

## Teacher Perceptions and Teaching Practices of Instructing students with Limited Eye Sight in Selected Regular Public Schools of Nepal: A Narrative Inquiry

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### Abstract

Nepal's education system encourages disability inclusion, although limited eye sight students face problems in public schools. This study demonstrates limited eye sight students require qualified teachers to succeed in public schools. The primary objective of the study is to investigate the instructional approaches employed by regular instructors over an extended period of time to enhance the academic performance of children with limited eye sight. In Nepal, it is a common practice to include pupils with limited eye sight in public schools alongside their sighted peers. Therefore, students in public schools encountered several problems in classroom methodology and resources. Teachers' inclusive education practice may boost limited eye sight pupils' attendance and participation in class. A good teacher created a good learning environment, used a variety of approaches, encouraged classroom activities, addressed problems, boosted student participation, and offered other support. A qualitative

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(Received 07<sup>th</sup> November 2023; Revised 11<sup>th</sup> June 2024; Accepted 18<sup>th</sup> June 2024) © OUSL)



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Narrative inquiry was conducted to learn more about a) How do teachers in regular public schools in Nepal attempt to understand and implement inclusive education practices for limited eye sight students? This research interviewed four educators from two well-known regular public schools to learn more about their perspectives on inclusive education and how they implement it in their classrooms for limited eye sight students. Social capital and Inclusive theory are used to examine public school instructors' approaches to teaching limited eye sight students. This study emphasizes the need for regular communication between teachers, students, parents, and educational stakeholders to help children with limited eye sight. Classroom inclusivity can be improved through a) teaching tactics used by teachers, b) promoting equality of opportunity and a kid-friendly learning environment, and c) removing obstacles faced by pupils.

**Keywords:** *Teacher's practices, inclusiveness education, limited eye sight students, public schools*

## **Introduction**

The primary idea of an inclusive education is that every student should study together, despite their challenges or disabilities. UNESCO (1994) identified important characteristics for inclusive education, such as the necessity of inclusive schools to cater to learners and their various requirements, take into account various methods and paces of learning, and guarantee high-quality instruction to all students through suitable curricula, organizationally arrangements, methods of instruction, utilization of resources, and partnerships with their communities. Numerous developments in education, particularly in the field of inclusion in schools, have taken place in the twenty-first century, which on the one hand has impacted the work of today's teachers (Brown & Beamish, 2012). Recognizing these as vital characteristics, instructors are clearly regarded as among the key parts in implementing inclusive education (Haskell 2000). With the implementation of inclusion, the role of regular classroom teacher has been considerably altered (McKenzie, 2010). According to Florian & Black-Hawkins (2011), inclusive pedagogy refers to the teacher's abilities and expertise in implementing inclusion. In the practice of inclusive education, the instructor plays an integral part. Effective

inclusion does not occur regardless of how wonderful the educational setting may be, how clearly stated educational guidelines may be, or how well resourced a program may be. until normal classroom teachers provide students with pertinent and meaningful instruction, incapacitations (Bhatnagar & Das, 2014). Teachers in the classroom are primarily responsible for putting inclusive concepts into practice and removing obstacles to inclusion. Given their direct engagement in the classroom, teachers' views may significantly impact whether inclusive policies are successfully implemented (Avramidis et al., 2000). The attitudes and expectations of instructors substantially impact children's outcomes in an inclusive approach (Ellins & Porter, 2005). It is assumed that a qualified and trained teacher can make classroom more inclusive and child-friendly whereas an under-qualified teacher teaches for himself/herself and not for the betterment of learners. Therefore, teachers in inclusive education must also possess a high level of practice proficiency (Florian 2012). The instructor responsible for executing the daily operations of inclusive education practices (Woodcock et al., 2022). Teacher has a prominent role in inclusive classroom because implementing inclusion depends on making the changes or adaptations necessary to give each student the education they want. In addition to adopting a constructive mindset and the conviction that all pupils can learn and make important contributions to the classroom, this method encourages teachers to embrace ownership of the process and a commitment to all students (Ahmmed et al., 2012). Regular classroom teachers are required to cater for students from a diverse range of abilities and to assume greater responsibilities (Loreman et al., 2010). According to Westwood & Graham (2003), classroom teachers are required to assume many different roles such as that of a caretaker, social worker, classroom manager, record keeper, motivator, student advocate and curriculum specialist.

