

Classroom Management in Integrated School Setup**H. Venkat Lakshmi**

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ABSTRACT Classroom management is largely the responsibility of the general teachers and it is his/her duty to ensure that the classroom norms are effectively implemented. An effective classroom management is built on the set of class rules, facilitating learning process, devises for learning, reinforcement and rewards practiced, impact of incentives being used, and the level of consistency maintained. The goal of promoting order in the classroom is to help students to have an identity of their own irrespective of the fact that he/she is normal or disabled and help them develop appropriate behaviour. Hence the present study was undertaken to study the classroom management and the inappropriate behaviour of the visually impaired children in the regular classroom environment. The sample for the present study consisted of 80 general teachers (42 female and 38 male teachers) teaching in integrated schools. The methodology used for the study was the pre-test and post-test method with an intervention programme. Purposive sampling method was used to select the samples for the study. The samples were drawn by contacting the National Association for the Blind (NAB). The attitude scale and check list developed and standardized by the investigator were used for the study. The study revealed that there is a significant difference among the male and female respondents in the pre- and post-test, towards aspects of classroom management. Further, the study indicates a non-significant difference between the respondents of private and government schools in the aspects of classroom management practiced by them in the regular classroom environment. The intervention programme was found to be effective in bringing about a desired change among the respondents with respect to the classroom management and handling inappropriate behaviour of the Visually Impaired Children (V.I.C). The present study highlights and emphasizes on factors such as the need for sensitizing the general teachers in handling and interacting with the impaired children in an integrated setup. By establishing positive rapport, by making learning process interesting, manifestation of warmth and friendliness, understanding the problems and shortcomings of the impaired children and the practice of reinforcement system will help in bringing about a desirable attributes in the general teachers to establish a conducive classroom environment.