and six itinerant teachers out of whom an accessible sample population of one hundred and ten was derived. Both qualitative and quantitative data collection procedures were employed through use of questionnaires, interviews and documentary analysis. The study found out that most learners with visual impairments performed poorly in academics due to lack of implementation of the visually impaired school which calls for a differentiated curriculum as per the laid down policy on Special Needs Education, which is attributed to social, economical and partly cultural factors. The nature of varied differences in needs of learners with visual impairments calls for more teachers in special needs education so that at least each regular school has one. Parents to learners with visual impairments and community should also be sensitized on their education.

Rajkonwar, Dutta and Soni (2013) had carried out a study named as *Adjustment and Academic Achievement of Visually Handicapped School Children in Assam*. The present study was conducted on *Adjustment and Academic Achievement of Visually Handicapped School Children of Assam*. The

data were collected from a sample of 400 visually handicapped children 200 boys and 200 girls who were studying in the classes VI to X (age 12 to 16 years) in six visually handicapped schools of lower and upper Assam selected by using simple random technique. The descriptive survey method was used for data collection using (i) Adjustment Inventory standardized by A.K.P Sinha and R.P.Singh; (ii) Academic Achievement from School Record. The study reported that the adjustment of visually handicapped boys and girls was found similar on overall adjustment. It also revealed that there existed no relationship between adjustment and academic achievement among visually handicapped children.

Rani (2011) compared emotional intelligence and academic achievement of visually disabled students between integrated and segregated schools and correlated both the variables for two settings separately as well as for total sample irrespective of school setting. The investigator concluded that visually disabled students studying in integrated school setting are emotionally more intelligent than their counterparts in segregated setting. Integrated students academically performed at par than segregated peers. Moreover the relationship between emotional intelligence and academic achievement was found significant for two schools separately as well as for total sample irrespective of school setting.

Pradhan (2011) studied on adjustment and anxiety in visually handicapped male and female adolescents .The study was based on a sample of 400 visually handicapped adolescents, 200 male and 200 female. The tools he used for adjustment was adjustment inventory by Kulshrestha and anxiety scale by D.N Sinha. Objectives of the study were (a) to find out the adjustment level of visually handicapped male and female adolescents in Bhim Bhoi School for Blind,

Bhubaneswar. (b) To study the interaction effect of visually handicapped male and female adolescents on adjustment in Bhim Bhoi school for Blind, Bhubaneswar. (c) To find the anxiety level of visually handicapped male and female adolescents in BBSB, Bhubaneswar. (d) To see the interaction effect of visually handicapped male and female adolescents on anxiety in BBSB, Bhubaneswar. Findings are (a) The result of the study indicated that there is no significant difference in the adjustment of visually handicapped male and female adolescents studying in Bhim Bhoi School for Blind, Bhubaneswar. (b) The study confirmed that there is no significant interaction effect of visually handicapped adolescents and sex on adjustment in Bhim Bhoi School for Blind, Bhubaneswar.

Singh (2011) studied academic achievement of visually impaired students in relation to their socio-demographic 62 variables, study habits and study related correlates. The findings of the study revealed a significant correlation between academic achievements and study habits of visually impaired students. The association between academic achievements and the age, grades, socio-economic status and parental education of visually impaired students were found statistically significant. The study related variables like attitude towards teachers, education and examination, home assignments, self-confidence, concentration and coping with mental conflicts were also found significantly related to academic achievements of visually impaired students

Kesiktas, Ayse and Akcamet (2011) had investigated the teachers problems in teaching with visual impaired learner in an inclusive setup in their study titled as The Relationship of Personnel Preparation to the Competence of Teachers of Students with Visual Impairments in Turkey. The study reported in

this article sought to determine the degree to which the professional standards for Turkish teachers of students with visual impairments were addressed during pre-service training and the degree to which in-service teachers of visual impairments implemented these professional standards. The results of the nationwide survey showed that teachers faced problems in both attaining and implementing certain important knowledge and skill areas for teaching students with visual impairments.

Reema (2010) conducted a study of relationship between self-concept and adjustment of visually impaired adolescents studying in inclusive and special schools. The findings of the study revealed that the development of self-concept was better in inclusive schools. It was even better in the case of male adolescent than the female ones. The relationship between self-concept and level of adjustment in the case of female adolescents was better in inclusive school settings than their male counterparts. This trend was reversed in the case of relationship between those aspects in special schools

Were (2010) studied gender differences in self-concept and academic achievement among visually impaired pupils in Kenya. A sample of 262 respondents (152 males and 110 females) was drawn from the population by stratified random sampling technique. Two instruments were used in this study: Pupils' self-concept and academic achievement test. The t test was used to test the relationship between self-concept and achievement. The data was analysed using 48 Analysis of Variance (ANOVA) structure. Results of the study revealed that there are gender differences in self-concept among visually impaired pupils. Girls scored higher than boys in self-concept and hence in achievement test.

Kaur (2010) investigated the perception and attitude of the elementary school principals and teachers towards inclusion of students with disability in the MCD schools of Delhi. The study analysed data of case study of 20 MCD schools, 49 teachers dealing with CWSN in these schools, 72 observations of children with special needs and 20 principals of these schools. The tools used for the study were attitude scale, survey, and interview schedule and classroom observations. The findings of the study revealed that the primary school principals' perception about children with special needs was, in part related to their attitude towards inclusion. Most of the principals showed favourable attitude towards inclusion. The principals threw light on non-availability of effective infrastructure facilities in schools. The teachers believed in inclusive education. The in-service training programmes conducted for the teachers proved very beneficial.

Chaudhary and Phogat (2010) studied adjustment of visually challenged adolescents in relation to their anxiety and degree of impairment and concluded that low anxious totally visually challenged males are better adjusted than high anxious males while there was no significant difference between low anxious females and high anxious females, low and high anxious partially visually challenged males and low and high anxious partially visually challenged females on adjustment.

Studies related to problems faced by teachers

Kasim and Abdurajak (2018) had conducted a study titled as Issues and Challenges in Teaching and Learning: An Analysis of Islamic Education

Novice Teachers' Practices. This study tends to address ten Islamic Education novice teachers' experiences in interpreting their pedagogical-based knowledge during teaching and learning process. They were secondary school's novice teachers from four different states in Malaysia and selected by using purposive sampling. As a source of evidence, qualitative semi-structured individual interviews were employed. The findings revealed on the challenges and issues that they were facing by adjusting to the reality of applying student-centred learning in the classroom.

Moi and Regena (2016) had initiated a study named as *New Teachers Challenges: How Culturally Responsive Teaching, Classroom Management, & Assessment Literacy Are Intertwined*. The major concern of the study to reiterate, the challenges that new teachers encounter in the schools are intertwined. This study used a qualitative research design to investigate in-depth these salient issues face by new teachers. Face to face interviews were conducted. The investigator adapted Bogdan and Biklen's (1998) approach for transcribing and analysing the interview data for emerging themes. The findings showed that some new teachers understood CRT in a simplistic way and view CRT as cultural celebrations that are disconnected from academic learning. Document reviews and participants' feedback revealed that they had not been well-prepared in this salient area.

Renesa (2016) *Difficulty in monitoring the entire class* Most of the time teachers are unable to pay attention to every student particularly, in the rush to complete the lessons on time. This is mostly because of the mischievous students, sitting in the front rows, who tend to disturb the teachers during ongoing lessons. This in

turn, makes us unable to attend the students who sit at back benches or other students in the class who wish to learn. As a consequence, the teacher completes the curriculum somehow, making the students skip the understanding part. This adversely affects the class performance.

Mariyu (2015) had carried out a study named as the challenges facing the public primary school teachers in their teaching career in Tanzania. A case of Mbogwe district, Geita region. This study focused on the challenges facing the public primary school teachers in teaching career in Mbogwe District. Specifically the study aimed at investigating the causes of the challenges that face the primary school teachers in their teaching career. The study employed qualitative design. Study employed interviews, focused group discussions and documentary reviews as method of data collection. The results showed that the poor National Health Insurance (NHIF), poor promotion management among teachers and delays of payment of the arrears and poor incentive policy and allowances were the core causes of the challenges that affect the teachers working environment. The result furthermore showed that the teachers faced the challenge of poor health services that caused them use their own funds as a result their income were eroded by double contributions, Finally, they were not given rent allowance this affected their living conditions and this situation increased their transport charges

Meador (2016) Teaching is a difficult profession. There are many problems for teachers that make the profession more complicated than it has to be. This does not mean that everyone should avoid being a teacher. There are also substantial benefits and rewards for those who decide that they want a career in

teaching. The truth is that every job has its own unique set of challenges. Teaching is no different. These problems sometimes make it feel as if you are constantly fighting an uphill battle. However, most teachers find a way to overcome this adversity. They do not allow obstacles to stand in the way of student learning. However, teaching would be easier if the following are seven problems could be resolved

Malik, Zakaria, Mohamed and Sulaiman (2015) had investigated the new teachers' survival in schools, the study titled as School Survival for Novice Teacher in Malaysia. This study focuses on novice teacher not only in finding suitable teaching strategies to suit the pupils but also to cope with new school culture; forming a relationship. The objectives are to understand how novice solely finds suitable teaching methods as well as how novice teacher survives in teaching world by developing trust and relationship with the senior teachers. Methods which will be used are semi structured interviews and observation; both collected data were taken down as field notes and journal writing; findings were transcribed and rechecked by the participants. Result shows that by asking and interacting help novices to survive and improve them in school's context. This study helps to understand the real challenges faced by novice teacher through their school's lives.

