

TITLE

DIFFICULTIES ENCOUNTERED BY TEACHERS

OF LEARNERS WITH LOW VISION IN

REGULAR PRIMARY SCHOOLS IN

KASARANI DIVISION

NAIROBI

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UGANDA

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Declaration

I, LILIAN MARGARET OTIENO, REG. NO. BED/9039/511DF hereby declare that this dissertation is my original work. It is not a duplication of similarly published work of any award of certificate, Diploma or degree in special need education.

I also declare that all the materials cited in this paper which are not my own have been fully acknowledged.

Name of Researcher:

Signature:

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Lilian M Otieno
16/08/07.

Name of Supervisor:

Signature:

Date:

~~James~~
James Edhisi
20/09/07.

Approval

I declare that this research has been produced under my supervisor and that the supervisor has approved it for submission to the University ICDS

Signed:

Dedication

I dedicate this report to my dear colleagues, Mable Muhonya and Martin Muchoki, and my loving friend Lydia.

Acknowledgement

I am grateful to my supervisor for guidance throughout this report.

I would like to thank my head teacher who really gave me time to make my research successful.

Abstract

This study was carried out to establish the difficulties facing the teaching of learners with low vision in Kasarani division, Nairobi district. The quantitative approach and the survey strategy were used to collect the numerical data. A sample of 12/15 researchers responded to the questionnaires which were later analyzed using tables.

The probably sampling technique was employed to get the sample for the study. The finding of the study revealed that there is great lack of materials and equipment in regular primary schools. The study also revealed that there is lack of qualified personnel to teach learners with low vision. There is also poor parental involvement and collaboration with other stakeholders in the education of learners with low vision.

The recommendations made on the findings of the study were to train more personnel for teaching learners with low vision and equip the schools with materials and equipments necessary for the education of learners with low vision. The learners with low vision should be taken regular schools in the name of inclusive education and this should be intensively carried out by the government.

Public awareness campaigns should be stepped up to sensitize the community about the educational efforts should be made to encourage and parental involvement as well as collaboration with other stakeholders in the education of the learners with low vision.

CHAPTER ONE

Introduction

1.0 Rationale of the study

1.1 Background information

In one way or another, children experience special needs in their lives, such needs may occur as a result of lack of sight or having visual impairment.

Children with visual impairment are entitled to access full curriculum during their school year. The encouragement of the study skills and provision of positive learning environment can help in overcoming difficulties in specific curricular areas especially those who have a high visual demand (Mason and Mc Call 2003)

In school, it is demanding that teachers set the same goals for learners with low vision just like those with normal sight. The limitation of vision therefore necessitate special approaches, specialized methods and adapted resource so as to give the learners with low vision an equal opportunity in learning as his/her sighted counter parts. It also calls for extra efforts for all the stakeholders if the child with low vision would stand to benefit from education. The teacher should be prepared to cope with the adaptive measures to suit the learning needs of those children with low vision.

Although the teacher may wish to put the effort required they may have come across many drawbacks to effective learning of the children which may be within themselves and others beyond their control.

In Kenya since the introduction of free primary education by the government (2003), there has been an increase of learners with diverse needs in regular primary school, low vision being one of a major need. This has led a step forward for inclusive education in which philosophy emphasizes the need to modify educational instruction, learning environment and to have at least one teacher trained in special need.

In Kasarani division, quite a number of learners have enrolled in regular primary schools since 2003; some have already dropped due to lack of special need.

Although this was done, there were no prior preparations in admitting them though the government allocates some little funds for special needs since the introduction of free primary education.

This has led to dismal performance in academic work due to lack of skill by the teacher on how to access and provide educational service to them. There are also scarcity of learning resources, teacher's negative attitude towards learners with low vision and also teachers trained in the area of visual impairment.

Therefore the researcher is set to investigate the difficulties encountered by teachers of learners with low vision in regular primary schools and make appropriate recommendations. The implementation of the recommendation would facilitate to the smoother inclusion of learners with low vision in the regular primary school in Kasarani division.

1.2 Theory

According to Okot Daniel 1st Edition 2002, education provision of children with visual impairment, the government has shown great concern in the provision of services to improve the welfare of the disabled persons. The working party on Kamunge report recommended that young visually handicapped children of pre-primary age be integrated in regular pre-primary schools.

