CHAPTER-I

INTRODUCTION

Significance of the study

Statement of the problem

Definition of terms

Procedure in outline

Objectives of the study

Hypotheses

Delimitations
True education is generally the work of skilful teacher who is the pivot upon which lies the responsibility of the entire education system. The importance and place of teacher is unquestionable. He is the human agency that absorbs, restores interprets, disseminates and transmits the culture and traditions of the past generation to the future society. He longs to work on the souls entrusted to his charge to develop them into a complete human being. He is the architect, who builds, rebuilds, shapes, reshapes the social, emotional, physical and spiritual world of the young ones. It is in the hands of the teacher of make the classroom a pleasant place for the pupils or a real hell. Teachers plant a seed of knowledge which sprouts, grows, blossoms and bears fruits in the later life of their students. The common saying that "if the sheperding is faithless the flock will be deciminated". The true teacher's soul is filled with joyous earnestness for this cause. Teachers act as locoparents as they take over the parent's responsibilities for at least twenty five or thirty hours a week. They use to teach modesty along with good character, humanity, morality and to have respect for others, and many other social and moral qualities in order to make their pupils ideal and perfect humans. Since teachers act as an effective agent of the society, so he is required to possess those taits that society desires in its young ones. A weak and ineffective teacher is like a curse for he
makes the entire future society shaky and futile. It has been rightly said by Humayun Kabir "You cannot pour out of your vessel except that you have put into, if a teacher is poor and shallow from within him, he cannot quicken the mind of his pupils". A teacher being a key role player in the institution needs to posses a very dynamic personality, as pupils use to imitate their teachers. A child can forget many things of his childhood but he can hardly forget his teacher, as they have an everlasting image on the minds of their pupils. Therefore, teacher's personality is required to be consciously under control. The teacher affects eternity he can never tell where his influence stops so observed the historian philosopher. Henry Adams.

There is no doubt that every school may possess excellent physical facilities, in the form of equipments, building, and text books and although curricula may be appropriately adopted to community requirements, but if the teachers are misfit or indifferent to their responsibilities, the whole programme become inefficient, ineffective and largely wasted. Researches have proved that effective teacher is more vigorous enthusiastic and happier, emotionally stable, more pleasant and sympathetic, enjoys relationship with pupils to manifest superior verbal intelligence. Teachers consists of hopes, high aims and ideals,
and dedicate their lives entirely for their pupils. Teaching is a sacred duty of a teacher, he is bound to his disciple with an unbreakable bond of love, affection and understanding. He knows the future perspectives of the student's latent, potentialities and rear them accordingly. Effective teachers believe in moral practices, self concentration wisdom, emancipation of knowledge, insight, so that they may be able to help others to full perfection. Competent teacher is one who is a constant learner, goes for evernew learning opportunities and is able to use them successfully. He raises the pupils sight towards a good higher than his own, he embodies wisdom, excellence and strength among his pupils. Teachers are like gardeners who really plant in a child the seeds of latest knowledge which do come forth and bear fruits at the time of full maturity.

The ordinary child upon entering school is apt to look upon his teacher as a superior being who knows all things. Teacher lights up every spark of initiative and imagination that remained extinguished among those whose mental and sometimes physical energy had been reduced to the lowest. The teacher stands before his class as a living pattern of a person who loves life and wishes all to love it too. When he gives best to his pupils, the best will come back to him. Longfellow expresses the same
idea as "that which the fountain sends forth returns again to the fountain. And its waters returning back to their springs fill them full of refreshment." Pupils enter the classroom as naked of intellect, dull of face, slow of comprehension, low of aspiration and the teacher not only touches them into a new life but leads and train them into it. Such an act is in need of flame in the mind, beauty of imagery, music in language, and dedication in heart. These are the things that call the best that is in a good teacher. Every teacher is a purveyor of value system and this system is carried over to the pupils, it depends whether students will develop accidentally or they will be provided appropriate learning atmosphere. Popular teachers are found to be high on social, religious, political, knowledge values and significantly low an economic and aesthetic values Kaul (1972). We today are experiencing a great crisis of values in our social and political life. It is all because something is lacking in our schools, among our teachers, as teacher is the potential leader in all phases of community life and hence an initiator. Kothari commission (1964-66) laid emphasis on the development of values viz a scientific temper of mind, tolerance, respect for the culture of other nation, groups etc. in order to adopt democracy as a way of life. Further the commission (1966) says that a serious effect in the curriculum is the absence of provision of education in social, moral and spiritual values. Teachers should
possess an amazing combination of different values, as they develop moral, social & aesthetic values through demonstration. It is must to have reached an honestly thought and decision - no matter what it costs in blood, toil, tears and sweat. Effective teachers are democratic in spirit and action and same they try to instill in their pupils. Some teachers naturally hold values, that are highly cherished by word and deed and these values form a basic component of their personality since teacher is the best servant of humanity, thus the responsibility rests with them to bring the forms of goodness, and beauty into sharper focus, as they are supposed to be moralists, interpreting the deeper values of prophecy in terms of social and moral behaviour, upholding personal virtues of charity and fair dealing, disapproving corruption.