Bosser, Lundin, Lindahli and Linder (2015) had undertaken study named as Challenges faced by teachers implementing socio-scientific issues as core elements in their classroom practices. The study states that Teachers may face considerable challenges when implementing socio-scientific issues (SSI) in their classroom practices, such as incorporating student-centred teaching practices and exploring knowledge and values in the context of socio-scientific issues. The

results show that during the course of the implementation the teachers enhanced their awareness of the importance of promoting students participation and supporting their independence as learners. However, the results also suggest a conflict between the enactment of a student-centred classroom practice and the achievement of intended learning goals. In order to accept the challenge of implementing SSI in the classroom, it is suggested that it is essential for teachers to build strategies, which integrate dialogue about learning goals.

Sulaiman (2014) had carried out a research study entitled as Teacher research: Practice, Challenges and prospects for improvement: An empirical study from Oman. This study aims to investigate teachers conceptions of engagement with, and in, teacher research (TR) in the Sultanate of Oman. The data collected through interviews and questionnaires reveals that TR is not yet common practice in Omani schools. To make TR a sustainable mainstream activity within school environments should entail improving teachers' concepts, attitudes, and understandings of the role of TR in the development of educational system and for their own professional development. Teachers should also be provided with logistical requirements and practical conditions that help them become active and competent practitioner researchers.

Reddy and Vijaya (2013) had conduct a study entitled as Occupational Stress of Higher Secondary Teachers Working in Vellore District. This study examined the Occupational Stress of teachers working at higher secondary level. Three Hundred and Twenty Seven higher secondary teachers from Vellore District in Tamil Nadu were chosen as sample, by using Simple Random Sampling Technique and administered with an Occupational Stress Rating Scale. The statistical techniques

employed were percentage, mean, SD, mean \pm 1SD, t-test, F-test, and stepwise multiple regression analysis and the obtained results are analysed accordingly. To overcome occupational stress, the researchers have suggested some measures which could prove beneficial to teachers in coping with stress are: improve self-esteem, build self-confidence, work on building emotional intelligence competencies, develop a good sense of humour, practice yoga and meditation, exercise regularly, foster a supportive friend circle, cultivate hobbies, develop effective communication skills, and seek professional help, if necessary.

Al-Jarrah and Khasawneh (2013) Carried a study titled as. Problems faced by primary school teachers in Irbid Governorate as perceived by the school administrators. The Purpose of the present study is to identify the problems faced by primary school teachers from the viewpoints of school administrators based on such domains as: curriculum issues, students, local community, school building, facilities, scientific devices and to identify whether there is variation in the availability degree of such problems faced by teachers attributed to school administrative experience, or the academic qualifications . Sample (N=100) was representative of the public primary school administrators within Irbid Governorate. Results indicated problems faced by teachers; and found statistically significant differences ($\alpha=0.05$) attributed to the academic qualification effect on the problems faced that are related to the local community. Further, no statistically significant differences ($\alpha=0.05$) were found attributed to experience effect on all domains. In light of the results, the authors called for increasing the funds allotted for school buildings, student numbers to accommodate classroom size, greater involvement of teachers in curriculum design and development. It is also

recommended to set up remedial plans for poor achievers, help students pay greater attention to homework assignments, and invite parents to periodically hold meetings about the teaching process

Suleman, Aslam, Hassan, Ahmad, Sarfraz and Phil (2012) had carried out a study named as 'Identification of the Problems Faced by Secondary School Teachers in Kohat Division, Pakistan.' The purpose of this research work was to identify the problems faced by secondary school teachers. All the male and female secondary school teachers in Kohat Division, Khyber Pakhtunkhwa (Pakistan) constituted the population of the study. The sample for this study was made up of 120 female and 160 male secondary school teachers which were selected through simple random sampling technique. The study was descriptive type and a self-developed questionnaire was used for data collection. Data was collected through personal visits. Then it was organized, tabulated and analysed. Statistical tools i.e., the percentage, means, standard deviation and differences of means were computed for each male and female SSTs. Significance of difference between the mean opinions of both the male and females SSTs were tested at 0.05 level by applying t-test. The study's result was concluded that there are various problems which negatively affect the performance of secondary school teachers. These problems are: unattractive pay package; lack of basic facilities; overcrowded classes; students' disruptive behaviours; financial crises of teachers; overwork load; long distance to school; autocratic environment inside school.

Salem (2011) had conducted a study "The Classroom Problems Faced Teachers at the Public Schools in Tafila Province, and Proposed Solutions" The study aimed to identify the classroom problems that faced teachers in public

schools in Tafila province, and the proposed solutions. The samples of the study were 196 teachers from the public school in Tafila province. By using questionnaire to collect the data, the results of the study show that the mean of the behavioural problems was 2.66, and the mean of the academic problems was 3.08. Also, the researcher found that statistical significant differences refer to interaction between gender, level of school, and teaching experience in the behavioural problems for male in the basic school, those with work experience less than 5 years. Also, there are no statistical significant differences between gender, level of school, education degree, and teaching experience in the academic problems.

Recchia and Puig (2011) explored a study on challenges and inspirations that student teachers' experiences in early childhood special education classrooms. Preparing teachers to meet the needs of children with disabilities remains a complex challenge. General education teachers feel unprepared, and attrition and teacher shortages in special education remain high. Despite a trend towards inclusive education, many children continue to be educated in segregated settings. This study explores the potential challenges and learning opportunities that self-contained settings offer early childhood special education teachers in training. Five early childhood pre service students seeking dual certification reflected on their placements in self-contained early childhood special education classrooms. Through an analysis of their weekly student teaching journals, the researchers explored students' experiences in segregated early childhood special education classrooms and implications for teacher education. Their findings revealed that including a self-contained setting as one of several field experiences encouraged future teachers to think flexibly about teaching children with special

needs while enhancing their understanding of the principles behind the continuum of services.

Burkule (2010) noted the problems like absence of good working conditions, proper infrastructure and lower salary and incentives. Further, there is also exploitation, discrimination and harassment of these women teachers working in all types of colleges, government, government aided and private. There is the need to empower women teachers through laws, job recognition, promotions etc.

Sykes (2010) conducted a study on the problems and prospects of teacher education. Based on an analysis of occupational competence in teaching and teacher education, this article draws together a set of dilemmas that face the field, arguing that an occupational analysis is needed to complement the more common institutional analysis of teacher education. Then, this analysis is used to evaluate the prospects of the reforms that currently are dominant in the policy discourse of teacher education. The article concludes with thoughts on some promising directions for the improvement of the field of teacher education.

Olaitan (2010) in their study concluded that the major sources of stress among lady teachers were colleagues, curriculum, marking or grading, parents, pupils, school authorities, society, supervision/teaching, school environment and wages or income

Delgado (2009) conducted a study on teacher efficacy, tolerance, gender and years of experience and special education referrals. Teacher efficacy and teacher tolerance, along with teacher gender, were examined for their relationship with the number of students teachers referred to special education. In

a sample of 167 elementary school teachers from an urban school district in the State of Texas, no statistically significant relationships were yielded between teacher tolerance and referrals made to special education; between teacher efficacy and referrals made to special education; and, between teacher experience and referrals made to special education. In addition, no differences were found in teacher tolerance and teacher efficacy as a function of gender. Results were not supportive of previous research studies.

Hararsh and Kawaldh's (2009) study aimed to identify patterns of control implemented by the classroom teachers in order to maintain discipline in the classroom in Al- Mafrq District of Education. The study sample consisted of 210 teachers and researcher used questionnaire consisted of 35 items to collect data. The results indicated that the patterns of classroom settings were arranged as follows: proactive type style, insulting, and authoritarian.

Anderman, Sinatra in their article paper named *The Challenges of Teaching and Learning about Science in the 21st Century: Exploring the Abilities and Constraints of Adolescent Learners* In this paper, we describe the developmental status of high-school aged adolescent science learners. We specifically examine the cognitive abilities of adolescent learners across five domains: adaptability, complex communication/social skills, non-routine problem-solving skills, self-management/self-development, and systems thinking. Wethen describe how science educators can create social contexts that foster the emergence and development of these abilities. We conclude by providing research-based recommendations for science educators.

The review of literature was carried out to acquaint with the existing body of knowledge in the area of the study. It gave a theoretical back ground for the study and provide guidelines in the planning of the research work. The investigator reviewed International, National and state level studies to carry out the review of literature. Extensive review of related studies shows that Teachers face several type of problems in professional life like lack of resources, psychological issues, less salary and teachers have personal problems, academic problems and other professional issues in their profession.