The partially sighted (low vision) children can be integrated in regular primary schools and be provided with the necessary facilities and equipments for writing and magnifying glasses for reading.

Low vision is significantly reduced vision that visual acuity is less (worse) than 6/18 and 20/60 in the better eye or visual fields or less than 20 degrees in diameter.

A person with low vision can use his reduced vision for learning about the world and for planning and doing tasks that need vision. These learners with low vision do not accurately reflect a child's ability to see or read print. One must consider the amount of visual acuity in worst eye, the perception of light and movement in the field of vision. A person "blinded" by tunnel vision may have good visual acuity in a very small field of vision and the efficiency with which a person uses any residual vision.

1.3 Statement of the problem

The education of learners with low vision in regular primary schools setting is a study concern in Kasarani division.

The children with this category have over many decades been referred to Thika School for the blind and forced to learn Braille which should otherwise have been enhanced to improve the vision for effective learning.

The introduction of inclusive education in most parents and the pupils themselves. The question of increasing number of negative attitude of teachers towards learners with low vision, lack of enough trained personnel in special needs education (SNE), inadequate education resources for learners with low vision and the degree level of collaboration and networking has remained a major challenge to date. As a result of these challenges, the learners have been experiencing a lot of problems leading to poor performance among those who make it through school.

It is with this regard that the researcher comes out to investigate the actual difficulties encountered by teachers and confirm the cause with an aim of giving recommendations towards problem solution.

1.4 Objectives of the study

The researcher aims at finding out the following:

- To establish the number of children with low vision who are currently accessing education in regular schools in Kasarani division.
- To investigate the level/degree of collaboration involved in the low vision services.
- To explain the availability of educational resources for learners with low vision.

- To establish the human and technical personnel trained in special education within the division.

1.5 Significance of the study

The finding of the study will enable teachers to identify some of the educational resources available for learners with low vision and lead them to maximize the use of available resources.

The finding will also enable the ministry of education, Science and Technology officials and other policy makers to plan well for education of learners with low vision.

The researcher would establish the human and technical personnel in special education need within the division-group of low vision that can be included in the regular school and have equal opportunity as a result of change of attitude.

1.6 Limitations and delimitations

Limited time - the research was conducted when the schools opened. Due to time limit, the researcher was not able to visit all the schools within the division.

Funds - the study involved a lot of traveling to get the teachers in order to get the data, which required money to be used as fare.

Financial factors required a researcher to photocopy, typing, and printing using the computer.

Delimitations

Good infrastructure - there was good transport system in most parts. This enabled the researcher to travel with ease as she was distributing and collecting back the questionnaires.

Cooperation – the teachers were very cooperative and very willing to fill the questionnaires. All the same a lot of effort has been made by the researcher to succeed in the study under investigation.

1.7 Scope

Geographical barriers - the network of transport and communication system may be greatly unreliable many geographical areas may not be able to retain the teachers with knowledge of visual impairment children become often unserved or under served in the areas and may be placed in more restrictive environment.

Culture - all children bring their own language culture and customs which include different attitudes towards education and handicapping conditions. These may have an impact on the child's learning behaviours as well as program in the school.

Time - The teacher from geographically remote areas often must travel far from their homes to acquire preparations in teaching children with visual impairment. This factor may make it difficult to maintain strong pool or well prepared professional in rural or economically disadvantaged area.

1.8 Definition of terms

The following terms will be used in this study.

- **Normal vision-** a person who is able to perform all closed and distant visual tasks that are normally expected in the community.
- **Low vision-**Low vision is significantly reduced vision, that is less worse than 6/18 (20/60) in the better eye or visual fields are less than 20 degrees in diameter.
- **Total blindness-**The person is unable to see light.
- **Functional vision-** This refers to the use of vision for a particular purpose.
- **Visual acuity** – It is a measure of the ability to the eye to see detail.
- **Visual impairment-**it is reduced vision caused by eye disease or eye condition present from birth.
- **Learner with visual impairment-**Refers to learners who require special educational programme and services because of their visual limitation.

CHAPTER TWO

2.1 Review of Related Literature

Historical background of education of the low vision

Before the 20th century distinction between the education experience of children who had low vision and those who were functionally blind did not exist. Children with low vision were taught to read and write in Braille and to cover their face and arms or high collars so often fitted with aprons and read Braille with their eyes (Burrit,1916) In some cases, teachers were told to dim the lights in the classroom to discourage the use of the when reading Braille.