It is evident that the definitions of what constitutes effective inclusive teaching techniques differ across pertinent literature. Additionally, although the assessments and descriptions listed above seek to broadly categorize practice, prior research has not traditionally focused on instructors' classroom methods. This is especially concerning given the gap between classroom theory and practice. Shulman & Wilson (2004) argued that teachers need to be better prepared and supported to make inclusion a reality in the classroom.

Compared to conceptual or theoretical models of practice, very little research has been concentrated on practices based on evidence. To better understand teachers' classroom activities, a method rooted in evidence that is more consistent is necessary.

O'Donoghue & Chalmers (2000) explored the subject of instructors' classroom task management when they have a pupil with an acute or significant intellectual handicap using an Australian case study. Lalvani (2012) discovered that the predominant pedagogical discourses and implicit stereotypes in special education frequently influenced teachers' beliefs about inclusive education in the USA. Similarly, Radojichikj & Jovanova (2015) explored teachers' acceptance of students with disabilities and discovered that teachers received similar results on an inclusive acceptance checklist despite the age or experiences. In Turkey, Coşkun et al. (2009) underlined the importance of educational resources because it is difficult for teachers to engage students with different kinds of disabilities in inclusive classrooms due to a lack of instructional resources. Similarly, based on a review of the literature for various nations, (Scott et al., 1998) claim that instructors lack the appropriate understanding and abilities to interact with pupils who have disabilities in an inclusive educational context. Although there is a worldwide focus on inclusive education, there is a notable lack of research regarding how teachers in developing countries, like Nepal, view and use inclusive approaches, specifically for children with limited eye sight. Inclusive education, with its goal of ensuring equal opportunity for all children, often presents obstacles for instructors who may lack sufficient training, resources, and support. The precise techniques and approaches that teachers employ to incorporate limited eye sight pupils into regular school settings have not been thoroughly investigated, which may result in unequal educational achievements for these students.

The objective of this study is to explore the understanding of instructors regarding inclusive education and its significance for children with limited eye sight in public schools in Nepal. Similarly, examine the methods and approaches utilized by teachers to promote the integration of children with limited eye sight into regular classrooms. The study seeks to contribute to the larger comprehension of inclusive education in Nepal and offer practical

insights for enhancing the educational experiences of limited eye sight pupils in regular public schools by addressing these objectives.

### **Inclusive Education**

A strategy for making sure all kids have an equal chance to acquire a top-notch education is inclusive education. In addition, inclusion is built on the values of equity, access for all, full participation, respect for human dignity, and tolerance of difference (UNESCO, 2005). Paragraph seven of the 2015 Incheon Declaration of the World Education Forum in South Korea clearly supports the inclusion and equity of individuals with disabilities in education (UNESCO, 2015). Similarly, the latest post-2015 sustainable development objectives have specifically included disability inclusion in the education aim (UN, 2015). According to Coulston & Smith (2013), inclusion is an approach for providing instruction for students with special education needs so that they can fully participate in the educational process in a regular school setting. It also refers to the efficient procedures and shared moral principles that promote diversity among the school's students. Additionally, inclusive education is acknowledged as a proactive strategy intended to support learning for all students. Moreover, according to Regmi (2017), inclusion education is viewed as a strategy for ensuring that all children, particularly those who are marginalized and disadvantaged, have access to a quality education. Additionally, inclusionary education, as defined by Mcmanis (2017), occurs when all children, regardless of any skills or disabilities like psychological, physical, or cognitive that they may possess, are included in suitable for their ages general-education settings in their closest educational institutions to receive a quality education and fulfill the requirements of their core curriculum.

The goal of inclusive education, according to DFID (2010), is to change school culture and procedures so that they can accommodate the variety of the students. Creating inclusive cultures, policies, curricula, and teaching and learning methods is the issue at hand. Therefore, inclusion is a strategy for addressing individual differences and how schools are set up to embrace diversity so that all students may learn.