From the literature survey it is clear that there is no studies under take the variable of the present study problems faced by visually challenged teachers in any context mean national, state and international contexts. There are several studies carried out the problems of visually challenged students in teaching and learning and also the problems faced by teachers while teaching a visually challenged learner in an inclusive educational sector and special educational sector too. From the survey of literature the investigator identified the importance of studying the challenges or problems faced by visually challenged teachers.

From the survey of study the investigator find out that most of the studies were choose the qualitative method so the investigator choose the same method and the investigator choose interview as data collection procedure and the sample is very rare so the investigator select snow ball sampling method for selection of samples.

Studies reviews also revealed that no studies conducted on the same variable of present study that is the academic and non-academic problems faced by visually

impaired teachers. It was also observed that no studies as such ever tried in the Kerala context.

An in-depth review of studies and literature is presented in this Chapter and the insights obtained from it has helped in the formulation of the problem and defining the key term involved in it. The related studies also provide profound insights into the variety of studies done on problems faced by visually impaired . There for the present study has undertaken the problem of assessing the Problems faced by visually challenged teachers at school level.

Chapter - III

METHODOLOGY

- Variable of the study
- Objectives of the study
- Method Used
- Tool Used for Data Collection
- Sample Selected for the Study
- Data Collection Procedure
- Induction Analysis and Category Construction

METHODOLOGY

The section for methodology illustrates research approach and design considered for current study. It has been noted as an endeavor towards the process of elucidating as well as justifying apt mode of research design in terms of apprehending the problem of the research. It is the source to imply the collection of data as well as techniques to attain analysis of the data

Methodology is the general research strategy that outlines the way in which research is to be undertaken and, among other things, identifies the methods to be used in it. These methods, described in the methodology, define the means or modes of data collection or, sometimes, how a specific result is to be calculated(Howell 2013).

Methodology is the philosophical framework within which the research is conducted or the foundation upon which the research is based (Brown, 2006). Methodology is the most important procedure of research process. According to Kothari (2008), research methodology is a method to analytically explain the research problem. Research is done systematically. Methodology investigates the various stags that are generally implemented by a scholar in studying his problem of research in conjunction with the reason behind them.

The success of any research work depends upon the suitability of method, tool and techniques. To obtain the objectives of the study, The qualitative research design was used in the study. In-depth individual interviews were conducted with the visually challenged teachers at different stages of school education. The method was based on the phenomenological methodology, as the

researcher wished to describe the problems faced by visually challenged teachers in their career as teachers. Snow ball sampling was made use of. Semi structured, one-to-one interviews were conducted, and data analyzed using the analytic induction using constant comparison method is used. This method uses in qualitative research paradigm rooted in grounded theory. Phenomenon is explained on the basis of open-ended questionnaire in these type of researches, data is usually collected in real life natural settings and they are rich, descriptive and extensive.

Qualitative data are verbal, subjective, uses smoother symbolic material and rich are in depth descriptions usually presented in the form of words. Analytic induction is a method of data analysis. It is research logic used to collect data, develop analysis and to organize the presentation of research findings. This approach moves from the specific to general. Analytic induction was done by using constant comparison method.

Constant comparison method is a method for analyzing data in order to develop a grounded theory. Glaser and Strauss (1967) suggest that when used to generate theory, the comparative analytical method they describe can be applied to social units of any size.

The present study entitled as “PROBLEMS FACED BY VISUALLY CHALLENGED TEACHERS AT SCHOOL LEVEL” attempts to find out academic and non- academic problems faced by visually challenged teachers. The methodology adopted for the study is described under the following headings.

- A. Variable of the study
- B. Objectives of the study
- C. Method Used for the study
- D. Tool Used for Data Collection
- E. Sample Used for the Study
- F. Data Collection Procedure
- G. Data Analysis

Variable of the study

All research studies are based around variables. A variable is the characteristic or attribute of an individual, group, educational system, or the environment that is of interest in a research study. Variables can be straightforward and easy to measure, such as gender, age, or course of study. Other variables are more complex, such as socioeconomic status, academic achievement, or attitude toward school. Variables may also include an aspect of the educational system, such as a specific teaching method or counseling program. Characteristics of the environment may also be a variables, such as the amount of school funding or availability of computers.

In the present study ‘problems of visually challenged teachers ’ is taken as the variable.

Objectives of the study

- 1 To identify the academic problems faced by the visually challenged teachers
- 2 To identify the non academic problems faced by visually challenged teachers

Method Used for the study

The method used for the study is the analytic induction using constant comparison method. This method uses qualitative research paradigm rooted in grounded theory.

Philosophical Foundation of Qualitative Research

Qualitative research has its roots in anthropology, philosophy and sociology. It was first used by anthropologists and sociologists as a method of inquiry in the early decades of the twentieth century, although it existed in a non-structured form much earlier; researchers tried to find out about cultures and groups a long time before then both in their own and foreign settings and told stories of their experiences. In the 1920s and 1930s, however, social anthropologists such as Malinowski (1922) and Mead (1935), and sociologists of the Chicago School, such as Park and Burgess (1925), adopted more focused approaches. At that time, qualitative research was still relatively unsystematic and journalistic (and much of it is now seen as unscientific). Researchers reported from the field the natural settings they studied, be they foreign places or the slums

and street corners of their own cities by observing and talking to people about their lives.

Since the 1960s qualitative research has experienced a steady growth, starting with the emergence of approaches from a symbolic interactionist perspective (Becker, 1961) and the development of grounded theory (Glaser and Strauss, 1967). Filstead (1970) edited a volume of readings on qualitative research. Publications in ethnography such as Spradley's books (1979, 1980) also gave impetus to this type of approach. Sociologists and anthropologists carried out most of the research while academics and professionals in the education and healthcare fields adapted these approaches for their own areas. Earlier journalistic methods were abandoned because they were seen to lack rigour. In psychological phenomenology, Giorgi (1985) and Colaizzi (1978), among others, developed phenomenological research approaches rooted in the ideas of Husserl.

Researchers who take these approaches do not always use the term 'qualitative research'; they adopt different labels. Some call it naturalistic inquiry (Lincoln and Guba, 1985), field research (Burgess, 1984; Delamont, 1992), case study approaches (Stake, 1995; Travers, 2001) interpretive (or sometimes interpretative) research (Bryman, 2001). Others seem to use the term ethnography as an overall name for much qualitative research, for instance Hammersley and Atkinson (1990). The latter highlight the lack of a 'hard and fast distinction between ethnography and other sorts of qualitative inquiry' and stress the diversity of qualitative approaches on the one hand and the epistemological and methodological similarities on the other. Although there are differences between qualitative approaches (Creswell, 1998), it is sometimes difficult to find clear

distinctions between them even though they can be important. All qualitative research, however, focuses on the lived experience, interaction and language of human beings.

The methodology the underlying rationale and framework of ideas and theories determines approaches, methods and strategies to be adopted. Qualitative researchers choose a variety of approaches and procedures to achieve their aims. These include ethnography, grounded theory, phenomenology, conversation analysis, discourse analysis and cooperative inquiry among others. Some forms of social inquiry such as action research, and feminist approaches generally, though not always, use qualitative methods and techniques.

Qualitative research is a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live. In the words of (Atkinson, Coffey and Delamont, 2001) it is an 'umbrella term', and a number of different approaches exist within the wider framework of this type of research. Most of these have the same aim: to understand the social reality of individuals, groups and cultures. Researchers use qualitative approaches to explore the behaviour, perspectives, feelings and experiences of people and what lies at the core of their lives. Specifically, ethnographers focus on culture and customs, grounded theorists investigate social processes and interaction, while phenomenologists consider the meanings of experience and describe the life world. Qualitative methodology is also useful in the exploration of change or conflict. The basis of qualitative research lies in the interpretive approach to social reality and in the description of the lived experience of human beings.

Qualitative Research

Qualitative research is a scientific method of observation to gather non-numerical data, (Babbie, Earl, 2014). While focusing on meaning-making (Krauss, Steven, 2005) This often occurs through "case study, personal experience, introspection, life story, interview, artifacts, and cultural texts and productions, along with observational, historical, interactional, and visual texts"(Denzin, Norman K.; Lincoln, Yvonna S., eds. 2005). This type of research answers questions related to why or how a certain phenomenon may occur, rather than how often it occurs (Berg, Bruce Lawrence; Lune, Howard, 2012).

Qualitative research is empirical research where the data are not in the form of numbers (Punch, 1998). Qualitative research is multi method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them (Denzin and Lincoln (1994). Qualitative research is defined as “primarily an inductive process of organizing data into categories and identifying patterns (relation) among categories”. Qualitative research is worked out under a combination of observations, interview and document reviews. It gives the important of looking at variables in the natural setting in which they are found. Detailed data is gathered through the open-ended questions that provide direct questions.

In qualitative research, the researcher is the primary instrument for the data collection and analysis. It uses an inductive research strategy. This type of

research build abstraction, concepts, theories rather than test existing theory in this research all aspects of study are carefully designed before data are collected researcher is independent from what is being researched.

Analytic induction

Analytical induction is a method of data analysis described by Znaniecki (1934) who named the method and systematized many of the associated ideas. Analytic induction can be contrasted with defining and using terms in advance of research. Inductive approach is the analysis of data and examination of practice problems within their own contexts rather than from a pre-determined theoretical basis. This approach moves from specific to general. In this process, we engage in the evaluation and comparison of the obtained facts to reach a conclusion. Analytic induction was done by using constant comparison method.