In the early 1900's astute observers in Europe and United states recognized that children with low vision needed to be educated differently from children who were functionally blind (Hathaway, 1945 to 1959) James Kerr, the first medical director of the survey of the London (England) school board included a survey of the visual status of all children in the district in a general school health programme.

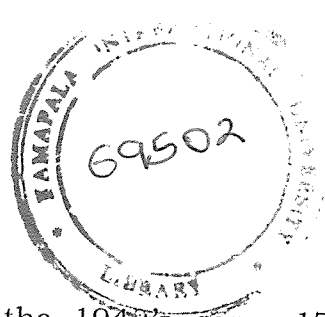
An ophthalmologist Bishop Harman found that many of the children covered by this survey had high Myopia (near sightness) and could see items that were close their eyes. Kerr reported these results to the second international congress of the school hygiene in 1907 and proposed that children had educational needs that were different from those of children who were totally blind. In 1908, the London county Council formed the first class in the world for children with low vision called Myope school to differentiate it from the school for children who were blind.

In 1909 Edward E. Allen director of the Perkins Institute in the United States visited the school to find ways to alleviate some of the problems of educating children with low vision alongside with those who were functionally blind. Acting on this observation he was instrumental in starting class for children with low vision in Robury Massa Chussete in 1913. The first class of its kind in the US was called "defective eye-sight class" and called Perkins Institute supplied funds for the materials that were used (Hamaway 1943/1959, Merry 1933)

In 1913 Robert B. Irwin, director of special classes for children who were blind in Cleveland suggested that children with low vision should be segregated from those with no vision and that special materials should be developed for them. (Koestler 1976)

Therefore he established a "conservation of vision" class at the Waverly school in Cleveland, the second program for children with low vision in the United States whereby children with low vision were educated with children with normal vision as much as possible.

A school began to question the inclusion of children with low vision in schools for the blind, professional organization began to address the issue. Ohn Burnt attached the use of aprons and high collars to prevent children with low vision from using their eyes and stated that the children with low vision should be educated in local schools with special trained teachers. In 1945 the first textbook on children with low by Hathaway 1943/1959 was published. In 1947 the American printing house for the blind (APN) began to publish textbooks in



large print for school children. By the end of the 1940's some 17 or 18 residential schools for the blind had been established with specially equipped classrooms for children with low vision (Koestler, 1976)

As a result of the increased attention to the individual needs of children with low vision services have evolved into discipline with strong focus on assessment and training of visual function. Instead of sight saving, the emphasis is now on the optimum of function which has further been advanced by new optical devices and the application of video and computer technology.

The Kenya government recognized that education provision is a basic need that should not be denied to anyone.

It also recognized the need to provide education to all school going children in the least restrictive environment. It is with this regard that the Kenya government accepted the establishment of institutions to cater for the needs of the learners with low vision impairment in 1940's. It has put a lot of effort in the training of highly qualified teachers for all levels of education who can adopt the learning environment to suit individual educational needs of the learners with low vision. (Cumulus 1990)

Special need Education (SNE) for the visually impaired in Kenya started during the Second World War in 1945. This was to cater for the soldiers blinded during the war. The first school in Kenya was started by the Salvation Army in Thika by Major and Mrs. Osborne. In the year 1953, the school developed into primary school teaching the ordinary school curriculum (Kariuki 1980)

In 1958, St Lucy School for the visually impaired was started at Egoji in Meru. In 1960, St. Oda School for the visually handicapped was followed by Kibos which was established at Kibos in Kisumu district in 1964. It was followed by Likoni School in 1960 by the Salvation Army Kariuki 1989.

In 1978 the Anglican church of Kenya helped to start St. Francis School for the visually impaired in Kapenguria. It was put up to help in rehabilitation for the visually impaired. In 1980, it was turned into a school.

There are also various integrated programmes where the learners with visual impairment learn in their local environment along with their sighted peer. Many of these are there spread all over the country for instance there is integrated programme at Kajiado which was started in 1975 by Kenya society for the blind. Another programme which also caters for learner with visual impairments is located at Kilimani primary school, Nairobi.