## **Limited Eye Sight**

Limited eye sight is defined as irreversible visual loss and a decreased capacity to carry out numerous daily tasks, including recognizing people in the street, reading class boards, writing at peers' paces, and playing with pals (Van Dijk K, 2007). Limited eye sight people, who have severe visual impairment, are unable to read any standard reading materials and cannot readily see the items at a normal viewing posture, while blind students need Braille or non-visual resources for their learning (Igune, 2009). Optical aids like magnifying glasses, reading materials with large print, and a well-lit environment can help these limited eye sight students. According to estimates, there are 90,000–120,000 low limited eye sight children and 30,240 full blind children in Nepal (Upadhyay et al., 2012). Research has been done, and they have concluded that children under the age of 15 make up about one-third of all limited eye sight sufferers (Khanal, 2014; Thakul et al., 2011).

## **Purpose and Research Question**

The purpose of this study is to explore the understanding of instructors regarding inclusive education and its significance for children with limited eye sight in public schools in Nepal. To accomplish the purpose of my research, I have posed the following question.

- a) How do teachers in regular public schools in Nepal understand and implement inclusive education practices for limited eye sight students?

## **Theoretical Perspective**

The Salamanca Framework for Action (1994) articulated the theory of inclusion for the first time. Its objective was to reduce educational segregation for children with exceptional needs. The inclusive classroom encourages social and cultural variance while recognizing and responding to the children's diverse needs. Education systems ensure quality education through changing education systems, organizational arrangements, instructional methodologies, resources, and engaging stakeholders (UNESCO, 1994). Inclusive theory promoted by reconstructing school different cultures, regulations, and procedures to respond to student heterogeneity (Salisbury & McGregor, 2005). As defined by Alur & Bach (2009), inclusive theory

is an instructional method through which all types of pupils participate in regular school environments and each kid is helped fulfill each of his or her educational requirements. In this case, inclusive teaching is a right-based strategy to addressing the issue of social disengagement (Drèze & Sen, 2013).

Lev Vygotsky (1896-1934) is a proponent of the Social Constructivism theory. Vico, Kant, Dewey, Piaget, and Rousseau are supporters of the theoretical idea. The social constructivists think that reality is formed by human activity (Jackson et al., 2006). According to Vygotsky, the goal of the school is not to reduce everyone to the same level, but rather to achieve as complex, diverse, and flexible an organization of the various elements in this environment as possible. It is just important that these aspects not be incompatible and be linked up into a single system (Vygotsky et al., 1997, p.79). His theory encourages both the teacher and the students to participate actively in their collaboration. The teacher should work with their students to generate meaning so that students can create their own learning. Regarding learning and development, Vygotsky established the concept of (Zone of Proximal Development) ZPD. It is based on his notion that learning is primarily a socially mediated activity and that true learning occurs in students' ZPD. Vygotsky (1986) asserts that what a youngster can perform cooperatively now, he or she can do alone tomorrow (p.188). As a result, good and effective education is what moves ahead of and leads development.

## **Methodology**

'Narrative inquiry' is a research paradigm whose primary objective is to examine experiences taken in via narrative. The term "narrative" encompasses a wide range of concepts, including stories, recognition, significance, and, more recently, investigation (Barrett & Stauffer, 2009). Sharing one's thoughts and feelings about an event helps one grow from the experience. I employed narrative inquiry to construct a remarkable realm in which the narrative dictates the experience (Xu & Connelly, 2009). Narratives are particularly valuable for showcasing the depth and diversity of human experiences. This human-centered approach embraces the idea that there are several perspectives and seeks to gather and analyze the life stories of individuals (Mertova & Webster, 2020). Conducting in-depth interviews and involving in

informal conversation, I tried to gather information through my participants' stories. According to Creswell & Poth (2016) narrative research is the best fit for capturing the detailed stories or life experience of a single life or the lives of a small number of individuals. I also tried to capture my participants' view through in-depth interview and classroom observation as well. The untold stories of my participants were recounted to me in chronological order. I relied on narratives, texts, and words to assemble my data rather than numbers (Connelly & Clandinin, 1990). Therefore, I think narrative inquiry might work well for this research. Through their stories, I strive to understand participants. In-depth interviews and class observation helped me include participants' perspectives. My main goal was to capture the participants' inclusive classroom practices through narration.