Constant Comparison Method

The constant comparison method is a method for analyzing data in order to develop a grounded theory, constant comparison method is used by the researcher to develop concept from the data by coding and analyzing at the same time (Taylor & Bogdon,1998) it “combines in systematic data collection, coding and analysis with theoretical sampling in order to generate a theory that is integrated, close to the data, and expressed in a form clear enough for further testing”.

Constant comparison method combines inductive category coding with a simultaneous comparison of all social incident observed. Comparison is also the dominant principle of the inductive analysis process as in other tradition

of qualitative research. The art of comparison has to do with creative process when gathering and analyzing data (Strauss & Corbin, 1990) in constant comparison method each piece of data must be compared with every other piece of relevant data.

Grounded theory

Glaser and Strauss developed grounded theory procedure, written in their book *The Discovery of Grounded Theory* (1967). It is a type of qualitative research method that allows theory/ theories to emerge from the data that is collected. Grounded theory research follows a systematic yet flexible process to collect data, code the data, make connection and see what theory / theories are generated or are built from the data. The main future of grounded theory research is the development of new theory through the collection and analysis of data about a phenomenon. It goes because phenomenology became the explanation that emerge are generally new knowledge and are used to develop new theories about a phenomenon.

Data collection method and tools

For the purposes of this research, in depth interviews were used. In depth interviews are personal and unstructured interviews, whose aim is to identify participant's emotions, feelings, and opinions regarding a particular research subject. The main advantage of personal interviews is that they involve personal and direct contact between interviewers and interviewees, as well as eliminate non-response rates, but interviewers need to have developed the necessary skills to successfully carry an interview (Fisher, 2005, Wilson, 2003).

As far as data collection tools were concerned, the conduction of the research involved the use of semi-structured questionnaire, which was used as an interview guide for the researcher. Some certain questions were prepared, so as for the researcher to guide the interview towards the satisfaction of research objectives, but additional questions were made encountered during the interviews

Tool Used for Data Collection

For each and every type of research we need certain instruments to gather new facts or to explain new field. The instrument theory employed as means are called tools. The researcher must be careful in developing the instrument for the study in order to enhance its quality and purpose. The investigator used semi-structured interview. Semi-structured interviews which are interviews that allow the researcher to have flexibility in the way she asked questions were utilized in interviewing the visually challenged teachers. The researcher wished to accurately capture the data and as a result all the interviews were tape-recorded. After the interviews were transcribed and analyzed, the data was destroyed for confidentiality purposes.

For the purpose of Interview the investigator developed an interview schedule it contains open ended questions. Hence the investigator developed open-ended questionnaire for assessing the academic and non- academic problems faced by visually challenged teachers

Open-ended questionnaire visually challenged teachers

Questionnaire (open-ended questions) was used because they gave desired factual information (Best and Khan, 1993). They are simple to use

compared to observation and experiments (Kothari, 2004). He maintains that the technique does not exert much pressure on respondents.

Description of open-ended questionnaire

The questionnaire has two parts each part contains six questions ; the first section contains the academic problems and second part contains the non-academic problems faced by visually challenged teachers. The first part of first item intended to goal the class room management challenges what they have to faces. The second question about what are constrains they have face about the availability of resources. Moreover, in the same item have another question that is, can you suggest any remedy for that. Then the third question was what are the challenges they face while using Teaching Learning aids. If it had been queried, they should express their experience. The researcher enquires through the fourth question, what are the issues you encounter while conducting an examination.

Then the fifth question focused on the opinion about how they cop up with new changes in their own teaching subjects. The final question about how they find out the additional reading materials for their professional enrichment and planning of lessons. What are the solutions to solve this problem?

The second part consist the questions about non- academic maters, the very first question is about their involvement in work shop activities conducted in schools. the second question is also related to their involvement in field or excursion conducted in their schools. The third question also seek their attitude and involvement in sports activities and annual school athletic meets, what are

their contribution to smooth going of these activities and the challenges they experienced in non- academic area in their career.

Sample Used for the Study

According to Kothari (2008), a sample is a set of respondent from a large population for collecting information. That means sample is a small group of respondent drawn from a population about which a researcher is interested in getting information to arrive in to conclusions in this study.

A good sample of population is the one that will produce the characteristic of the population with a great accuracy (Cornell, 1960)

The investigator collected data from 60 visually challenged teachers at different stages of school education. That was, 20 teachers from elementary stages,30 visually challenged teachers from secondary and 10 visually challenged teachers Higher secondary stage from Malappuram and kozhikode districts. The investigator selected those samples because each of the stages of teaching has different academic and non -academic problems and it will help to constant comparison based on the problems faced by the teachers at different levels of schooling .

Moreover, the most important thing is the selected samples are visually challenged teachers at different stages of teaching. Therefore, the best- opted sample of this study. The investigator decides to choose such number of respondent in depth and qualitative information from them. In this study snow ball sampling technique is used.

Data Collection Procedure

After the selection of sample, the investigator made Questionnaire for the interview. It consists 12 questions, among 12 questions 6 questions are related to academic and remaining 6 are related to non- academic matters

The investigator visit the schools where the teachers worked. The investigator approach the principal and seek permission to conduct an interview with the teachers those who are visually challenged. For the easy and smooth going of data collection investigator selected snow ball sampling technique. Through this technique the investigator collected maximum data from kozhikode and Malappuram districts.

Induction analysis and Category Construction

Inductive approach is the analysis of data and examination of practice problem within their own context rather than from a predetermined theoretical basis. This approach moves from specific to general. It is also known as “bottom up” approach.

Steps included in the process of inductive analysis are the following:

1. Begin collecting data
2. Look for key problems, recurrent events, or activities in the data that become categories for focus
3. Collect data that provide many incidents of the categories of focus with an eye to seeing the diversity of the dimensions under the categories
4. Write about the description of categories

5. Work with data and discover social process relationship
6. Engage in sampling, coding and writing as the analysis focus on the core categories

In the present study, the investigator went through the responses for the questionnaire provided to participants in detail. In order to identify the problems of visually challenged teachers at different levels of school education, the investigator goes to the detailed analysis of data which presented under the following two parts. Part 1: list of academic problems of visually challenged teachers. Part 2: List of non- academic problems faced by visually impaired teachers. The present study was to analyze inductively the academic and non - academic problems of visually impaired teachers. The major categories identified to categories. The investigator coded each of these in connection to the problems obtained through data collection. Based on the above coding the list of observation can categorize by attaching code. Based on this coding we can inductively analyze the observations under headings.

The participants for this study consist of (60) respondents, including teachers from elementary (20)secondary (30) and higher secondary(10). The investigator decided to choose such number of respondents to extract in depth and qualitative information from them. In this study snow ball sampling technique is used. The population is very small among the minority population the investigator choose the above mentioned numbers of samples by using non- probability sampling method and among the non probability methods the researcher choose snow ball sampling method for getting relevant and maximum number of samples for this study .

Chapter IV

ANALYSIS AND INTERPRETATION OF DATA

ANALYSIS AND INTERPRETATION OF DATA

Ultimate goal of any research is to find out solution for the existing problems. Outcome can be measured by the systematic analysis of collected information. Information can be collect in the form of qualitative or quantitative data. Data is raw information which can be analysed by applying correct statistical technique. Data analysis is very crucial stage because researchers analyse collected data and meaningfully interpret analysed data to infer conclusion. It is important also because we can generalize derived conclusion to large population. Data analysis is considered to be important step and heart of the research in research work.

Data analysis and interpretation is the process of assigning meaning to the collected information and determining the conclusions, significance and implications of the findings. It is an important and exciting step in the process of research

Data analysis is the process of extracting information from data .Data analysis is a method in which data is collected and organized so that no one can derive helpful information from it. In other words, the main purpose of data analysis to look what is trying to tell us. Analysis of data means studying the organized material in order to discover inherent facts. Statistical techniques have contributed greatly in gathering, organizing, analysing and interpreting numerical data. (Koul, 2014)

The present study intended to find out the academic and non-academic problems faced by visually impaired teachers in Kerala. Constant comparison method was used to analyse the data. Constant comparison method combines inductive

category coding with a simultaneous comparison of all social incidents deserved. The constant comparison method constitutes theory i.e., the method of comparing and contrasting is used for practically all intellectual tasks during analysis. Categories are formed and the boundaries of categories are established. This chapter describes the details of the analysis of the data collected by the researcher from the true representatives of the population.

Qualitative data was collected through interviews with 60 visually challenged teachers, those who teach in school level. The type of interview conducted was semi-structured interview. Interviews are regarded as a strong method since they eliminate the restrictions faced in the tests and surveys that are based on writing and filling out, and reveal the data, views, experiences and emotions of individuals in a more effective manner. As explained in the research methodology chapter, a semi-structured interview allows us to understand the phenomena from the subject's point of view.