Survey carried out by Kenya Institute of Education, K.I.E. in 1980, Miss Fitcher in 1984 and Christoffel Blinden Mission in 1994 showed that greater percentage of learners in the schools for the visually impaired is low vision. Many of them could be able to read and write if they were given necessary support. This revealed that many of the learners with low vision were in the school for the visually impaired taking up facilities and provision for children with total blindness, while there were also no appropriate programmes offered to cater for their diverse needs.

Background Information of low vision project (Kenya)

The Kenya government has been in the forefront in providing education for the learners who are handicapped in our society. It has greatly put a lot of effort in training the necessary manpower to meet the challenges facing the education of learners who are handicapped and in particular learners with visual impairment.

It is stated in the articles 26 of United Nations universal declaration of human rights that the right to education should be granted to all irrespective of creed colour, race or tribe whether one is handicapped or not.

Low Vision Project (Kenya)

In 1994, the Kenya government in conjunction with the Christoffel Blinden Mission CBM launched the low vision project attached to Kikuyu eye Hospital. The services were to enable the children with low vision use vision in the most effective way to execute visual tasks. As a result they are able to live as independent as possible in school and afterward low vision curriculum 1999.

The project offers various services to achieve their objectives. They include identification and assessment of persons with visual impairment in the low vision clinic in Kikuyu during their outreach work. The project also organizes both medical and optical care for those in need. They provide low vision devices to learners both in special and integrated programmes, guidance and counseling are also offered to those who are in need and early intervention and visual stimulation services to children with low vision (Ver wayen & Rukwaro 1999)

The success of this provision of low vision services depends not only on the level and effectiveness of the support available but on the personality of the learners and actually the attitude of family and the staff at school. (Mason and Mc Call 2003)

CHAPTER THREE

3.0 Research methodology

3.1 Research Design

The researcher used survey as the strategy to collect data. This is the strategy whereby researcher collected the information in standard form questionnaires from groups of people. The researcher first selected sample of individuals from the population and then prepared questionnaires for collecting the data from the respondent.

3.2 Environment

The research was conducted in Nairobi district in Kasarani division in regular primary school who are teachers.

3.3 Research Instruments

Respondents/Subject/Participants

Target population

The population comprised of only teachers. The research used the above population since they are directly involved in the education of learners with low vision.

Sample size

In the study the sample comprised of teachers mainly teaching learners with visual impairment in regular schools in Nairobi district, Kasarani division.

Sampling method

The researcher used probability sampling. This is because the researcher wished to involve randomly the respondent in order to avoid biased data.

Subjects

This study include teachers using the following

In the regular primary school either male or female.

The random sampling used- to select the respondents instruments. The researcher used the questionnaire to collect the data. The questions which were to be completed by filling in the blank spaces by the teachers (respondent). The researcher prepared the questionnaire with both open and closed ended question.

3.4 Data collection procedures

i Administration of the questionnaires

The researcher prepared the questionnaire. This was carried out basing on the research objective and question ensuring that they were detailed and defined.

Many copies of the questionnaires were produced as per the number of the respondents who were teachers. Efforts were made to ensure that the distribution to the teachers were done in good time by delivering by hand.

ii Getting permission to conduct research

Before a research is conducted in any place, permission should be sought. Therefore the researcher asked permission first from the institution to carry out the research using the teachers as the respondents.

iii Collecting data

After the permission was granted the questionnaires were distributed to the respondent-that is the teachers sampled. The respondents were required to fill them and were collected by the researcher.

iv Presenting and organizing data

There are several methods of presenting and organizing the data. These include table, bar graph, pie chart and histogram. For this study tables were used to present and organize the data according to the order of the questions in the questionnaire.

v Analysis of the data

The researcher analyzed the data according to the research questions systematically from the first question to the last. Considerations to other factors that may have influenced the participants to respond the ways they have done were taken into account.

CHAPTER FOUR

4.0 Data analysis and presentation

4.1 Statistical treatment of data

The data used in this study was collected from teachers in regular primary schools. It has been analyzed according to the items in the questionnaires given the researcher was able to collect data from twelve teachers. This has been in a view to realize the achievements of the stated objective.