### **Meaning Making**

The process of creating meaning has begun with the data collection tools that I have built. The data obtained from interviews with participants is subsequently presented in narrative form. The narrative serves as a means of transmitting knowledge. The primary method I used to acquire data was conducting in-depth interviews. By conducting thorough interviews, I aimed to collect my participants' comprehension and firsthand encounters about inclusive classroom management. Cohen et.al. (2017) highlight that an interview is a process of exchanging perspectives with each other. This tool is versatile for gathering data, allowing for the use of multiple sensory channels such as verbal, non-verbal, spoken, and auditory. In addition, I urged my participants to respond to my question in a spontaneous and unforced manner.

Building an interview structure that centers on my study's goals and questions is the primary emphasis of my research. Finally, to accomplish my research study's objective, I start the interview by asking free-form questions in accordance with the research criteria. The next step is for me to go to the research location and meet up with the respondents. During this visit, the researcher can observe the interviewee's body language, facial expressions, and eye contact to decipher non-verbal clues (Ryan et al., 2009). It aids the researcher in their quest to uncover hidden meanings. After getting the participants' okay to use it again, I recorded the interview on my phone. While

transcribing, I listen to the interview multiple times without getting confused.

### **Selection of the Participants**

It is important for me to select participants who could provide rich information and relevant data to answer my research questions. Keeping this in mind, I selected my participants purposefully, according to the nature of study and my research questions. According to Patton (2014), sample size depends on what you want to know, the purpose of the inquiry, what's at stake, what will be useful, what will have credibility and what can be done with available time and resources. The primary objective of my study is to investigate the instructional approaches employed by regular public-school instructors over an extended period of time to enhance the academic performance of children with limited eye sight.

**Table 1.** *Description of Participants*

<b>S. N</b>	<b>Pseudo-name</b>	<b>Sex</b>	<b>School</b>	<b>Position</b>
1	Shishir	Male	A	Secondary Level Teacher
2	Rama	Female	A	ECD Teacher
3	Chet	Male	B	Primary Level Teacher
4	Trisha	Female	B	Secondary Level Teacher

Purposeful sampling was used. The sample contained four persons from two urban public schools of Kathmandu and Chitwan who could address my study purpose. I conducted open in-depth interviews to get data from my study participants. By using pseudo-names, respondents' reliability was preserved. In-depth interviews and observation were utilized to acquire data to evaluate and interpret taken during my research participants' interviews. Observation research relies on participant-administered audio and video, diaries, and observer notes.

## Findings and Discussion

I created the key insight and discussion section as per the research question that I had devised and the paper's goal. The results are presented in three main categories, including a) teaching tactics used by teachers, b) promoting equality of opportunity and a kid-friendly learning environment, and c) removing obstacles faced by pupils.

### Teaching Tactics Used by Teachers

In the sphere of education, new methods and innovations are being developed for inclusive education. It is true that the most important contributors to engaging and successful classroom learning are the teachers. Therefore, effective classroom instruction heavily depends on the teachers' instructional tactics (Loreman et al., 2010).

As a researcher, I tried to know teaching strategies from teacher and his understanding and practices of inclusive teaching strategies for limited eye sight students in classroom, Shishir from school A narrated:

*“The three 'C' (cooperation, collaboration, and coordination) activities that are student-centered are generally what I strive to focus on. Additionally, I promoted student participation in the teaching and learning process by using a range of teaching tools, such as a multimedia projector, written and spoken audio, a peer reader, slide presentations, and other technologies, high levels of classmate cooperation, group discussions, motivation as needed for the topic at hand, and to provide students with slight visual support.”*

One possible takeaway from Shishir's experience is the value of utilizing a variety of teaching techniques to get poor vision pupils included in classroom instruction and learning activities. This will help make classroom inclusion more meaningful and successful for all students. Another great strategy for fostering inclusiveness is peer tutoring, in which students engage in collaborative learning in smaller groups. Students in inclusive classrooms can also benefit from cooperative group learning, in which they help each other out. According to Operti & Brady (2011), inclusive teachers play a crucial role in meeting students' diverse expectations and requirements by employing a wide range of cutting-edge teaching and learning practices without marginalizing them within the larger educational

system. According to what I observed in EADSNE (2003), the inclusive classroom could benefit from heterogeneous grouping, differentiation, cooperative teaching, cooperative learning, and collaborative problem-solving techniques.