The interviewees are asked systematic and appropriate questions. The interviewees have the freedom to express whatever they want in any way they wish. Depending on the course of the interview, the surveyor may influence the course of the interview through different side or sub-questions, allowing the individual to elaborate on their answers. With this technique, the survey can obtain systematic and comparable information. Semi-structured interview technique is favored and preferred by researchers due to the certain level of standard and flexibility it offers

As anonymity was guaranteed as part of the interview process, it is not possible to name the interviewees. The researcher conducted all the face-to-face interviews. The interviews lasted between 30 minutes to 1 hour's duration. The interviews were semi-structured and an interview guide was used to ensure that there were some standard topics that were covered across all interviews. The interviewer asked only the relevant and significant questions related to their academic and non-academic problems they face while teaching.

The researcher recorded the interview with phone because of their convenience. After this began the process of coding the issues discussed in these interviews. During the coding stage, all the interview recordings were heard and major issues discussed were identified and classified. The topics for the interviews were already designed to cover the academic problems and non-academic problems faced by them. There for it was not difficult to build common themes and assign the codes under their respective themes.

The objective, as in the case of blind teachers' interviews, was to find out the relevant set of data that would best represent the problems faced by them.

One important point to be made clear at this stage before analysing the interview data is that at the beginning of the interviews, the researcher explained and clarified the term academic problems and non-academic problems. This was necessary as it became clear during the interviews.

Qualitative data analysis consists of analysing text, describing information and Developing themes. The following major themes emerged during the sixty interviews with the visually challenged teachers who were asked to

discuss various problems related to their teaching profession. They are academic problems and non-academic problems;

In order to identify the problems faced by the visually impaired teachers, the investigator goes to the detailed analysis of data which is presented under the following two parts.

- a) Academic problems
- b) Non-academic problems

Part 1 Academic Problems Faced by Visually challenged Teachers

The present study was to analyse inductively the academic problems and non- academic problems faced by visually challenged teachers. In this section the researcher try to list out the academic problems faced by visually challenged teachers for total sample.

Academic problems faced by visually challenged teachers of various schools were collected. The investigator conduct a semi-structured interview with them, and responses were recorded using mobile phone voice recorder and analysed the obtained data inductively. Most of the visually challenged teachers were facing many academic issues related to their teaching profession. List of academic problems faced by visually challenged teachers is mentioned in Table 1.

Table 1

List of academic problems faced by visually challenged teachers

-
- | | |
|--|---|
| • Class room challenges | • Lack of team work |
| • Balancing diverse learning needs | • Changing educational trends |
| • Text book exposure to learning | • Lack of teaching materials |
| • Teaching method and technique | • Teaching style |
| • Adaptation in teaching –learning process | • Collaboration with students |
| • Teaching language skills | • Use of black board |
| • Lack of resources | • Scarce of modern technologies to deliver content. |
| • Class room management | • unavailability of educational technologies |
| • preparing the instructional aids | • Crowded Diagrams in Course books |
| • Inclusive class room challenges | • Lack of Controlled Lighting from Classrooms |
| • Use of smart class room | • Lack of school facilities implementing the curricular plans |
| • Adjusting to the reality of applying Activity-centred learning in the classroom. | |
| • deciding the selection of appropriate teaching method with the new curriculum | |
-

The major problems are categorised the above list of categories of academic problems faced by visually challenged teachers are mentioned in Table 2.

Table 2

List of categories of academic problems faced by visually challenged teachers.

-
- Class room management problems
 - Teaching learning problems
 - Technological Problems
 - Curricular problems

The investigator coded each of these in connection to the list of problems obtained through data collection using the following codes are mentioned in Table 3.

Table 3

List of codes of academic problems faced

-
- Classroom management problems (CM.P.)
 - Teaching Learning problems (TL.P)
 - Technological problems (T.P)
 - Curricular problems (C.P)

Based on the above coding the list of observation can be categorized by attaching code. List of observations categorized by code – class room management problems is mentioned in Table 4.

Table 4

List of observations categorized by code – class room management problems

(CM.P)

-
- Balancing diverse learning needs
 - Adaptation in teaching –learning process
 - Class room management
 - Inclusive class room challenges
 - Adjusting to the reality of applying Activity-centred learning in the classroom.
 - Collaboration with students
 - Lack of team work
 - Changing educational trends
-

List of observations categorized by code –teaching Learning problems (TL.P) is mentioned in Table 5.

Table 5

List of observations categorized by code –teaching Learning problems (TL.P)

-
- Text book exposure to learning
 - Teaching language skills
 - Lack of resources
 - Assigning groups among learners
 - preparing the instructional aids
 - Lack of teaching materials
 - Use of black board
 - Crowded Diagrams in Course books

List of observations categorized by code -Technological problems (T.P) is mentioned in Table 6.

Table 6

List of observations categorized by code -Technological problems (T.P)

-
- Use of smart class room
 - scarce of modern technologies to deliver content
 - unavailability of educational technologies

List of observations categorized by code – Curricular problems (C.P) is mentioned in Table 7.

Table 7

List of observations categorized by code – Curricular problems (C.P)

-
- deciding the selection of appropriate teaching method with the new curriculum
 - Lack of school facilities implementing the curricular plans
-

Discussion

The academic problems faced by visually challenged teachers as per the data obtained from sixty teachers from various schools and levels of schooling from Malappuram, and kozhikode districts were categorized under four categories.

They are

- Classroom management problems (CM.P.)
- Teaching Learning problems (TL.P)
- Technological problems (T.P)
- Curricular problems (C.P)

Classroom management problems (CM.P.)**Class room management**

Teachers with visual impairment faces far greater difficulties and crisis in managing classes. This is a fact, that our high school classes are highly populated it is an herculean task to handle the over- crowded class by a normal teacher. Even normal teachers often fails at this. So what about a visually impaired teacher? There is about fifty to sixty children in a class, they all have unique individuals. They have different attitudes, interest so and so. Putting them all

together is a very difficult task. It is a common sight for children to make noises in classes to control them is a big crisis for a visually challenged teacher. In addition, students take the disability of teacher as an advantage to communicate by using sign languages while teacher taking the class. Teachers with visual defects often fail to detect this the result is the smooth going of the class is lost.

Balancing the different learning needs of students

Every student who is different in interest, attitude, learning style and intelligence. Some struggle with learning and need extra help. Some learn really well when they read the text, and others when they listen to a lecture or when they work the problems out on their own. Some learners are visual learners, some are kinaesthetic learners so the teacher demonstrate some skills with their body movements its difficult task for a blind teachers in an overcrowded class, but if they have electronic wicking stick the problem will solve.

Inclusive class room challenges

Inclusive class rooms have students with various disabilities. Since each student is a unique case, the teacher must modify their lessons to suit each disabled learner by providing individualized education programs. It is very difficult to a visually challenged teacher to deal with a hearing impaired and dumb students in their class room, they feel difficult to communicate using sign language, fully visually impaired teacher could not identify the reply or sign given by a hearing impaired learner as a response and so. Another important challenge faced by visually impaired teacher in inclusive class room is including all students in all activities. Special needs inclusion classrooms must be able to involve its

students in all classroom activities. Teachers need to address how the classroom will communicate with each other and encourage participation. If there is a lack of adaptive equipment or adaptive communication and language tools, it makes it difficult for teachers to function as a united classroom. The other difficulty is to prepare individualized lesson plans. Because there are varying abilities in the classroom, teachers can be challenged to address individual academic needs based on ability and adapt the activities based on learner's disabilities.

Adjusting to the reality of applying Activity- centered learning in the classroom.

There are different types of crisis faced by visually challenged teachers in applying activity – centered learning in class room. The challenges are, disciplinary problems, overcrowded classrooms and time constraints, made it impossible to practice learner-centred teaching. All the participants those who under gone the interview agreed that classroom discipline remained a concern. They explained that they could not control the learners who disrupted classroom activities and therefore no learner support could be given. Even assessment was not always possible. The learners kept talking, laughing, walking around aimlessly, and making noises, even after being warned that such behaviour would not be tolerated. One participant testified: “I cannot imagine learner-centred teaching in classrooms, as my co -workers normal teachers all agree that they all experience out-of-control behaviour of learners.”

A second challenge, identified by all 60 participants, was teaching in overcrowded classrooms. The participants agreed that when a classroom has a

large number of learners sitting in close proximity, the chatter becomes loud and everyone has to shout in order to be heard. One participant declared that “even the best teaching strategies have no effect in overcrowded classrooms.” Another participant was convinced that learner-centred teaching

“Can only be successful in classrooms with [a] low number of learners.”

The third challenge that the participants identified was about time constraint majority of the participants mentioned that learner-centred teaching was time-consuming. Due to overcrowding, learners become unmanageable, and it is virtually impossible to enforce discipline.

Collaboration with students

It is one of the main crisis faced by visually challenged teachers is maintain a good collaboration with learners in learning process, especially in group activities. Due to their disabilities and over crowdedness in class room the teachers are unable to walk in the class room and assess the progress of each group. Teacher can only give the massive direction to whole class.

Teaching Learning problems (T.L.P)

Text book exposure to learning: textbook is a source of information for a learner in class rooms, it also a reference book or a teaching aid for the teachers. It help the teachers to prepare lesson plans, prepare teaching learning materials, test papers etc.