4.2 Presentation and Analysis

Table 1: Teachers training level

Response	Frequency	Percentage
PI	4	33%
ATS IV	4	33%
ATS III	1	8.3%
ATS II	1	8.3%
Graduate	1	8.3%
Others	1	8.3%
Total	12	100%

The table implies that most teachers (33%) are trained PI level and ATS IV. Others are 8.3% respectively teaching in regular primary schools.

Table 2: Designation of teachers

Response	Frequency	Percentage
Head teacher	0	0%
Deputy head teacher	0	0%
Senior teacher	1	8%
Assistant teacher	11	92%
Total	12	100%

The figures show that most teachers are the assistant teachers in the classroom. Therefore it shows that the administration should be involved in provision of them.

Table 3: Teachers training/course in special education needs

Response	Frequency	Percentage
YES	9	75%
NO	3	25%
Total	12	100%

The table shows that most teachers (75%) have been trained or attended a course in special education needs. Very few teachers (25%) have not.

Table 4: Level of Teacher Trained

Response	Frequency	Percentage
Awareness seminar	0	05
Vision supporting centre	0	0%
Three months certificate course	0	0%
Diploma in SNE	8	67%
Degree in SNE	1	8%
None of the above	3	25%
Total	12	100%

From the finding there is awareness of training in special education need. The few teachers not yet trained needs to acquire training in SNE.

Table 5: Period of teaching learner with special needs

Response	Frequency	Percentage
0-5	2	16%
6-12	2	16%
Not at all	8	67%
Others, specify	0	0%
Total	12	100%

According to the above response a good number of teachers (67%) are not teaching learners with special needs.

Table 6: Learners with visual problem

Do you have a child with visual problem?

Response	Frequency	Percentage
Yes	8	67%
NO	4	33%
Total	12	100%

The above response shows that there are a good number of learners with visual problems in regular primary school

Table 7: Type of visual problems

Response	Frequency	Percentage
Totally blind	0	0%
Low vision	8	67%
No response	4	33%
Total	12	100%

The table implies that there are some learners (67%) with low vision learning with other pupils in the regular schools.

Table 8: Problems encountered by teachers teaching learners with low vision in regular primary schools

Response	Frequency	Percentage
Perform poorly	1	9%
Congested classroom	2	16%
Discriminated by others	1	9%
Lack of material & equipment	7	58%
Absenteeism	1	9%
Total	12	100%

The finding indicated that most of the teachers (58%) experience lack of materials and equipment for teaching and learning of learners with low vision. There is need therefore to take note on the other factors to cater for the diversified needs of the learners with low vision.

Table 9: Availability of educational resources

Response	Frequency	Percentage
Not available	10	84%
Adequate	0	05
Inadequate	2	16%
I don't know	0	0
Total	12	100%

From the above finding it is true that the regular primary schools teacher lack facilities used in teaching learners with low vision.

Table 10: Inclusion of learners with low vision in regular classes

Response	Frequency	Percentage
YES	11	92%
NO	1	8%
Total	12	100%

From the above table learners with low vision should be included in the regular classes.

Table 11: Reason for inclusion

Response	Frequency	Percentage
Be taught in regular classes	11	92%
Special units	1	8%
Total	12	100%

Most teachers have been trained to handle learners with low vision in regular classes.

Table 12: Support needed to help learners with low vision

Response	Frequency	Percentage
Involve stakeholder	2	16%
Government provide resources	6	36%
Sensitizing the community	2	16%
Diagnosis and treatment	2	16%
Total	12	100

From the table above the government should put an effort in providing learners with resources and sensitizing the community and treatment.

CHAPTER FIVE

5.0 Summary, Discussion and recommendations

5.1 Summary

In regard to the objectives of the study, the result of the study can be summarized.

5.1.1 Majority of schools are regular primary schools. There are a good number of learners with low vision (96.7%) in regular schools.

5.1.2 There is lack of enough education programmes. The findings have indicated that there is only one unit which caters for all categories of visual handicap in Kasarani division where learners with low vision attend. There is lack of materials and equipment which are resources specifically designed to be used by learners with low vision.

5.1.3 There is lack of networking system. The various stakeholders do not actively participate in their roles in the education of the learners with low vision. This lack of coordination may hinder learners being placed in the appropriate classroom placement.

5.1.4 Majority of teachers, 75% have been trained in special needs education. For learners with low vision, this can be beneficial to effective teaching as well as learning in the division if the teachers get the facilities.