It has been seen that only few teachers have a definite resolution to dedicate their lives to the cause of education, and a very large percentage of those who enter the teaching profession are drawn to it by mercenary motives. For all such people teaching is not a profitable job. Teaching profession in the field of special education demands ability and courage to withstand pressures, because of the emotionally toned and tension producing activities that teachers encounter daily. Teachers teaching in special schools share greater responsibility
and they are liable to be more caring towards their pupils and dedicated to their profession, because a kind of extra effort they have to make, and the entire responsibility of the disabled children at school lies with their teachers. The future of hundreds and thousands of special children will be greatly influenced by their teachers. Teaching in special schools is definitely a real challenge because it requires an understanding of children as well as knowledge of their all kinds of needs, and the methods for meeting these needs. Teaching the disabled children means not only providing education to them but to understand their emotions and their conditions that can affect adjustment and learning. Those who are charged with the responsibility of working with the disabled are required to show an attitude of warmth, acceptance of all kinds of attitude of the disabled and show permissions and reliance upon the capacity of the individual to work out a healthy environment of schooling. New approaches, which demand a new set of techniques often create a sense of insecurity among teachers. Another problem is of the school setting in which the teacher finds himself.

A successful special teacher is bound to be fully dedicated to his work. The essential element of the competent teacher teaching in the special schools is the ever-smiling welcome to
receive his pupils, to crown their hopes with his sweet confidence and care, finally assigning them the place of their childish ambitions. Special Teacher is the man who is noble, scholarly, humane and gentle in the best sense of the world and pupils may become their loving disciples and the most devoted friends. He is always ready to translate his programs from the paper and pencil stage to the operational stage. Such an opportunity is greatly increased if there is understanding on the part of his colleagues, fellow teachers, administrators and other superiors, boards of education, parents and the members of the community. The teachers of the disabled child has the responsibility which has greater demand on their part as compared to the teachers of non-disabled children. They not only know in detail about their students and their abilities and disabilities. They are also supposed to act both as a teacher-councillor and a therapist. This sympathy becomes a necessity as a sympathetic teacher can handle any situation with great ease. He must be aware of the difficulties under which the special need children live. Having only an emotional desire to do good and help the unfortunate and helpless section of the society is not enough. He must be aware of interpersonal relations to grant a sufficient amount of free expression to give the disabled child full security. The teacher understand how the child makes use of his disability and provide for integrative
experiences with the child's peer groups. But at the same time he also takes care to avoid that kind of an atmosphere which fosters too much dependence. This will help the disabled to lead a free, independent and successful life in future. Thus the role of the teacher of special need children in overcoming their disabilities is matchless. They help to expand the child's range of interests, experiences and knowledge, so that they may be intellectually and physically raised to the cultural level of the more fortunate. This often becomes painstaking and difficult task, filled with anxious moments and frustration but later it is a most rewarding one.