Lack of Brailled text books.

In the early days, visually impaired teachers used or relied on braille. The visually challenged teachers were asked to read out the text book to normal teachers or their friends and the visually impaired teachers were copied it to braille while they were read. Later some important books were printed in braille. But it was a big expensive job, there for recently visually impaired teachers found to difficult access text books.

Teaching language skills

Language is a skilled subject, even normal teachers are felt it very difficult to teach the language skills such as reading, writing, listening and speaking. The visually challenged teachers felt very difficult in teaching writing skills especially in early stages of educational system, or the elementary classes. The visually impaired teachers are unable to use black board effectively .And also in inclusive class have different ability students, some students grasp the language elements very easily some very slow so it difficult to teach language skills

Selecting quality materials as instructional aids

Quality instructional materials are essential in teaching learning process .The process of selecting quality materials includes determining the degree to which they are consistent with the goals, principles, and criteria developed in the Kerala Curriculum frame work. The teachers who participate the interview pointed out that ‘teaching can only be effective when adequate and relevant instructional materials are used. Inadequacy of instructional resources can be a great challenge to the teaching and learning’. So every teacher need to prepare

relevant and most suitable learning aids for their class. It is very difficult to prepare charts, and mind maps etc. in manually, if the school provide such learning aids the difficulty will be solve. Otherwise it's remain a big challenge for a visually impaired teacher.

Use of black board

Use of blackboard help to converting the tacit knowledge to explicit or codified knowledge form it help the learner to memorise the mater very clearly. The black boards the mind share of the classroom. Blackboard as teaching aids is very important tools used by a teacher to facilitate learning and improve reading and others skills. It is used to reinforce skills or facts and relieve anxiety, fears or boredom because teaching aid is like a game However the black board is a big threat to the teacher with visual impairment who can't use it. Teachers use black board to teach effectively but a visually impaired teacher unable to use it. The interviewees suggested that instead of black board school can use project system in class rooms it help to overcome the hinder of the use of black board.

Crowded Diagrams in Course books

The course books that have been used in our schools, usually have images, figures and diagrams that are not clear and their explanation is also not adequately provided. When the explanation is not lucid and coherent in textbooks, then the teachers themselves experience problems and challenges in acquiring understanding of the concepts. This is apparent that when the teachers themselves, will not be able to understand the concepts better, then they will not be able to make the students understand. Therefore, it is vital that course books and

textbooks for the visually impaired teachers should be coherent and information should be understandable

Assigning Groups among students

New method of teaching the constructivist approach says that learners create their own knowledge through their experiences. It insists the collaborative or group work of the learner's. So the teachers made groups among the learners. we know that our class rooms have different types of learners so the teacher should care to made a heterogeneous group among the learners according to their abilities The group work has been classified into three forms, these include, whole class, small group work and working in pairs. In the case of group work, assignments or projects are given to individuals, so that they are able to collaborate and integrate with each other. When individuals work as a group or as pairs, they are able to enhance their learning in an appropriate manner. They are able to share ideas and suggestions with each other, so that one can augment learning and understanding. Working in groups also arouse pleasure and satisfaction within the mind-sets of the students. The visually impaired teachers feel difficult to form the heterogeneous groups among learners and they took more time for it than the normal teachers because of the high number of the students in a class room.

Lack of Resources –

The visually impaired teachers, who belong to deprived, marginalized and backward sections of the teaching profession so usually are not able to make provision of resources and materials for themselves, as they do not

have a proper source of resources to teach students. Most of our resource materials are in printable form. It is difficult to assess the visually impaired teacher, and if it converts to braille, it takes a lot of time and needs money. The libraries should provide the reference materials and source books in audio form to solve the problem of lack of resources up to an extent.

Technological problems (T.P)

Technology is perhaps the strongest factor shaping the educational landscape today.

Many schools are showing support for increased levels of technology in the classroom by providing hardware such as tablets and computers, enhancing internet connectivity, and implementing programs designed to improve computer literacy for teachers.

Although teachers generally appreciate the benefits of educational technologies, they often find smooth and effective integration of new educational technologies challenging. From acquisition of new technology equipment to adaptation of curricula and teaching techniques to incorporate new educational tools, technology integration presents significant challenges to educators at each level of school systems. The visually impaired teachers also felt anxiety and worries to use the technology because of lack of training to the use of technology in class rooms.

Use of smart class room:

Smart rooms are common in our schools, teachers are use smart classrooms to deliver the curricular content to teachers, and teachers are not dare to use the smart classrooms because inadequate training related to the use of technology. If teachers are not provided effective

Professional development on new technologies, they will not be capable of using it to its full potential.

Scarce of modern technologies to deliver content

Lack of insufficient trainings during pre-service and in service training programmes the teachers are scare to use the modern technologies like Google class room, Neo pad , etc.

Preparation of slides for power point presentation

Most of our schools doesn't have the audio text so the blind teachers felt very difficult to create the slides for the power point presentation. And they are agreed that they not get enough training to use the resent technologies in their in-service training programmes. They only get the training for use of lap top or computer in their academic career in-service programme.

Curricular problems (C.P)

Curriculum is a planned interaction of pupils with instructional content, materials, resources and processes for evaluating the attainment of educational goals. Curriculum implementation involves the daily classroom

activities that the teacher is involved in, that monitor students' progress and evaluate the performance of the students. Teachers are responsible for implementing the curriculum and deciding if it is having the desired effect on students learning. The all participants in the interview agreed that the implementation of the curriculum faces many problems they are the shortage of teaching and learning resources, Lack of in-service training on new curriculum to teachers and staff development methods, Lack of adequate time to cover the curriculum. Shortage of time and the content of the curriculum, Overcrowded classrooms Student assessment. Etc.

Deciding the selection of appropriate teaching method with the new curriculum

Our new curriculum suggested activity centred curriculum, and it is based on the theory of constructivist learning theory. It states that learner create their own knowledge from their own experience so the teachers provide maximum opportunity to feel or experience what they learnt in a real life context , it's very difficult to create such an atmosphere in the class room by a visually impaired teacher alone, This was the opinion of all teachers those who participate this study.

Part II Non-academic Problems Faced by Visually challenged Teachers

The present study was to analyse inductively the academic problems and non- academic problems faced by visually challenged teachers. In this section the researcher try to list out the Non- academic problems faced by visually challenged teachers for total sample.

Non-academic problems faced by visually challenged teachers of various schools were collected. The investigator conducted a semi-structured interview with them, and responses were recorded using mobile phone voice recorder and analysed the obtained data inductively. Most of the visually challenged teachers were facing many non-academic issues related to their teaching profession. List of Non-academic problems faced by visually challenged teachers is mentioned in Table 8.

Table 8

List of Non-academic problems faced by visually challenged teachers

-
- Large number of students in the class room
 - Problems related to examination invigilator
 - Problems related to Work shop co ordination
 - Problems related to school Arts day activities
 - Problems related to school Sports day activities
 - Problems related to field trip

Discussion

Non-academic problems faced by visually impaired teachers are the problem of increased number of students in classroom was ranked first, in addition to abusive words inside classroom, penetration of bad habits, low achievement, low cleanliness level, and maltreatment of teacher. This result is consistent with regarding low academic achievement; excessive student numbers in a classroom,

poor achievement of students and failure to do their homework assignments. The authors attribute the problem of visually challenged teachers faced in classroom to many reasons, lack of facilities, the building structure of the school, lack of disability friendly infrastructure in schools. Crowdedness in classroom impedes student teaching and increases poor achievement because the inability of teacher to monitor large numbers of students in the classroom, thereby low classroom management and increased behavioural problems, and negligence of homework assignments due to teacher's limited ability

Large number of students in the Class room

The more pupils in the classroom, the more the noise and distraction increases, and so overcrowded classrooms are bad news for focus and concentration. And pupils with additional needs such as dyslexia, dysgraphia and other learning disabilities may not get all the attention they need in normal teachers so its increases in the case of visually challenged teachers. Visually challenged teachers' face problem in managing discipline in overcrowded

Classroom. Teachers' faces difficulty to focus on students who are not paying attention in learning process. Teachers' faces problem in securing pupils total attention during lesson in an overcrowded class room. Teachers face difficulty in sitting arrangement in an overcrowded classroom. Visually challenged teachers' faces walking difficulties in an over strength or highly populated class rooms. Most of the problems faced by visually challenged teachers are related to over strength of intake learners in a class room. All teachers who took part the

study they are unanimously argued that reduce the strength of students in the class room as per the KER.

Workshop related challenges

Workshops are an educational seminar or series of meetings emphasizing interaction and exchange of information among students. Teachers are the key to planning and implementing an effective educational workshops for students. Teachers are highly responsible for selecting the appropriate materials, topic etc. for the workshop. The visually impaired teaches all are said unanimously that they are take part school workshop programmes but they faces some challenges while conducting workshops for students like choose appropriate educational materials, adapting the workshop environment to meet the student's needs; working individually with the students those who slow learner or need extra care. They are agreed that they can't do the workshop activities as a normal teachers do.