Similar to this, Trisha is a secondary female teacher from school B also said that:

*“I know student-centered methods for effective and meaningful teaching and learning activities. Student-centered pedagogy focuses on learner activities. I apply child-centered pedagogy such as, group discussion, high interaction extra support program such as I occasionally use a storytelling technique, occasionally I start class by asking some contextual questions, occasionally I invite students to talk about their mental states in relation to the circumstances and issues they are currently experiencing, and occasionally I concentrate on extracurricular activities in whole one-hour class to develop intellectual capacity. I want to clarify that I have been using the Continuous Assessment System (CAS) to help poor vision kids who need remedial support grow holistically and to ensure that they improve academically and advance to higher grades.”*

Trisha shared a very interesting practice which was continuously useful and works in her classroom. Learner-centered instruction allows students to reflect and achieve a deeper knowledge (Sutton & Krueger, 2002). Curriculum reform efforts, the introduction of a continuous assessment system, an emphasis on extracurricular activities, and a variety of teaching methods that support knowledge creation for students with limited eye sight in an inclusive classroom setting have all helped to develop these students' intellectual abilities. Westwood (2007) points out that it is important to use a variety of teaching methods to meet the needs of the various types of students and incorporate methods that result in higher learning outcomes. Similarly, Productive teaching techniques improve students' learning capacity (Lamichhane, 2015).

Considering social constructivism theory, according to Vygotsky's theory of ZPD, collaboration promotes participants to reflect on or generate new ideas. They build on the group's prior knowledge and experience (1986). As a result, teaching practices that emphasize high child-centered pedagogy foster cooperative learning, and cooperative

learning improves student learning and self-esteem. Similarly, ZPD was created by Vygotsky & Cole (1978) to view what kids are learning. The cornerstone to this technique is Vygotsky's notion that to effectively match teaching strategies to a student's developmental capacities, not only his or her present developmental level but also his or her potential developmental level must be established.

### **Promoting Equality of Opportunity and a Kid-Friendly Learning Environment**

Giving every type of student an equal opportunity to study, based on their needs and abilities, is what inclusivity in the classroom entails. The Salamanca Declaration states that students with unique educational needs should be accommodated within a child-centered pedagogy that is appropriate for their needs (1994). According to Hodkinson (2005), the environment of schools with an inclusive approach focuses on good and consistent practices that transcend classroom behavior to cover behaviors school-wide and society-wide. The climate also reflects the notion that students are not only physically present, but also actively participating and subject to the same terms and circumstances as regular students (p. 36).

As a researcher, I tried to know the understanding and practices from teacher on equal opportunities and child-friendly learning environment from my participant, Rama a ECD teacher from school A explained an interesting practice she has been following

*“In a classroom setting, I break my pupils into smaller groups. I try to promote equal access to education. All learners should be given equal chance regardless of their learning preferences. As an ECD instructor, I'm dedicated to creating a friendly, inviting environment that makes the classroom engaging for children and participatory so that every student can take an equal and active part. I engage with kids in ways that fulfill their needs while also providing critical feedback. All learner perspectives are accepted. All my students are encouraged to study and actively engage in every lesson when they receive equal opportunities without discrimination.”*

Based on the narratives of my participants, it can be asserted that inclusive classroom activities strive to offer every student an equitable opportunity for achievement by embracing diverse types of learners. The teacher's expertise in inclusive education and inclusive classroom

activities will enhance the child-friendly atmosphere in the classroom, so fostering children's excitement for learning. Teachers in the classroom have the main responsibility of implementing inclusive concepts by promoting equal opportunities and establishing a learning environment that is conducive to children's needs.

Teachers also have the critical role of fostering inclusive classrooms that meet the needs of students with varying abilities and perspectives. (Sanger & Gleason 2020). It is argued that a successful teacher in an inclusive classroom has the aptitude and know-how to prepare for the topic covered and considers the differences between pupils by scope and objectives. According to Florian and Black-Hawkins (2011), inclusive pedagogy refers to the teacher's expertise and understanding in implementing inclusion.

