Unveiling the Prospects of General Teacher while teaching Students with Visual Impairment

ABSTRACT

It is a common practice around the world to teach disabled students in regular classes using transformative pedagogy. One of Nepal's inclusive education strategies for implementing the Basic and Primary Education Master Plan (1997) is to teach visually impaired students in regular courses using an integrated approach. Students with a range of needs, interests, and learning capacities make up the general class. Students with different needs attain learning at different rates. The integrated school's general teacher uses conventional methods to teach, which results in low achievement among the visually impaired kids. This study aims to explore the lived experience of a general teacher while teaching in an integrated classroom and the challenges faced in adopting a traditional mode of instruction. The research design employed for this study is qualitative with hermeneutics phenomenology which depicts the challenges experienced by teachers while teaching in the general classroom. Four general teachers who teach Nepali and mathematics were purposively selected from the integrated school located in the Bhaktapur district with voluntary participation. The participants were interviewed to share experiences via semi-structured guidelines. The interviews were transcribed verbatim and analyzed by the thematic process. The transcription was read and reread more times and categorized to generate a basic theme. The themes are further reorganized by searching commonalities to extract a global theme which was described with the intersection of a theoretical construct. The challenges explored from the perception were problems of class control, content modification, excessive workload, inclusion problems, problems of classroom discourse, assignment and assessment, lack of professional development opportunities, difficulty to engage learners, inflexibility in time and resource lack of knowledge for instructional planning. The finding contributes to adopting instructional strategies and creating an inclusive environment in classroom instruction. This also becomes a milestone for implementing diversity management strategies for addressing the diverse needs of learners.

Keywords: Integrated approach, traditional techniques, hermeneutics phenomenology, classroom discourse, student engagement.

1. INTRODUCTION

In teaching career, the author spent nearly ten years teaching students in public and institutional schools. Tracking to the remarkable event in life, I got an opportunity to instruct in an integrated school. Mainly I taught in the general class containing visually impaired students. When I commenced instruction related to arithmetic, the students with visual impairment entertained equally with non-disabled peers. They shifted to the resource room to learn music and other behavior skills when I taught algebra and geometry because they could not write algebraic symbols and geometric figures in their slate with a stylus. In such circumstances, I realized that I was not supporting them to accommodate them in the regular classroom. How are the children with visual impairment mainstreamed in an existing classroom? How could I educate them in

general classroom without taking shifting them to a resource room in a regular classroom? This matter of thought always pinched my heart. This is the primary concern of study to explore the ways of a smooth transition from resource to general class.

It is believed that education serves as the foundation for everything else. An individual can grow in terms of productivity, competency, skill, and efficiency through education. The nation's social, cultural, and economic development can benefit from this kind of labor force. As stated in the 2016 AD Constitution, the welfare state's foundation is nurtured by competent, scientific, useful, and high-quality education. The fundamental rights outlined in Article 31 of the Nepalese constitution are upheld, stating that all citizens have the right to free and compulsory basic education as well as free secondary education. Accordingly, under the law, children with disabilities have the right to access education up to a higher degree.
The policy was created with inclusive curriculum enhancement, teacher management, and infrastructure in mind [1]. The National Curriculum Framework 2076 places a strong emphasis on enabling children with all kinds of disabilities to live competent, independent lives and to have access to high-quality education. A strategy for children with disabilities is to provide suitable educational opportunities through special and inclusive education, based on the principles of necessity and inclusion.

Technology adoption is required for the content distribution and assessment system, under NCF 2076. Enough teacher professional development must be provided to successfully apply the formative and continuous assessment systems. For children with disabilities, National curriculum Framework (NCF) (2076) suggests that assessment system requires to be as tool for learning rather than tool for evaluation. Under the enactment of the National Education System Plan 1971 AD, several laws were passed, leading to the consensus that all students with disabilities should be able to receive an education without facing discrimination. Nevertheless, these laws did not lead to substantial improvements in the services that are provided to students with disabilities, especially those who are visually impaired. These rules were firmly established for teaching visually impaired students in the BPEP, SSRP, SSDP, and SESP programs. National Education Policy, 2019 AD, made it very clear that educational institutions that receive federal fund had to teach all the students without any discrimination based on their disability identification (Katsiyannis, Zhang, Landmark, & Reber, 2009; Martin et al., 1996; Yell et al., 2001). Regretfully, neither this mandate nor the ones that came before it had any provisions.