5.2 Discussion

5.2.1 The study was carried out to establish difficulties encountered by learners teaching learners with low vision in regular primary schools in

Kasarani division in Nairobi district.

The researcher collected data from the teachers teaching learners with low vision in regular schools. The study was mainly carried out to establish the numbers of children with low vision in Kasarani division. It also aimed at establishing the availability of educational resource for the low vision. Another aim was to investigate the collaboration of the personnel involved in the teaching of learners with low vision.

5.3 Recommendations

After carrying out the study and analyzing, the researcher makes the following recommendations.

5.3.1 Public education should be enhanced. This will help educate learners with low vision who have faced public indifference. The attitude that promotes negativism in the low vision should be eradicated.

5.3.2 The Ministry of Education, science and technology should encourage regular schools to have learners with low vision learn in the schools near their home. The ministry should also post specially trained teachers to the programme to assist the teachers.

5.3.3 The government should step up in equipping the schools with relevant materials and equipments for learners with low vision. Parents should be encouraged to supplement what the school receives from the government.

5.3.4 The various stakeholders in special need education should carry out continuous sensitization of the parents and guide communities to participate in the planning of the child's school program and discuss the problems with teachers and other personnel.

5.4 Conclusion

5.4.1 Education of learners with low vision required teachers with proper training in special education need.

5.4.2 The learners with low vision require special facilities and equipment.

5.4.3 Inclusion of learners with low vision can be achieved in regular classrooms as a good number of learners are found in regular schools.

5.4.4 There is also need for effective involvement of stakeholders and adequate trained human resource to handle learners with low vision in regular classroom situation

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APPENDICES

Appendix A

TRANSMITTAL LETTER FOR THE HEADTEACHER MAY 2007

The Head teacher,
Baba Dogo Primary School,
P.O. Box 10347-00100
Nairobi
Kenya

Dear Madam,

I am a student from the institute of continuing education at Kampala International University.

My research entails “Difficulties encountered by the teachers of learners with low vision in regular primary schools” in Kasarani Division in Nairobi District. It will involve interviewing your staff members using questionnaires.

It is mainly for academic purposes and the information given will be treated confidentially. Kindly allow me to conduct this research.

Yours faithfully,

Lilian M. Otieno

Appendix B

QUESTIONNAIRE ON LOW VISION

Dear respondent,

Kindly give the required information on this questionnaire. All the information will be treated with confidentiality.

Thank you in advance.

PART ONE

1. What is your qualification?

P1 ☐ ATS IV ☐ ATS III ☐
ATS II ☐ Graduate ☐ Others _____

2. What is your designation?

Head teacher ☐
Deputy Head Teacher ☐
Senior teacher ☐
Assistant Teacher ☐

3. Have you had any training/course in special education needs?

YES ☐ NO ☐

4. At what level did you train or attended a course. Tick one✓

Awareness Seminar ☐
Vision Supporting Course ☐
Three Months Certificate Course ☐
Diploma in SNE ☐
Degree in SNE ☐

NONE of the above ☐

5. For how long have you been teaching learners with special needs?

0-5 years ☐ Not at all ☐

6-12 years ☐ Others Specify ☐

PART B

6. Do you have a child in your class with visual problem?

YES ☐ NO ☐

7. If 'YES', what type of visual problem

Totally blind ☐

Low vision ☐

Partially sighted ☐

8. What problems do you encounter while teaching learners with low vision
in regular schools?

1.

2.

3.

9. Are there educational resources available to enable you instruct learners
with low vision?

Not available ☐

Adequate ☐

Inadequate ☐

I don't know ☐

10. In your opinion would it be possible to include children with low vision
in regular classes in primary schools

YES ☐ NO ☐

11. If 'NO', give reasons

1.

2.

3.