Similar to this, Trisha is a secondary female teacher from school B also narrated that:

*“In order to foster inclusivity and a conducive child friendly learning environment for limited eye sight students, I feel responsible to include them in the classroom and treat them properly. I offered them responsibilities in respect to other pupils, which inspired them to take on additional responsibility. As a result, limited eye sight students have more chances to develop intellectually, emotionally, and socially. In my opinion, such techniques place a greater emphasis on results and have been demonstrated to improve poor vision students' performance in the classroom by stimulating knowledge production, which gives students a chance to share their opinions, develop trust, and create strong networks with their fellow students.”*

During our subsequent discussion, when asked about her personal stance and emotions regarding the promotion of equal opportunity and a favorable learning environment, Trisha responded that teachers have been ensuring equal opportunities in the classroom to enhance outcomes and facilitate improved student performance through equitable knowledge dissemination.

To ensure that all students have equitable access to a high-quality education, the Nepalese government has called for classrooms to be welcoming environments for all students (Government of Nepal [GON], 2017). As a new approach to inclusion, the disabled-friendly teaching and learning activities encouraged limited eye sight students to

participate by providing them with equal classroom possibilities. Of course, teachers need to motivate their students and provide enough learning opportunities if they want to make the classroom a safe, welcoming place for all students. According to SSRP (2009), it is crucial to foster a welcoming environment for children in schools and implement a fair plan to guarantee that every kid may attend school of sufficient quality.

Vygotsky's approach requires teachers and students to collaborate in unconventional ways. The teacher should cooperate with his or her pupils to produce meaning in ways that students can make their own (Hausfather, 1996). A proper learning environment can be produced by cultivating a positive attitude among learners. Similarly, according to the inclusive legislation, every student must be expected to be educated in an atmosphere that was least restrictive in the general education setting, and the children should have received all required support (Salamanca Framework for Action, 1994).

### **Removing Obstacles Faced by Pupils**

Reading through a variety of relevant literatures supported the claim that there are many obstacles and hurdles to inclusive practices. Schools are viewed as little societies that are accurate proxies for the entire society. The challenge of dealing with different learners in the classroom is difficult. The role of inclusive teachers goes beyond simply adhering to lesson plan guidelines; it also entails having a personal understanding of the subtle nuances of each of their students' unique disabilities (Bourke, 2010) and knowing how to communicate with them so that no student is adversely affected by their methods when they are teaching (Jordan et al., 2009).

As a researcher, I tried to know teacher's understanding and practices and how they facilitate inclusiveness in classroom. Trisha's story clarifies how to overcome difficulties faced by limited eye sight students in the classroom setting. Trisha narrated:

*"I came to see that children with poor vision need to be motivated to solve issues and overcome obstacles. As a teacher, I assist students with poor vision in overcoming all difficulties by actively involving them and boosting their self-confidence. Students are more involved in teaching and learning activities when they feel secure, have access to strong help to solve their problems, and are not subject to restrictions."*

I engaged with the participants by asking them questions about their understanding and practices about inclusive education in a classroom context. Her sharing instilled in me the perception that teachers are not fatigued or dissatisfied with the implementation of inclusive education in the classroom. Trisha focuses on overcoming obstacles in the classroom by actively engaging or inspiring pupils with low eyesight to boost their self-confidence significantly to promote inclusivity. It facilitates the active involvement of students in the teaching-learning process. The active involvement of teachers in resolving the challenges faced by limited eyesight children fosters an inclusive environment in the school.

She further articulated that:

*“To mitigate the issues, I engage in collaboration with parents, the school administration, and the specialist. Every Friday, all stakeholders diligently motivate and try to engage limited eye sight students in a diverse range of extracurricular activities. These activities include participation in the environment club, kid club, English club, health club, Red Cross, Scout, exhibitions, field trips, and other school competitions. To improve the quality of education, all stakeholders prioritize the needs and challenges of disabled students and play a crucial role in offering them comprehensive academic and administrative support. This enables them to develop life skills alongside the standard curriculum.”*

According to Puri & Abraham (2004), special needs students are given necessary assistance for them to participate in school events. The teacher is accountable for removing all barriers and is dedicated to collaborating with all school stakeholders to address students' problems properly. This promotes inclusiveness for students with disabilities. Due to the high level of instructor involvement in addressing the problems of disabled students, limited eye sight kids can actively participate in all school events, enhancing their education by adding additional life skills instruction to the regular curriculum. Collaboration between teachers and other staff members and specialists for further guidance (Rose & Howley, 2006) and between teachers and school administrators (Lindsay, 2007) is regarded as being crucial for the success of inclusive practices in schools.