There are numerous approaches to teach children with disability worldwide. Retaining children with disabilities in locations unsuitable for children without disability is one of the exclusionary methods of education (Al-Zoubi & Bani Abdel Rahman, 2016). Another is an integrated model, where resource class support services are provided while students with disabilities receive an education in a mainstream classroom within the usual framework (Sharma, 2019). In the first model, the standard method of teaching that prioritizes content over student needs is applied to the education of disabled children. One of the main concerns of the traditional approach is to distribute the formal routine of delivering a structured body of curricular content (Clarke,1999). The strategy of segregation fosters marginalization, especially for pupils with impairments (Carlson et al., 2004).

Teaching children with visual impairments presents significant challenges both within and outside the classroom for a graduate who has the skills and experience necessary to function in

an inclusive classroom (Batu, 2010). Additionally, the special educators working with visually impaired students have little knowledge of subjects taught in schools, including science and arithmetic (Bergsma, 2000). Research has also demonstrated that general school teachers of visually impaired kids have more challenges than resource teachers (Strogilos & Ward, 2023). The general teacher feels difficult to provide the material for every student to the best of their ability due to the lack of inclusive pedagogy (Khanal, 2015).When it comes to education, students with visual impairments who attend integrated schools are admitted generally by verbal screening (Sherpa & Baraily, 2021).

This study intends to investigate how students with disability are educated and transitioned by the mainstream education system. This study also intends to dig out what strategies for instruction of children with disability need to be flourished to increase access of needy students in education. The essence of the study is immersed in the insight and prospect of general teacher in service delivery model to address the diversity issue in the classroom. The lived experience of the teacher can contribute to enhancing the quality of education by transforming the traditional mode of teaching into technology-driven pedagogy. Transformational pedagogy in teaching strengthens the professional efficacy of teachers with improved learning outcomes.

1.1 Objectives

i. To explore the depth of teachers' knowledge of learners with visual impairment.
ii. To examine an understanding of general teachers for the education of children with visual impairment.
iii. To find out the perceptions of teachers towards those with blindness.

2. METHODS

This study was based on qualitative research with hermeneutics phenomenology as a research design. This design dog out the meaning of lived experiences of general teachers in serving student with disability and the shared meaning of similar experiences (Creswell, 2013). The experience and narratives are drawn from the social setting of the general course based on values and beliefs (Van Lankveld et al., 2017). The teachers who participated in this study were struggling to teach students with visual impairment in an integrated school. The teacher who practised for more than ten years in teaching the integrated class had transformed from a resource class. The participant teachers were teaching general subject Nepali, math, science and computer in class containing student with visual impairment. Purposively, four secondary level teachers from integrated school located in Kathmandu Valley were selected as participants.

Regarding ethical issues, the participants were informed about my research project on the first visit to the school. Confidentiality had been maintained by using pseudonyms. In-depth interviews via interview guidelines were taken to gather vital information. The teacher who participated in this study had experienced different instruction in regular classes. Data analysis revealed the themes of collaboration and interactions with students. Interviews with the participants were recorded by audio recorder. Recorded interview responses were transcribed verbatim and developed code. Similar codes were organized to generate a theme. Likewise,

themes were classified as the central theme of the study. Themes were illustrated based on ground data and compared and contrasted with data to data and literature.

3. RESULT AND DISCUSSION

This section depicts the illustration of major findings from the information gathered from the research participant by performing the techniques of qualitative analysis. The key findings are discussed with logical connection of relevant literature and theory adopted for this study.

3.1 Classroom Management

Classroom management refers to the physical and psychological modification of the environment so as to make it favorable to meet the students' needs (Brophy, 1986). It embraces seating arrangements with the diverse nature of students, adequate space to move around in the classroom, materials required for modeling the content, setting book corners, child-friendly furniture well-ventilated classrooms and so forth (Doyle, 2013). In this context, participant PT1 said,

> The students with diverse needs are kept in the same place. If we keep weak students in the same place, they will be further weaker. Cooperative teaching is more beneficial in this context. Blind students can understand the musical tone of the poem. If the blind student feels difficulty with a poem, I transform it into a musical tone like a child song and then they can understand. In TPD training, I recited and all the participants liked it.