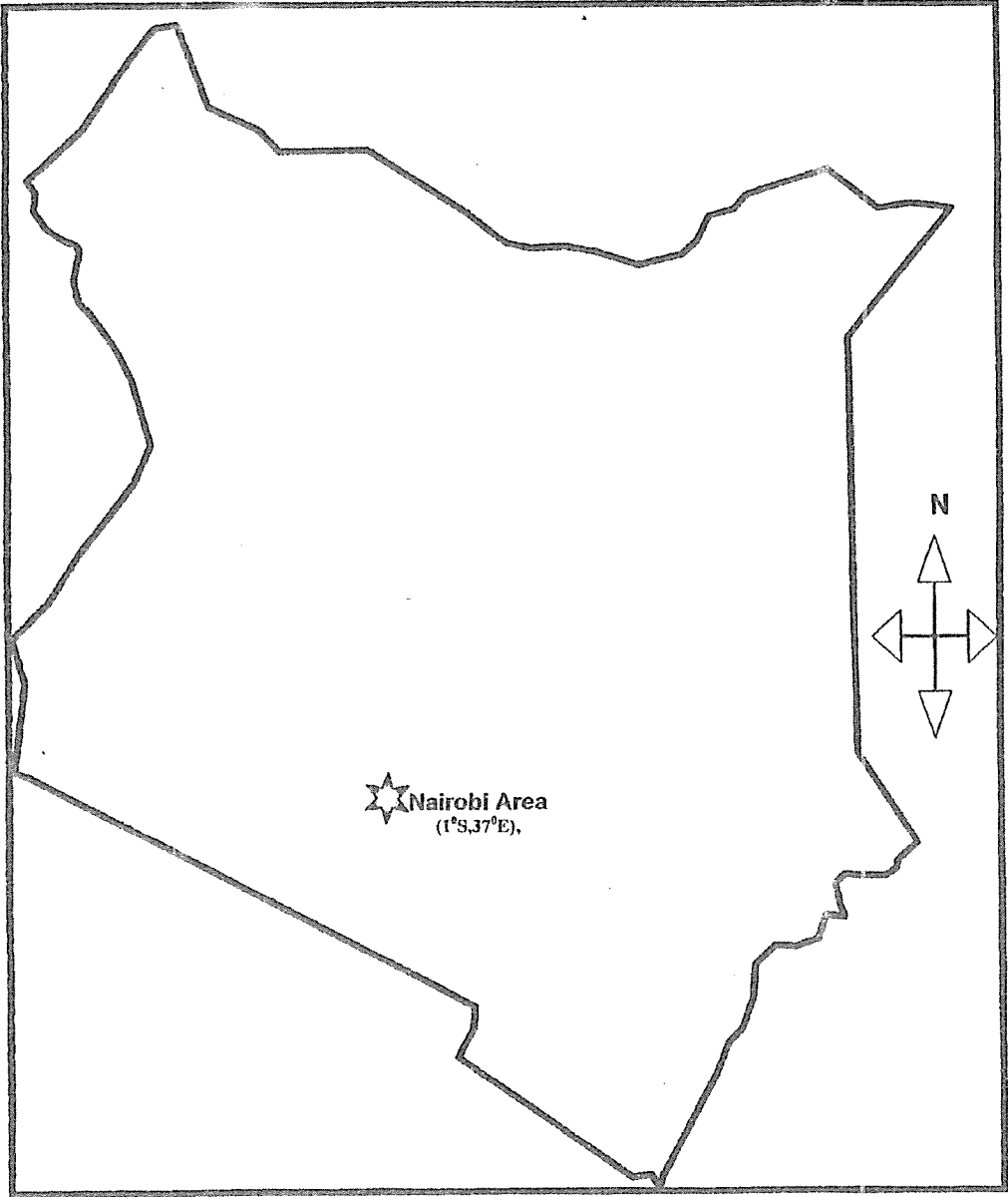
12. Give suggestions for any support needed to help learners with low
vision

1.

