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Title of the Study: A Study of the Critical Analysis of Social Studies' Textbook in the Context of Inclusion of Children with Visual Impairment in Regular Schools

ABSTRACT

Inclusive education has various challenges to achieve goals in different contexts particularly for children with visual impairment. Due to loss of vision, there are certain basic restrictions on persons that can be minimized with the help of adaptations in the environment either physical or cultural as per their needs. Students with visual impairments require special experiences to learn social studies concepts. Teachers need to make sure these are minimized through training and skills through active exploration with concrete learning materials.

The study was aimed to critically analyse the social studies textbook in the context of inclusion of children with visual impairment. Sample for the study included Children with Visual impairment who have completed class VII, regular class teachers who teaches social studies, and experts in the field of visual impairment. Three tools were developed by the researcher namely, interview schedule for children with visual impairment, rating scale for social studies teachers, and questionnaire for collecting data from experts in the field of visual impairment. Detail analysis of data collected from the sample showed that there are many concepts in social studies which require visual sense to learn/understanding. Majority of the children with Visual impairment, social studies teachers and experts in the field agreed that there is

need for adapting learning materials. Students feel that there is need for guidelines in text books for teachers as well as students. They opined that these guidelines will help the teacher to plan lesson well in advance. There is also need for guidelines to the authors of the text book regarding how to prepare textbooks inclusive friendly. The authors should be given information regarding the needs of children with different special needs.

Social studies textbook in Braille is the vital learning material for students with visual impairment in regular / inclusive schools as there is a paucity or non-availability of additional adapted supplementary material for these children. The concepts which require visual sense for understanding require adaptation for children with visual impairment. The adaptation in the description of concepts particularly based on the pictures / figures helps children to understand and reflects properly. It is needed to provide them the embossed and printed outlines of maps commonly found in history, geography, and social studies textbooks. The embossed sheets can be used as templates when you create tactile maps. By providing the concrete experiences to children with visual impairment with help of 3-D models the implication of loss of vision can be minimized in the inclusive / regular schools.

The present study concluded that there is need of adaptation in printed as well as brailled social studies textbooks with supplementary teaching-learning materials for providing a barrier free and independent learning of children with visual impairment in inclusive / regular schools.