In this assertion, classroom management either physical or psychological arrangement supports strengthening the quality of teaching and learning. Seating arrangements based on knowledge acquisition capacity are appropriate for classroom teaching. The teacher needs to modify the content based on their interest and needs. Children with visual impairment get entertained if the verbal description is practically implemented. The presentation of melodious sounds makes students more attentive and insightful. Another participant PT2 said "Students keep concentration on any content but sighted children scatter their mind everywhere. The memory power of the blind is very high. If they listen one time, they will remember this very quickly". In this assertion, the student improves perceptual ability by listening and auditory clips. The knowledge through visual input is absent and instead, they centralize their cognition by thinking critically. The sensory skills also keep the knowledge permanently utilized in the appropriate place. Participant PT2 said

> Most of the blind students pay attention in class and engage in classroom activities. But they need inspiration. In these schools, students are allowed to learn vocational skills. After school life, they can survive with the skills they learnt. Some of the students are lazy and sleepy. I complained to the coordinator, he would talk with the parents. But in the exam, their result seems good. I think their memory power is working.

In this quotation, the children with visual impairment keep silent if they are allowed to engage in practical activity. They exhibit unaccepted behavior if instructional pedagogy becomes unfavorable for them. Learning suitable skills that are vocational and more career-oriented can help make children with visual impairment more self-reliant when choosing a profession, and inculcate appropriate social responsibility in giving back to the community and hence aid in their better assimilation into the society (Simonsen et al., 2008).

The physical and psychological management required for addressing the diverse needs of learner to child friendly learning environment within the classroom comply the classroom management (Emmer et al., 1980). The physical arrangements like seating, lighting room, ventilation, air passage windows and doors, well-spaced classrooms, and well-equipped classrooms are undergoing classroom management (Evertson & Weinstein, 2006).The psychological management embraces welcoming and interactive environment for the collaborative learning. Good management creates a child-friendly learning environment for improved learning outcomes. In this context, participant PT1 said,

> I am pleased to teach children with visual impairment in general classes having different types of students. But in the case of disability; it is a more challenging job to include. Generally, the general class is occupied by average and not attentive students. In times of difficulty to control them, teaching students with disability by focusing is more difficult.

In the above context, controlling students with disability in general class is more challenging due to the varied nature of students. Some of the teachers are unable to teach students with visual impairment in the mainstream setting with additional support. The strategies for teaching students with visual impairment become strange due to uncommon practice in regular instruction(Lynch et al., 2011). So the teacher needs to have inclusive education training for diversity management and instruction should be wrapped with differentiated pedagogy and a need-based approach.

3.2 Inclusion in General Class

This refers to respecting diversity with the use of child-centered learning pedagogy in the classroom. This provides equal opportunity for all learners with active involvement in the classroom discourse (Thapaliya, 2018). The student with diverse needs is entertained with differentiated instruction for personal development. Every student feels represented and included in the classroom discourse (Shahi, 2022). The effective inclusion in the general class offers a platform for developing individual strengths by socialization. In this concern, Participant PT2 said,

> A few days ago, the special teacher kept student with VI in general class, the attention of sighted students was inclined to the movement of resource teacher. The sighted students seemed to be not attentive to the subject matter. The whole class was disturbed. For children with visual impairment get confused to hear the voice of general teacher or resource teacher. It is found that including children with VI in general class with special teacher in grade IV is more tedious. For students with VI, integrated teaching by general teacher himself is the best strategy.

In this concern, when the instruction is followed by an interpreter in the inclusive classroom, the children with VI feel confused about whether to hear subject teacher or special teacher. By looking at the gesture of the subject teacher, concept mapping is affected due to the absence of visioning. So to overcome this situation the same subject teacher needs to have the knowledge of Braille and assistive device skills and deliver the

instruction with differentiated pedagogy so that the children with visual impairment easily access the classroom instruction. Teaching with an interpreter is only the practice of integration that reduces the frequency of inclusion within the heterogeneous classroom (Thapaliya, 2023). As recommended by Normalization Theory, Children with Disability are provided the same opportunity to learn in the same environment so that every person can internalize the same insight from the classroom. Participant PT3 said,

> Regarding on blind they cannot see but they can do all. Being children they are a little bit problematic. They can be included in class one. They know Braille and write in slate with stylus. If we could know Braille it would be better. If the general teacher knows Braille and sign language, it is very easy to teach. To hold general class interpreter is not needed. Children are confused by the general instructions.

In the above concern, the teacher highlights that including students with visual impairment from class one is better to teach in the classroom. If such strategies are strictly practiced in the classroom, the students feel excited and included with the children without visual impairment by the general instruction (Lakshmi, 2018). The teacher who knows about Braille and diversity management strategies can easily accommodate students with diverse needs by offering appropriate contents and skills.