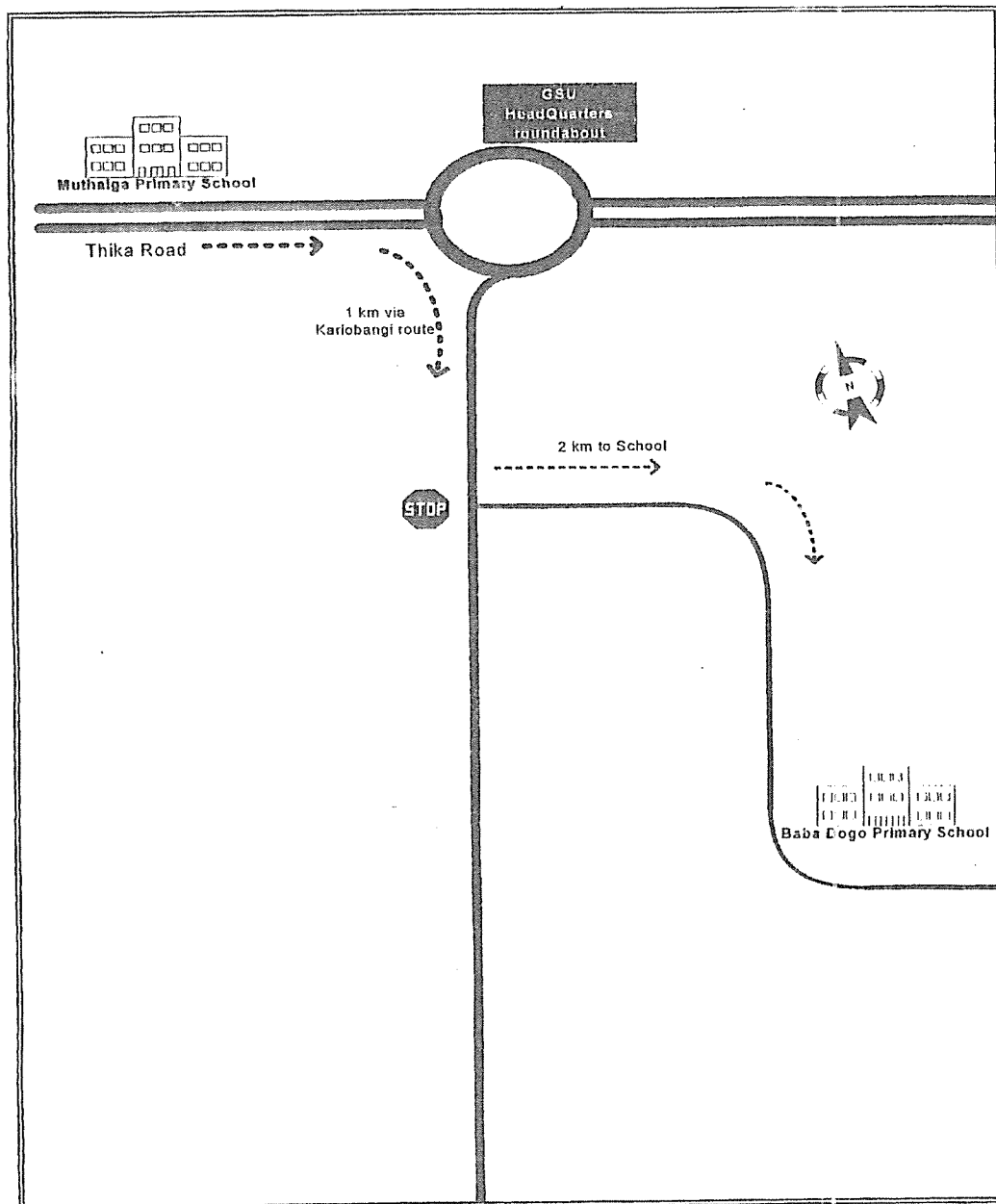
2.

3.

Appendices C: Map showing Nairobi area



Appendix D: Map Showing Direction of Baba Dogo Primary School from Nairobi City Centre



CURRICULUM VITAE

PERSONAL BACKGROUND

NAME : LILIAN MARGARET OTIENO
REG : NO. BED/SNE/9039/51/DF
AGE : 48
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EDUCATIONAL BACKGROUND

TERTIARY : KENYA INSTITUTE OF SPECIAL EDUCATION
COLLEGE : EREGI TEACHER TRAINING COLLEGE
SECONDARY : SIRONGA GIRLS SECONDARY SCHOOL
ELEMENTARY : NGIYA GIRLS PRIMARY BOARDING SCHOOL

RESEARCH EXPERIENCE

COURSE : DIPLOMA LEVEL
RESEARCH TITLE : ATTITUDE OF TEACHERS TOWARDS
INCLUSION OF THE MENTALLY CHALLENGE
INTO THE REGULAR SCHOOLS

Research experience

Course : Diploma level KISE

Research title : Attitude of Teachers Towards Inclusion of The
Mentally Challenged into the Regular Schools.