The teacher's work in special schools is viewed in the light of his function as a trainer, one whose duty is to form as well as to inform, to call into healthy activity, all the powers of the child, like to quicken his senses, strengthen his will, ennoble his emotions, form his habits, enrich his imagination, sharpen his intellect, develop his logical memory and shape their character as these habits are required to be cultivated early in life for as the twig is bent so the tree is inclined. Since the teachers act as specialized agents in this entire network thus the mentalities and sensibilities of the specially dependent children were built on emotional bonds, shared loyalties, religious commitments, ethnic styles and expressive forms which their
teachers embed in their pupils. For all this it becomes necessary that teachers should have the right conception of their work as a teacher. To ensure success in the job and also in life, their motives must be right, their ideals must be high their standards must be correct and finally their spirits must be worthy.

A country cannot progress and prosper unless all the segments of the society are taken care in a desired and planned way. Special need children are required to have greater attention on their part in terms of education and rehabilitation. To many persons special education means only the provision of special classes. But there is a need of great understanding, care and training to handle the exceptional child. Education acts as a boon for the disabled. It plays a decisive role in preventing disabilities, caring for those suffering from them and helping them to return to an independent and active life. It not only helps to solve the present problems of the disabled but also in the longer term. Through proper education disabled is enabled to make the fullest use of their physical, mental, vocational, economic and social usefulness of which they are capable.

Schools for the handicapped did not appear until the second half of the eighteenth century. Special need children were lagging behind from their counterparts because for educationing these children, advancements in science, medicine and mental
measurements were not considered necessary. For about fifty years genius of Louis Braille was ignored in England. Similarly certain other discoveries were ignored and forgotten. There are wide divergencies in the patterns and in the quality of educational experiences and expectations to which the handicapped are exposed in many countries.

Researches conducted in the field of special education have revealed that there are immense possibilities for modernisation, modification of the existing techniques and amelioration of different types of disabled. But the fact is that not sufficient research work has been conducted in this field. Adjustment of blind and the deaf students in Karnataka was studied by William (1981). While Bruce (1983) surveyed the training of gifted children as well as new teacher training strategies. The researcher discussed the important qualities required of techears of gifted children. In a similar study special education teacher's diet and academic therapy were studied by Bradfield, Robert and Jones (1984). A focus on individual growth leads to consideration of how staff development may be used as a vehicle for special learning by teachers was studied by Glenn (1989) Tedder and Lamb (1989) in a study investigated the education of deaf blind youth in relation to teacher's characteritics, and programm issues. In one more study of
similar kind Mel (1990) developed a teacher education resource pack for the teachers of special need children. In the same year, Billingsly and Bonnie (1990) investigated into the predictors of commitment, job-satisfaction and intent to stay in teaching. A comparison was made among general and special educators. The effects of beginning learning disabilities teachers were studied by Kenney and Daniel (1992). Padeleadu and Lampropoulou (1997) investigated the attitudes of special and regular education teachers towards school integration. A survey was conducted by Male (1999) regarding special school inspection and its effects on teacher's stress health, work load and job-related feelings. Whereas Allodi (2000) surveyed into the concept in children receiving special support at school. Thirty five disabled people with a variety of sensory and mental impairments were surveyed by Kilchin (2000) regarding their opinions towards research. The review of the previous researches related to integrated education revealed that only few researches have been conducted in this regard.

An attempt was made by Cowasji (1985) to study effectiveness of the orientation programme for teachers working in integrated educational settings in Rajasthan. Another study by Tanzaman (1992) focussed the quality of content of the training as desired by the regular and special teachers which could
improve classroom interaction with disabled students. Attitude of general education teachers and special education teachers were compared by Alan (1993). In the same year duration. Lulla (1993) found in one study that regular teachers with more special educational credits were more positive about mainstreaming than the regular teachers. Quarrie (1993) conducted a study regarding the perceptions of special education teachers towards integrated educational settings for severely handicapped children. Goesling (1994) investigated the self-reported experiences of integration facilitators working in general education classrooms. Whereas Kahle (1994) has indicated a significant difference in the perceptions of teachers towards the integration of mildly and severely disabled students. While Kelley (1994) studied the attitude of regular and special educators towards the integration of mildly and severely disabled students into general education classes. Olson (1994) indicates that special educator and general teachers are more compatible in collaborative relationship as their years of experience in teaching. Stuber (1994) suggested that educator's attitude can significantly influence the school experience of children with disabilities. Tungaraza (1994) conducted a similar study regarding attitude of teachers towards integration. Down (1995) found that teachers are willing to serve students with disabilities and they believed students. Domanski (1996)
concluded that a disability specific, preparatory cause can be pivotal in improving the attitude of pre-service teachers about serving the disabled students.