3.3 Professional Development Opportunity

The professional development opportunity means enhancing professional strength with the help of training, workshops and seminars (Borko et al., 2010). The publication attempt also empowers educators to enhance their professional efficacy. With the professional development opportunity, the teacher is able to utilize technology-driven pedagogy for progressively facilitating learners. Participant PT1 said,

> Since I began my job, I have had no chance to gain the opportunity of training about inclusive education. I mean to say, that it is difficult to teach students with visual impairment in class with sighted peers. My teaching strategies are completely focused on lecture methods and sighted students. I have no idea how to teach students with visual impairment rather than direct instruction. So just like me, most of the general teacher needs to be trained in inclusive education training.

In this concern, the teacher feels a problem in teaching due to the diversity in the classroom with conventional knowledge. The traditional pedagogy is mostly teacher-centered and oriented by general instruction (Johnson-Jones, 2017). The teacher focuses on the general subject for sighted students through the lecture method. In the absence of Braille skills and assistive technology skills, the general teacher is unable to accommodate children with visual impairment in the class (Flanagan et al., 2003). The written response by the children with visual impairment is not understood by the teacher and the immediate feedback for the needful correction is lacking. So, the teacher needs to be trained with diversity management skills in the classroom. Another participant PT2 said,

> I teach a large number of students including children with visual impairment. At the beginning of the session, I am not informed about the features of students in class by the

> administration for prior preparation for the class. I need to be very attentive to sighted peers for controlling the class. If I focus on the student with visual impairment, the classroom may be disruptive due to the influence of sighted students. I am unable to interact with children with visual impairment due to the lack of Braille knowledge.

In this concern, teachers have to teach large groups of students including children with visual impairment. The instructional method used by teachers is the lecture method and that can not address the needs of individual learners. Within a large group, if the children with visual impairment are focused on teaching with Braille, the classroom activities falls into disturbed for others (Mnyanyi, 2009). On the other side, the general teacher cannot teach in Braille with immediate feedback. Individualized instruction is impossible for the mass of students (Kart, 2017). In such a context, the class size needs to be scaled down under the Education Act. To improve the academic achievement of students, the teacher needs to be trained in inclusive pedagogy and Braille. The curriculum needs to be modified in favor of diverse learners. The instructional strategies need to be used to support children with visual impairment. Another participant PT3 said

> In saying every teacher claims that I am teaching effectively in the class but real practice is not going accordingly. Every teacher is pressured by the administration to complete the course on time. Our practice is not guided by the pre-plan and innovation in teaching. The large group teaching can not address the diverse needs of learners. The teacher thinks that inclusion means teaching students by keeping children with visual impairment with non-disabled peers.

In the above concern, the teacher who teaches in general classes is pressured by the formal education boundary. The administration creates pressure to follow the school calendar strictly. Teachers are unable to fulfill the diverse needs of learners by using an individualized instruction approach in the large group of students (Erin & Wolffe, 1999). In such a context, the teacher needs to be equipped with essential instructional strategies that address the curricular needs of students. The inclusive teaching approach must be introduced to address the diversity in the classroom.

3.4 Curricular Modification

The curricular modification refers to the changing content according to the interest of learners to address the diversity issues in education. The student acquires knowledge and skills from child child-friendly environment with easy access to learning content (Mirasandi, 2019). The teacher depicts the subject matter based on what is essential for their independent life. The curricular contents are integrated with the behavioral skills required for social being (Beagan, 2003). In this context, a participant PT2 said,

> I am appointed as a general teacher for teaching English at the secondary level. I have been performing my duty in teaching English in the class with children with visual impairment. I use the lecture method in the classroom and the children with visual impairment write the notes in Braille by listening to the instruction. I use the verbal description method in the content areas.

In this concern, the instructional techniques used by teachers in the general classroom are traditional and teacher-centered. The involvement of students with diverse needs in classroom discourse is ignored. The general teacher often uses the verbal description method in classroom instruction but students with visual impairment are unable to get immediate feedback from the Braille notes (Baraily, 2021). In this situation, the student cannot be actively involved in the classroom discussion. So, the general teacher needs to modify the content that he instructs in the classroom under the curricular need. The teacher needs to be trained with Braille to respect diversity in the classroom. Participant PT3 said

> If blind students know about Braille, they will write in Braille by listening. But teacher instruction should not be fast and need to be repeated frequently for blind students. They are only not to understand about drawing but content should be modified into the descriptive form without twisting the essence of the content. As for example, in place of drawing figure of a cow, visually impaired students are able to describe the picture of the cow. By using an alternative method, I teach them to write in Braille and after translation I check.