As a researcher, I tried to know teacher and his understanding and

practices of addressing barriers of limited eye sight students on inclusive classroom, Chet from school B pointed out as follows:

*“I shout out loud and broach the subject frequently in the classroom when I’m teaching. Extra time, comments, and advice are carefully given to students who need help reading and comprehending the material covered in class or in their homework. I create larger lettering and number fronts on the board for pupils with trouble seeing. Additionally, I allocated a front desk and a bench in the classroom for limited eye sight pupils as part of my initiative to provide proper air and lighting facilities. I also give students modest classroom and home assignments and using contemporary teaching tools like computers and speakers.”*

Chet related a fascinating anecdote about some educational strategies he used. The instructor is the perfect classroom. A teacher's decisions have an impact on how their pupils with special needs learn. Addressing each student's challenges appropriately is a crucial strategy for removing obstacles in teaching approaches. Every student in the class deserves extra attention and help from the instructor. Educators should broaden their expertise to better meet the needs of their pupils and model inclusive teaching practices. The onus for implementing inclusive practices and eradicating barriers to inclusion is squarely on the shoulders of classroom teachers.

Given their direct engagement in the classroom, teachers' views may significantly impact whether inclusive policies are successfully implemented (Avramidis et al., 2000). According to the Salamanca Statement and Framework for Action (1994), students with special needs in school should have obtained the resources and extra help they required for their formal education.

## **Conclusions**

To achieve successful inclusion, teachers in regular public schools must collaborate and form a partnership with all students, while also providing immediate and focused support to students with limited eye sight. Teachers must engage in communication with their pupils and other educational stakeholders. Regular discussions should be held with all school teachers and students to address the challenges faced by limited eye sight students, both present and potential, and to

explore strategies for overcoming these challenges. Additionally, other areas of limited eye sight kids' academic lives should be included in these discussions. This practice is present in my research conducted at two regular public schools. To successfully and efficiently meet the needs of limited eye sight children, teachers employ a range of teaching and learning methodologies. The teachers modify their teaching and learning methods by considering the principles of inclusive education and the capabilities of the pupils. Cooperative group learning involves students working together in small groups to complete learning activities, while peer tutoring helps students learn effectively and encourage each other.

Limited eye sight children's proficiency and ability to communicate are equally enhanced, and their academic learning is also enhanced when there is an adequate amount of student interaction. By receiving assistance from peers and teachers who have normal vision, students with limited vision were able to fully engage in all school activities. Through the utilization of these techniques, educators acquire the skills to engage in collaborative efforts and effective communication. The school's teachers utilize these instructional techniques, while also incorporating technological resources to deliver targeted lessons and enhance the accessibility of the curriculum for children with visual impairments. Teachers promptly inform school management regarding kids' issues and progress. Teachers frequently communicate with parents and students regarding the challenges that children with limited eye sight may have during educational activities, as well as potential ways to address these issues. Conventional school teachers adhere to established protocols that help the institution get resources and assistance from various stakeholders to cater to the requirements of limited eye sight pupils. They also hold frequent meetings with teachers and other relevant individuals.

### **Implication to Future**

This study examined the disparity between policy and implementation by examining the knowledge and strategies of regular public-school teachers in effectively managing inclusive classrooms for children with visual impairments. The article provided information about the current regular school system in public schools in two urban areas of

Kathmandu and Chitwan. It specifically focused on the teaching methods and support provided to limited eye sight students in the classroom and school. The aim is to promote an inclusive community and enhance the public-school experience in the future. This study has implications for stakeholders to empower teachers and provide appropriate instructional resources to address the needs and skills of limited eye sight pupils in regular public schools. This study aims to encourage administrators to effectively plan and organize enough educational and supportive activities for limited eye sight students in order to ensure their successful participation in the classroom.

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