A few researches have been conducted so far in the knowledge of the investigator regarding visually impaired Advani (1965) investigated into the educational and psychological problems of the blind children in the age group of seven to twenty one years. Bhalerao (1975) conducted a study on educated blind in major urban centres of M.P. Whereas Pandy (1985) surveyed affectional depervention, ego strength and adjustment pattern among forty visually disabled children and their rehabilitation. In a similar study Banerjee (1988) investigated into the adjustment of blind students in secondary schools. Lognadha and Rajguru (1994) conducted a study to find out significant differences if any, between totally blind and low vision in India. Sharma (1998) had undergone a study of visually disabled and sighted students in relation to their frustration and study involvement. Shareef (1997) studied job-satisfaction of teachers teaching the visually disabled in relation to their adjustment.

Research and knowledge can substantially contribute to the training of teachers for special education and also to those who need special help in order to adjust to living. In the absence of
appropriate knowledge, training, techniques and help, they remain confined to their own world and below the level of their potential. Although every child needs help in order to adjust in life but some are so much deprived of the usual requirements for normal learning that their needs for special education is supposed to be immediately seen. A true special education stands out as one of the essential keys in many serious actions for the disabled. Modern society has become quite sensitive to the needs of special need children. There is a significant increase in the concern about the interest in children who differ noticeably from the average. The present society is such where each and every individual is expected to contribute little or more for one's survival according to one's capabilities. If in such a society a person because of his/her disability is contributing nothing then he/she becomes a liability. Many efforts have been made for the welfare and rehabilitation of the special need children. Their problems, potentials and need were indentified and accordingly special schools were opened to meet their needs. Several provisions are also being made in the educational system for the disabled. These provisions are varied in nature and may vary more in future due to technical and educational advancements. According to the UNESCO's report (ED/SPEED/2) there are differences in the patterns of care for the handicapped from country to country and even from region to
region within the same country. In the past decade important international conferences on various aspects of handicap have voiced more clearly the demand for research information, for collaborative projects and for international exchange. Researches in Sweden showed that practical experiments with alternative models are being carried on current development of special instruction reflects the impact of such research with a reduction in the number of special classes, an increase in the number of pupils taking special lessons from special teachers in ordinary classes, and a tendency to replace special schools by special classes. Recent researches on what the handicapped can do rather than what they cannot do has led to new insights and to a greater exercise of ingenuity on the part of teachers. The report from Russia is a systematic presentation of all that happens in special education throughout their country. The system of state supervision facilitates the introduction of a uniform structure and organization of special schools with similar curricula and programmes for each type of handicap. It ensures that textbooks, visual aids and manuals for teachers are available for every school and that for each type of handicap research is co-ordinated and implemented without delay. The rapid application of scientific knowledge is further enhanced by the Scientific Research Institute of Defectology at the Russian Academy of Pedagogical sciences where continuous work is
carried out on the education and vocational training of the blind, the deaf, the mentally retarded the educationally disadvantaged and the speech-impaired. Researches are conducted into early development and the establishment of preschool facilities for children with defects of hearing vision or speech for mentally retarded children. Improved teaching methods based on research in cognitive activity, more refined technical equipment and programmed instruction. In U.S.A. researches of immediate relevance are conducted by individuals or bodies whose primary concern is special education eg. academic departments of special education, doctoral dissertations in special education, research sponsored or conducted by state & local departments of education, research of immediate relevance which aims to improve the conditions underlying educability research with a more remote degree of relevance which though not necessarily service oriented or of immediate utility to the education of the handicapped was based on theoretical concern with such conditions of cognition as cerebral function, perception learning memory, motivation and socialization. In India only few researches have been conducted in relation to various disabilities. According to the IV$^{th}$ survey of researches in education in India (NCERT) the distribution of research works conducted in different fields of disability is given below.
Yearwise and Disability distribution of Researches in India