In this concern, the student with visual impairment takes more time to write in Braille. Correction and inculcation of new matter is impossible in slate. The teacher writes the notes on the whiteboard and the children with visual impairment find it difficult to cope without a long time of waiting. The Braille takes more time to copy and problem is created in directed instruction in the classroom (Brydges & Mkandawire, 2017). In such a context, the teacher needs to make a PDF of daily lecture notes which must be shared with students without presenting in the classroom (Johnson-Jones, 2017). The teacher must know the Braille and support students while writing in slate. Computer-assisted instruction is mostly preferred to deliver classroom instruction for any subject. Differentiated instruction needs to be applied to teaching every subject by modifying the curriculum. Another participant PT4 said,

> In-class oral solution is preferred for children with visual impairment. When I teach they write in Braille. I repeat the content and encourage their friend to support them. A sighted student wants to cooperate. The blind students are habituated and they choose their friends themselves. The sighted students feel happy when they help.

In the above concern, verbal description of subject content is an appropriate teaching strategy in the class with children with visual impairment. Peer support can ease their writing in Braille. Peers can help by repeating the content of instructions for preparing notes in their Braille. Oral learning can enhance their perceptual capacity and insight for their learning (Brydges & Mkandawire, 2017). The sighted students are encouraged to help their friends with visual impairment. With the support of sighted peers, the children with visual impairment can simply the learning contents by verbal description.

Another participant PT1 said,

> Teaching blind students is not a problem if the teacher has the willingness. They have more concentration than sighted students. They are very attentive to reading and writing in their slate. The minds of blind students are not diverted and have profound concentration on the subject matter. They are extraordinary in music and computers. They are talented in speech, poem and spelling contests.

In this quotation, the teacher who teaches in the general classroom needs to have intuition to teach students with visual impairment. The teacher usually focuses on the education of sighted students and less attentive to children with visual impairment. Indeed, students with visual impairments are sincere and attentive for their learning due to the absence of visual input. The students who have blindness pay more attention and concentration for gaining needful learning (Dakwa, 2014). So, the students with visual impairment need to be educated based on need and interest by using appropriate learning strategies. In favoring above argument another participant PT2 said,

> Generally, blind students are active and write in Braille whatever they listen to. A quick response from the teacher is impossible because the teacher cannot understand. We can understand after translation. The coordinator said not to give handwriting because there is not sufficient resource teacher. We focus on exercise rather than handwriting. How to check handwriting in Braille? There may be a problem with language. I think it may be the error of the translator. In the younger class, the volume of error is high and gradually it is decreasing in the higher level.

In the above context, the student with visual impairment can write actively in their slate by listening. The general teacher understands after the translation of Braille into printed form. Due to the scarcity of Braille translators, the teachers are discouraged from giving more writing assignments in Braille. Due to the language problem, the translator drops the error in changing printed notes. Such type of problem is continuously decreasing as the level increases (Congdon et al., 2008). So, the availability of resource teachers should be ensured according to the number of students with visual impairment. The general teacher who teaches in integrated classes needs to be trained with Braille and assistive device skills.

3.5 Assessment and Assignment

Assessment refers to the measurement of knowledge and skills acquired by the instruction in specific subject at the end of teaching (Gumpel & Nativ-Ari-Am, 2001). The formative and summative evaluation techniques measures the attribute what they learnt. This process can exhibit the knowledge and perception about the predetermined course and curricula. The assignment shapes the behavior of learner with the help of their cognitive knowledge. In this context, a participant said,

> The coordinator says that if he performs better, he will get stationary. In the exam, we recite questions and they write in Braille. The writing seems good. For the Braille translated question, there is no machine. Manpower is not sufficient for translation. Some of the students write on a computer but it is not allowed in board exams. The sighted students help blind writers for the sake of stationery.

In the above assertion, the practice of assessment is from oral expression instead of Braille writing but it is not allowed in board exams. If they are allowed to provide exams in Braille, they can easily write in Braille but takes more time (Koenig & Holbrook, 1995). The insufficient manpower in translation hinders the proper evaluation of the answer script. So, the schools need to manage capable special teachers to evaluate the answer papers in time for immediate feedback. The error-free translation can help in the fair evaluation of individuals by general teachers. Another participant PT2 said,

> It would be better if the evaluation is made in Braille. It should be done likewise. Reading and writing should be in Braille but the evaluation is done with the help of the writer. This practice is not so good and justifiable. Actual perception of children with visual impairment is not reflected by the writer. The writing skills are not reflected in writing. This is not a fair evaluation. For the just evaluation, they have to allow exam with Braille. So far, computer writing can be applicable for fair evaluation.