Challenges faced in examination

Student assessment is a critical aspect of the teaching and learning process. It enables teachers to measure the effectiveness of teaching with student performance to specific learning objectives. The assessment is done based on the students' educational experiences. There are internal and external assessment systems in schools, so the teachers feel difficult to assess the learners works, its beauty and such qualities are cannot evaluated because of their defects. When the visually impaired teachers are appointed as invigilator the learners do some mal-

practices or copying answers from other students or copying from other sources .
Students miss behave in the examination hall.

Problems Related to Field Trips

New curriculum focuses on learning by doing. It argued that learner construct their knowledge from their own experience so the teachers provide real life experience to the learner hence field experience is an essential part for today's education system. We all know that field work generates interest in students bringing about pupils awareness of resources and problems of the local area, etc. Fieldwork as a method of teaching has been defined as a science of selecting, observing, evaluating and reporting information in a specific area. Fieldwork in education is very beneficial to students. It motivates and enhances students' interests and also provides them with sound and concrete basis for conceptualization. Despite the numerous benefits of fieldwork in teaching and learning visually challenged teachers faces a number of challenges using fieldwork in teaching and learning ,first they need the help of other teachers to assist him / her in the trip .The large class size does not permit the visually challenged teacher to organise fieldwork for their students. Controlling the entire classroom in a new surrounding can also be a challenge. It may be difficult to enforce rules on a field trip and foster a valuable learning experience since students may be tempted to wander away from the group, misbehave on the bus or even become loud at the museum or the visiting places etc.

Challenges faced in sports day celebration

Sports and physical activities are not separate from our educational system. Physical activities are essential for all round development of a learner. Every school conduct annual school sports meet, in that meet every teachers have their own duties in it, there are some limitation for visually impaired teachers to participate in school sports activities. However they also involved in the back ground activities such as announcement, encourage children to take part such activities. Due to their defect they cannot involve the track and field activities.

Challenges faced in Arts day celebration

School arts festivals are the cradles of the students' artistic and cultural development. They have become the forum where young artistic talents are discovered. Dance, music in various forms, painting, modeling, writing, dramatics and mimes are all presented at these competitions. These festivals give students an opportunity to express their artistic and literary talents. The teachers with visually impairment try to maximize their ability in arts activities in schools. They can't fully involve the activities because of their defect. Even though they took part some small small activities such as announcement, encouragement, curtain raiser etc.

Problems related to school buildings

Most of the schools do not have physical facilities for visually impaired teachers. Majority schools do not have teaching and learning facilities for visually impaired teachers. The schools do not have dis ability friendly ramp for

walking the class rooms do not have proper lighting. The class rooms do not have the reading stand to place the braille text books and other assistant equipment.

Conclusion

In the present chapter researcher analysed and interpreted the obtained data and discussed the result. In the next chapter summary of the research work, major findings, implication and suggestion were made for the future research.

Chapter V

SUMMARY, CONCLUSION AND SUGGESTIONS

- Study in Retrospect
- Variable of the study
- Objective of the study
- Methodology
- Inductive analysis and category construction of problems faced by visually challenged teachers
- Educational implication of the study
- Suggestions for further study

SUMMARY AND CONCLUSION AND SUGGESTIONS

This chapter is the concluding part of the research study, which explains briefly the entire process of the study. This chapter provides an over view of the important aspects of the stages of conducting the study, the major findings and their educational implications and suggestions for further studies in the same field.

Study in Retrospect

The present study entitled as “**PROBLEMS FACED BY THE VISUALLY CHALLENGED TEACHERS AT SCHOOL LEVEL.**”

Variables of the study

The variable selected for the proposed study is the problems of visually challenged teachers at school level

Objectives of the study

1. To find out the academic problems faced by visually challenged teachers at school level
2. To find out the non-academic problems faced by visually challenged teachers at school level.

Hypotheses of the study

Best (2003), defines a hypothesis is a shrewd guess or inference that is formulated and provisionally adopted to explain observed facts or conditions and to guide in further investigation.

The following null hypotheses were formulated by the investigator for the present study

1. There will be various academic problems have faced by visually challenged teachers at school level
2. There will be different types of non- academic problems faced by visually challenged teachers at school level

Methodology

Methodology is an important part of any research study, as it guides the way to proceed. The methodology used for the present study is given briefly under the following headings

Design of the study

Decisions regarding what, where, when, how much by what means concerning an inquiry or a research study constitute research design. The research design is the conceptual structure within which research is conducted. It constitutes the blue print for the collection, measurement and analysis of data. (Kothari, 2004) A research design is a blue print of the study which is being conducted by the researcher. It is a plan, structure and strategy of investigation. The researcher selected qualitative design for the study.

Sample selected for the study

The population considered for the present study is visually challenged teachers at school level in Kerala. The study will be carried out on a sample of 60visually challenged teachers at school level from Malappuram and

Kozhikode, districts had taken as the true representative sample for the study. The researcher used snowball sampling technique to select the samples for the study.

Tools used for the study

A tool is the means by which data are collected. A tool may be in the form of questionnaire, a test, a rating scale or an inventory. A questionnaire is defined as a systematic compilation of questions that are administered to a sample of population from which information is desired.

The investigator used semi structured interview for the study to collect relevant and accurate data from the selected sample. The investigator used open ended questionnaire for collect relevant data

Analytic Technique

Qualitative analysis of data using Analytic Induction

Inductive Analysis and Category Construction of Academic and Non – academic problems faced by visually challenged teachers at school level

Inductive analysis or constant comparison method was carried out with the number of responses of the participants for the total sample and analyzed inductively and category was made for academic and non- academic problems faced by visually challenged teachers.

With the aim of assessing the academic and non- academic problems faced by visually challenged teachers at school level. The investigator used open ended questionnaire for collected the responses by conducting a semi

structured interview. The investigator interviewed 60 visually challenged teachers from Malappuram and Kozhikode districts from Kerala state at school level of educational sector. The investigator analyzed the data under the following two parts

Part 1: Academic problems faced by visually challenged teachers at school level

Part II: Non- academic problems faced by visually challenged teachers at school level

Part I: Academic problems faced by visually challenged teachers at school level

The present study was to analyze inductively the academic and non-academic problems faced by visually impaired teachers at school level for total sample. The investigator selected 60 teachers from different sectors of school level of education from Malappuram and Kozhikode district in Kerala state the investigator used semi structured interview with the help of a questionnaire, the responses are recorded and analyzed inductively. All the teachers are faced different type of academic and non –academic problems in their teaching profession.

The responses were categorized with regard to academic problems are categorized

Then the data was analyzed inductively when it was revealed that there are many academic problems and non –academic problems are faced visually challenged teachers in their teaching profession. The academic and non – academic problems faced by visually challenged teachers in their profession

distinguished as list of problems and category construction was made and show in table 9.

Table9

List of academic problems and a category construction

Class room management problems (CM.P)

- Balancing diverse learning needs
- Adaptation in teaching –learning process
- Class room management
- Inclusive class room challenges
- Adjusting to the reality of applying Activity-centered learning in the classroom.
- Collaboration with students
- Lack of team work
- Changing educational trends

Teaching Learning problems (TL.P)

- Text book exposure to learning
- Teaching language skills
- Lack of resources
- Assigning groups among learners
- preparing the instructional aids
- Lack of teaching materials
- Use of black board
- Crowded Diagrams in Course books

Technological problems (T.P)

- Use of smart class room
- scarce of modern technologies to deliver content
- unavailability of educational technologies

Curricular problems (C.P)

- deciding the selection of appropriate teaching method with the new curriculum
- Lack of school facilities implementing the curricular plans

Discussion

The investigator coded each of these in connection to the list of academic problems obtained through data collection. Based on this coding the investigator observed the responses are inductively analyzed. From these analyses to reveal have many academic problems are faced by visually challenged teachers in their profession that includes; Class room management problems (CM.P),teaching Learning problems (TL.P),Technological problems (T.P),Curricular problems (C.P).

Academic problems faced by visually challenged teachers

This study discusses to establish that have many academic and non - academic problems faced by visually impaired teachers in their professional career. As regard minority of the population, not only in the institution but also whole in the teachers community, Majority of the teachers pointed out that most of the academic problems are related to resources such lack of audio texts, lack of Braille text books, it hinder the performance of blind teachers, they need to convert the text into audio form with the help of their friends or co –workers, or it convert into braille it is a huge task it need lots of money. The next major problem is related to over strength of the class room, it is very difficult to handle the class room by a visually challenged teachers. Due to high ratio of learners create discipline problems in learning activities, grouping, etc.

Non-academic problems faced by visually challenged teachers

All teachers agreed that they are face non- academic problems such as the unfriendly structure of the school building , the position of the classrooms, the class room arrangement, lighting in the class room etc. ;Majority agreed that

they faces problems in examination duty students are take their disability as an opportunity for malpracticing. Some of the teachers agreed that they face difficulties in take part the school extracurricular activities such as sports and arts and other related activities.

From the study the investigator reached the conclusion that majority of the visually challenged teachers face the problems most of them related to academic in nature, there are few problems related to non-academic maters. The academic problems are related to curricular problems, lack of resources, lack of teaching learning aids, technological issues, use of black board etc.