<table>
<thead>
<tr>
<th>Year</th>
<th>Visually Impaired</th>
<th>Hearing Impaired</th>
<th>Orthopedic Handicapped</th>
<th>Mentally Retarded</th>
<th>Learning Disability</th>
<th>Gifted</th>
<th>Misc</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1965</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1968</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>1969</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>1970</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1973</td>
<td></td>
<td>2</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>1974</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>1975</td>
<td>2</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>1977</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1978</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>1979</td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>1981</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>1982</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>1983</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>1984</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>1985</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>1986</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>1987</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>7</td>
<td>11</td>
<td>17</td>
<td>5</td>
<td>12</td>
<td>4</td>
<td>66</td>
</tr>
</tbody>
</table>

The table depicts that in a time period of around two decades only 66 researches have been conducted in the field of special education. Maximum number of researches (09) were done in the year 1985 and the maximum researches were conducted on mentally retarded. Thus it can be said that the number of research works undertaken in the period of two decades is quite oscillating. It has no set pattern as such, this reveals that how neglected the area of special education has
been in the past years in India. Trends in the distribution also shows that no effort has been made to increase their number with the passage of time. As a result little work has been done on issues related to special need children as well as special teachers.

Like all other disabled persons the blind have also been rejected and treated with pity. The main aim of researches conducted on visually disabled, helps to reduce the vision related handicaps as much as possible and to make them independent. Many countries are undergoing researches on visually disabled. In Russia statistics on visually disabled enrolled in special schools are being collected every five years, which helps to classify the pupils according to the state of their vision. The results of investigations have shown that 8-12 percent of all pupils in schools for blind suffer from absolute blindness.

Research into the problem of compensation, and strict attention to the dynamic changes taking place in the enrolment of the schools for children, with defective vision as well as to the children's specific development, allowed the elaboration of ways and forms of differential instruction and curricula and programmes of schools for blind. In United states of America the National Educational Association's (NEA) Council of Exceptional Children (CEC) review of researches on visual
Impairment draw attention to the need for more educationally oriented research in this field. Most of the more sophisticated investigations had apparently been psychological and sociological in nature. While most projects were undertaken by single, isolated investigators and there appeared to be little systematic sustained institutionalized support for investigations in the area. The major sources of research information throughout the decade continued to be the American Printing House for the Blind, The American Foundation for the Blind and Massachusetts Institute of Technology (MIT). Braille research occupied a considerable number of investigators. Programmed instruction in Braille became available due to these researches.

In India until independence, there was not much scope for the rehabilitation of blind they suffered from the same difficulties as in many other countries. The Indian Constitution proclaims the country to be a welfare state, and concern for the deprived has been one of the main goal of the country's development strategy. Many educational institutions for the blind were set up throughout the country, not only by the government but by a large number of voluntary organizations. By the year 1981, there were at least nine million legally blind people with many more suffering from severe visual handicaps. According to
the sources it has been found that as compared to an earlier estimate of the Government of India made in 1944 for India, Pakistan and Bangladesh taken together, the 1981 figure was four and a half times more, and the latest trend shows that the number of disabled population is numbering around 100 million and is expected to increase substantially by 2020. Same can be expected for the blind population which indicates that rate of increase in the blind people is faster than the population in general.

Estimating the number of blind people in India suffers from number of limitations and the error is always biased downwards. No country can easily bear such a heavy load of disability as it affects the quality of human being and the production of the nation. Sources say that services, for prevention, early detection intervention, and rehabilitation in India even after more than fifty two years of independence are minimal. Hardly any planned efforts were made for trained manpower. Lack of trained manpower, funds, adequate training facilities techniques and research for the visually handicapped have been the major constraints in the expansion of services for them in the country. Below is the table showing the distribution of studies on education of visually disabled.
Distribution of studies on Education of visually Impaired

<table>
<thead>
<tr>
<th>Period</th>
<th>Ph.D.</th>
<th>Institutional</th>
<th>Survey</th>
<th>Teacher</th>
<th>Test &amp; Material</th>
<th>Intervention</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1965-69</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>1970-74</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1975-79</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>1980-84</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>1985</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: IVth Survey of Researches in Education 1983-88 Vol. II

