SUPPORT TO DIFFERENTLY ABLED & VISUALLY IMPAIRED POLICY

ST. EDMUND'S COLLEGE,

SHILLONG

CONTENTS

1) INTRODUCTION

St. Edmund's College, Shillong believes in the concept of inclusion and has made immense efforts to engage and integrate students from all backgrounds. In our context, Inclusion means that diverse groups of students are fully integrated into the education process and have the same learning experiences that are critical to the growth and development of every student. The College has endeavored visually impaired students to address their unique educational and learning needs, thereby ensuring a holistic education for these students.

2) PURPOSE

Education is a universal need and societies can progress only when the process involves all the stakeholders despite their differences. Visually impaired students are an integral part of our society. They have the right to education like every other student. However, the issues of inclusive education programmes for the visually impaired and the various strategies of the teaching-learning process need to be designed with detailed planning and deliberation. The college has laid down necessary educational provisions and support services for appropriate instructional delivery to students with visual impairment in inclusive settings.

3) SCOPE

This policy applies to all the visually impaired students admitted and enrolled in St. Edmund's College.

4) POLICY

4.1. The college provides a streamlined programme for visually impaired students. The students are taught the necessary learning skills to use the latest technologies to access information. A comprehensive approach to a structured teaching-learning process is also laid down.

4.2.   The college provides orientation and mobility services to enhance the likelihood of meaningful participation in various aspects of college life, including academic, non-academic, and extracurricular activities.

4.3.   The acquired orientation and mobility skills should greatly augment their ability to work independently in a variety of day-to-day settings.

4.4.   The skills also enhance the ability of visually impaired students to obtain employment and participate more fully in community life.

4.5.   The college collaborates with the HTBF (Help the Blind Foundation), Bengaluru and the Bethany Society, Shillong to offer scholarship programs, extensive information and services to the students

5)   GUIDELINES

5.1. Unique Needs of Students Who Are Blind or Visually Impaired

5.1.1. Concept Development and Academic Needs

5.1.2. Literacy and Communication Needs

5.1.3. Orientation and mobility needs

5.1.4. Career and Vocational Needs

5.1.5. Social Emotional Needs

5.1.6. Socialization

5.1.7. Affective Education

5.1.8. Recreation

5.1.9. Family life education

5.1.10. Psychological Implications

5.2. Educational provision for students with visual impairments

5.2.1. Resources both digital and hard copies of Braille prints

5.2.2. Specialized hardware and computer software

5.2.3. Classroom instruction to meet the needs of students

5.2.4. Facilitate mobility to others areas of the college such as the auditorium, cafeteria, public transport, etc

5.3. Curriculum Consideration with visual impairment

5.3.1. An inclusive environment for students with visual impairment should provide the infrastructure that is disability-friendly, materials and equipment, and resource-related services needed for the well-being of the students within the college

5.4. Strategies for teaching students with visual impairment

5.4.1. The key element for teaching adaptation is the medium of instruction and teaching strategy which enables learners with visual impairment to be more proficient

5.4.2. A sound and tested strategy for handling learners with visual impairment in the classroom using visual aids.

5.4.3. Implement the Buddy System. Pair the pupil or student with a seeing classmate who can assist him/her to organise their work. The partner can help find the correct page, repeat your instructions and so on.

5.4.4. Use the name of the pupils or students during class discussions so that the individual knows who is talking.

5.4.5. Computers offer particular support to learners with visual impairment. They can print out a large print copy, read text on the screen using the text on a voice synthesizer or convert it into Braille. The students use software such as JAWS (Job Access With Speech), and NVDA (Non-Visual Desktop Access) for better comprehension.

5.4.6. Lessons can be taped using a mobile phone or a recorder for later playback at home or as revision. Learners who experience difficulties in writing can also provide information on audiotape. Taped versions of books and talking books are available in libraries and departmental resource rooms.

5.5. Availability of online and offline resources

5.5.1. Annexure I – UGC Schemes for the differently enabled

5.5.2. Annexure II – DIKSHA

5.5.3. Special e-content for the visually and hearing impaired developed on Digitally Accessible Information System (DAISY). DAISY is the emerging world standard for digital talking books for people who are visually impaired or have a

print disability. DAISY books have "embedded navigation" that enables readers to instantly jump to any part of a work- the same way a sighted person can turn to any page. With DAISY, the text is delineated with tags, such as part, chapter, page, paragraph, etc., and synced with the audio files. Readers can navigate through this hierarchy using the tab key or other player control.

6) Conclusion

It has been found that learning outcomes expected of students with visual impairment in an inclusive educational setting can be achieved with the use of assistive technology devices necessary for classroom teaching/learning processes. To ensure the effective incorporation of these students into the mainstream, the college environment must be made sensitive to the existing differences, which is true inclusion.

ANNEXURE I
ADDITIONAL RESOURCES AND WEBSITES
ANNEXURE II
DIKSHA

(Principal)

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ANNEXURE I

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ADDITIONAL RESOURCES AND WEBSITES

UGC Schemes for the differently abled

https://www.ugc.ac.in/subpage/scheme_differently_abled.aspx

https://www.youtube.com/channel/UCXBn5q8Zv4Bz-LZXWWD7Jxw/playlists

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ANNEXURE II

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DIKSHA

https://swayamprabha.gov.in/

The SWAYAM PRABHA is a group of 34 DTH channels devoted to telecasting high-quality educational programmes on a 24X7 basis

REFERENCES

https://nivh.gov.in/index.php/central-braille-press

https://disabilityaffairs.gov.in/content/page/scholarship.php