In this assertion, reading and writing happen in the Braille for the learning of students with visual impairment. The present practice is an assessment carried out by the provisioning writer. Such type of assessment cannot measure the learning capacity of an individual with visual impairment but instead writer's strength is reflected (Bishop & Rhind, 2011). As far, as the result obtained is not believable. To overcome this situation, the students with visual impairment are provided with the opportunity to attend exams in Braille by providing more time (Josua, 2013). The answer script needs to be examined by a special teacher of children with visual impairment. Another participant PT3 said,

> We read and write subject matter in the medium of Braille. The teacher asks the question verbally and we answer the question in Braille. We cannot achieve the performance report immediately. This impedes us from proceeding ahead based on justifiable prior knowledge to catch up with the posterior knowledge. The general teacher focuses on assessing the learning performance of sighted peers but we are excluded with poor estimation.

In this context, the teacher who teaches in general class gives more focus on evaluating the performance of sighted peers because they write in the alphabet that he /she can understand. But in our case, the resource teacher return the translation after some time due to the more number of students at a time (Baraily, 2024). In such a context the learning of children with visual impairment cannot go smoothly. In such conditions, the teaching-learning environment needs to be conducted by using assistive devices. The assignment should be given with the same strategies so that immediate feedback is obtained in a time.

3.6 Strategies for Learning

Strategies are the effective ways to deliver instruction for a student with visual impairment based on their need and interests. It includes the proper selection of instructional pedagogy to address the diverse needs of learners (Regmi, 2017). In the proper classroom discourses, every student is effectively involved in the classroom activity with full aspiration and enthusiasm. In this context participant PT1 said,

> The first one is training for general teachers. Braille books should be available at a time. Books are heavy and hard to carry out. So it should be managed properly. In the beginning, when I went to have class, one student stood and saw outside. I shouted to him. After that normal student told me he was blind. I felt guilty and worry. He had stood to bring the book. Later on, he became close to me. He used to say, madam, I feel better to die. Without vision why to live? I heard he died in the earthquake. They are the inspiration and source of love. They need love and self-esteem.

In the above concern, to some extent, the general teacher is unaware of the needs and interests of learners. In the absence of visual input, the student with visual impairment exhibits unexpected behavior. The teacher misunderstands the situation and tends to control but that action may affect the children with visual impairment (du Plessis et al., 2021). Our physical infrastructure is not supportive of adjusting the needs of children with visual impairment. So, every general teacher needs to be insightful about the diverse needs of learners and teach effectively in the mainstream classroom.

Another participant PT2 said,

> Indeed, if all the general teachers know Braille and sign language, there is no need to say special education. All children can read in general class. This is inclusive education. Students write in Braille but we cannot understand Braille to give feedbacks immediately. That was not translated. If we were trained no problem would be there. Teachers should be trained according to the needs of the disabled. If teachers are inclusive, they won't teach in inclusive classes.

In the above concern, the general teacher who knows special skills can easily meet the diverse needs of learners. The inclusive pedagogy can accompany the teacher for differentiated instruction in the class for valuing diversity(Reed & Curtis, 2011). The instruction of teachers without Braille knowledge can address the demand for mass teaching but not assist with the needs of children with visual impairment (Sharma, 2019). The teacher who has a traditional approach to teaching cannot become an inclusive teacher so the government needs to manage at least one inclusive teacher with special skills in every community school and train all the general teachers with inclusive pedagogy to ensure global demand for inclusion.

4. CONCLUSION

Both physical and psychological classroom management can improve the caliber of instruction. Content should be adapted to students' interests and demands, and seating arrangements should take their ability for information acquisition into consideration. Children with visual impairments can benefit from vocational skills to become independent and socially responsible adults. The goal of psychological management is to foster a friendly, engaging atmosphere that promotes group learning. It is recommended that educators receive training in inclusive pedagogy and Braille, adapt curricula, and offer Braille assessments. Teaching and learning should make use of assistive technology and techniques. To meet the demand for inclusion around the world, governments should oversee inclusive instructors and provide general teacher training.

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