Educational Implications

The one career to which students are most often exposed is that of teaching. Day in and day out, week after week, year after year, they observe teachers on the job. It's no wonder then that many students consider teaching as a career. Many blind students think about this, too. But they may also wonder how a blind person could do the job. The National Association of Blind Educators, a division of the National Federation of the Blind, is an organization of blind teachers. These teachers share information with each other. They also try to help young blind people who are considering a career in education. The following article, reprinted from the Spring/Summer, 1993 issue of *The Blind Educator*, a publication of the National Association of Blind Educators, answers many of the questions sighted and blind people commonly ask about how blind teachers can do their job. The success of education or its failure totally depends on the teacher. If

the teacher does her best and remains sincere towards her profession, then education system would be a success.

The present investigation is an attempt to find out the problems faced by the visually challenged teachers at school level. The suggestions related to the findings is being submitted below.

With relatively few exceptions, the qualifications accepted as standard for the sighted person seeking training or employment in the field of education are equally applicable to the blind person. Throughout all four workshops, it was continually stressed in the sessions that there is nothing "special" or unique about a blind teacher- -nor should there be. Further, it is recognized and understood that not all individuals who aspire to teach show a particular aptitude for teaching, and it follows that not all blind persons who have a preference for teaching are temperamentally suited for this profession. The school guidance counselor and the agency counselor should inform the blind student interested in a teaching career of the academic requirements, functions, duties, responsibilities, and obligations involved in teacher preparation and performance. The prospective teacher should be encouraged to gain experience in group activities, such as participation in social groups, church groups, professional organizations, and community affairs.

A blind teacher must be aware about the techniques of teaching as a blind person. The computer assisted assessment has revealed that teacher with low vision faced problems with certain dimensions of functional vision, particularly in "discrimination of detail in pictures" and "visual tracking" and hence there is a

need for a computer assisted instructional programme, to enhance the visual skills in their functional vision were they faced difficulties. The computer assisted instruction will facilitate the visual functioning of the learner as it would be interesting and appealing as well as concepts could be learnt easily and quickly. Computer assisted assessment of functional vision followed by computer assisted instruction will help the special educators to decide the learning media and other educational interventions for teacher with low vision at the right time.

1. Student teaching. The blind student need not be obliged to do practice-teaching in both blind and sighted classrooms. Practice- teaching assignments should be concentrated in teaching sighted persons where they will experience the same responsibilities, challenges and rewards as the sighted teacher.
2. Selection of subjects and grades to teach. Understandably, the student would choose the subjects and or grades to teach where he would feel the most interested, proficient, and confident to carry out assignments. However, it would be well for the guidance counselor and the rehabilitation counselor to verify whether the blind student-teacher were sufficiently endowed mentally, physically, and psychologically to pursue his choice. If not, the student could be either counselled to matriculate in another subject or to major in a teaching field where; here is greater demand, this enhancing employment opportunities.
3. Interviews. Obviously, the most important factor in securing a teaching position is the ability to convince the prospective employer that the blind applicant is both equipped and capable as the sighted teacher, and perhaps

better. Poise, assuredness, personality, initiative, mobility, and communicative ability, etc., are all factors in the employer's final decision. Knowledge of the town or city in which the position is offered will promote a more confident, relaxed, and informal interview. An awareness of the historical sites, municipal buildings, population, industries, and socioeconomic level of community, as well as evidence of mobility skills in the area, may be favorable considerations on the part of the school officers.

4. Teacher assistance. A blind teacher should use a volunteer or a paid reader (paid the teacher) for activities requiring sight, such as record-keeping, reading of mail, memos, school directives, attendance reports, and reading test papers. Use of clerical and secretarial help could be used by blind teachers when such help is available and offered to all teachers. In summary, the preparation of the blind student for teacher-training, student-teaching, and teaching assignments differs from the sighted student only in reading; it is a matter of printed books versus reader service, braille books, tapes, and records. In the actual teaching process, the difference is in the documenting of material for one's own use. To re-emphasize the employment interview, the blind teacher, like the sighted teacher applicant, must "do his homework" prior to the interview. He must also be able to project independence with authority and assuredness in mobility, personal management, and in using the varied teaching aids, such as tapes, films, recorders, records, etc. An eagerness and willingness to assume and successfully handle an assignment, and confidence in making good

application of knowledge and skills in the classroom are positive prerequisites for initial interview.

5. The educational institutions should be made available with knowledge resources such as, modern and adequate information technology, infrastructure, maintenance and refurbishment of physical facilities, the provision of adequate library resources, the provision of special educational facilities and devices such as optical aids, braille's, typewriters etc.; the availability of mobility equipment such as guides dogs, path sounders, laser canes etc.
6. School libraries need to be equipped by the by the institution with appropriate hardware and software resources for teachers with visual impairment.

Suggestions for further study

Every Educational Research has its own limitations and shortcomings. The present research is no expectations as it focus on find out the academic and non- academic problems faced by visually challenged teachers at school level. There are number of new areas to be studied by the further researchers. The areas and variables which are not covered by the study may be put to test. So the researcher may think the following related areas to be studied.

1. Studies may be done by taking a large sample.
2. Studies may be done by taking different variables like SES, Government and NGO's who train visually handicapped.

3. Studies may be taken up to identify the influence of personality and achievement of visually challenged children.
4. Studies may be done to compare the adjustment of visually challenged teachers in integrated school and special School.
5. Studies may be taken up to compare the job satisfaction of visually challenged teachers teach in integrated school and special schools.
6. Studies may be taken up to compare the job satisfaction of partially sighted and totally blind teachers
7. Studies may be taken up to study the adjustment in different aspects like emotional and social, of visually challenged teachers

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APPENDICES

APPENDIX- 1

OPEN ENDED QUESTIONNAIRE (English)

1. How often do you participate in workshops conducted in schools?
 2. Are you able to participate in field trips organized by the school?
 3. How much of your presence is in sports activities at school?
 4. How often do you play a leading role in art competitions?
 5. How often do you participate in other non-academic activities at school?
 6. What other crises do you face in non-academic activities at school?
-
1. What are the challenges you face when managing the class?
 2. How does the unavailability of the test book affect you?
 3. What are the problems you face while using Teaching Aids?
 4. What are the difficulties you face while conducting the exam?
 5. How do you incorporate new changes in your subject?
 6. How do you find the material needed for additional reading?

APPENDIX- 2

OPEN ENDED QUESTIONNAIRE (Malayalam)

1. ക്ലാസ് മാനേജ് ചെയ്യുമ്പോൾ നിങ്ങൾ നേരിടുന്ന വെല്ലുവിളികൾ എന്തൊക്കെയാണ്
 2. ടെക്സ്റ്റ് ബുക്കിന്റെ അവലംബിലിറ്റി നിങ്ങളെ ഇതൊക്കെ തരത്തിലാണ് ബാധിക്കാറുള്ളത്
 3. ടീച്ചിങ് എയ്ഡ്സ് ഉപയോഗിക്കുമ്പോൾ നിങ്ങൾ നേരിടുന്ന പ്രശ്നങ്ങൾ ഏതൊക്കെയാണ്
 4. Exam നടത്തുമ്പോൾ നിങ്ങൾ നേരിടുന്ന പ്രയാസങ്ങൾ എന്തൊക്കെയാണ്
 5. നിങ്ങളുടെ സബ്ജെക്റ്റിൽ പുതുതായി വരുന്ന മാറ്റങ്ങൾ എങ്ങനെയാണ് നിങ്ങൾ ഉൾക്കൊള്ളുന്നത്
 6. അഡീഷണൽ റീഡിങ്ങിനാവശ്യമായ മെറ്റീരിയൽ നിങ്ങൾ എങ്ങനെയാണ് കണ്ടെത്തുന്നത്
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1. സ്കൂളുകളിൽ നടത്തുന്ന വർക്കേഷൻകളിൽ നിങ്ങളുടെ പങ്കാളിത്തം എത്രമാത്രം ഉണ്ടാവാറുണ്ട്
 2. നിങ്ങളുടെ സ്ഥാപനത്തിൽ നടത്തുന്ന ഫീൽഡ് ട്രിപ്പിൽ താങ്കളുടെ പങ്കാളിത്തം ഇതൊക്കെ രീതിയിൽ ഉണ്ടാവാറുണ്ട്
 3. കായിക മത്സരം ടത്തുമ്പോൾ താങ്കളുടെ പങ്കാളിത്തം എത്രമാത്രം ഉണ്ടാവാറുണ്ട്
 4. നിങ്ങൾകലാ മത്സരങ്ങൾക്ക് നെതർത്ഥപരമായ പങ്കാഹിക്കാറുണ്ടോ എത്രമാത്രംഇതൊക്കെരീതിയിൽ
 5. സ്കൂളിൽ നടക്കുന്ന മറ്റു unacademic പ്രവർത്തനങ്ങളിൽ
 6. താങ്കളുടെ പങ്കാളിത്തം എത്രമാത്രം ഉണ്ടാവാറുണ്ട്
 7. Unacademic പ്രവർത്തനങ്ങളിൽ നിങ്ങൾ നേരിടുന്ന മറ്റുപ്രശ്നങ്ങൾ