The table depicts the distribution of studies in education for the visually disabled according to areas and set-up ie institutional or individual in pursuit of doctoral degree. As evident from the table very few (4) studies have been conducted in this regard some (8) surveys were conducted on visually impaired along with other kind of works. Thus it can be imagined that inspite of the bitter fact that blind children are increasing at a fast and steady rate in our country, the society is unaware of rehabilitating them educationally, vocationally, economically etc. Without education and proper rehabilitation they will be a curse for the whole society. The main aim of education for the visually disabled would be to make them literate, educated and provide employment so that they can lead an independent and full-fledged life.
The aim of educating the blind cannot be successfully attained unless the teachers under whose guidance the visually impaired children have to find their way of enlightenment are well trained in handling them, and are fully familiar with their physical, mental, social and emotional characteristics. The entire responsibility of blind rests with their teachers, as many visually disabled children feel neglected at home, they are ignored even by their own parents or other members of the family. As a result they start feeling frustrated, depressed, and lonely. Their parents fail to give them enough time, love and care as they have other children also to look after. At school these children need to be fully protected against any kind of depression. They want their teachers to be a full time friend who can understand them, and let them to feel at ease. An efficient and able special teacher can fulfill all these demands made to him, but only when if he is professionally and mentally prepared for it and trained in the art of dealing with these special need children. The attitude of parents, teachers, peers, can play a vital role in the life of visually impaired children. Researches have proved that depression and tension is reduced to a greater extent if along with the therapy a close friend (in the form of a teacher) is accompanied. Such people understand the pain and provide love, affection and can also show concern towards the needy. While teachers should always be ready to help their blind pupils
and develop in them the required confidence in order to make them emotionally strong. Peers should show full-cooperation, and a feeling of belongingness and extend their help whereever needed. Cutsforth (1951) stated that society's negative attitude was entirely responsible for the social and emotional problems of visually impaired children.

If the parents of the visually disabled children get assured that the teachers of their wards are much qualified, skilled, well trained, excellent in knowledge and full of devotion, then only they will be highly statisfied. Teacher of visually impaired is required to be highly dedicated to his/her work and possess great interest in teaching, is able to express love for them, and prove to be a fully devoted companion. All these qualities are the prerequisite for the person who is going to start his career as a teacher of the visually impaired and is ready to dedicate his life for a good cause. Special teacher's job in fact is to prepare his pupils for life, to help them to learn the difficult art of living. His/her life is not a bed of roses, rather it is full of hardships and constraints. No profession other than teaching calls for a deeper insight, wiser methods, or delicate and skillful treatement for the mind of the special young one's in the society. Some people adopt teaching just because they are fond of young children. Only few teachers choose this profession
(teaching in blind school) because of any passionate urge to teach special need children. Since other professions have taken the lead over teaching in the public regard, may be because these professions seem to be more directly connected with the great ventures of the modern world. These factors have an undoubted effect on the morale of the teaching profession. It has been found that a lack of good and efficient teachers in the blind schools, results in poor teaching. This may be because of their low status in the society in sufficient salaries inadequate training programmes for teachers, lack of special training colleges, derth of new inventions in terms of methods and techniques of teaching.

In many schools absence of state aid prevented the existing schools from paying adequate salaries which would induce good teachers to come forward. It is felt that these teachers teaching the visually disabled have no identity of their own, they feel isolated from teachers of non-disabled children. Although in reality they are the true contributors as they build up a productive item from the things which were discarded as the wasteful products (blind) of the society, and they convert the useless thing in to a useful one which is ready to contribute equally to the development of the nation. This they do through their dedication, love, hard-labour and devotion, in return of
doing so much for the society they get very less. As a result they get dissatisfied with their job and start loosing interest in their work. This dissatisfaction leads to severe problems not only for the teachers but for their pupils and lastly for the nation. But researches show that there are some other factors of dissatisfaction among teachers, which include personality difficulty resulting from biological or environmental influences. Other factors include, home or social difficulties, poor health, insufficient preparation for teaching, lack of mastery for interest in the material taught, unhygienic supervision, too long hours of work, or too large classes to teach insufficient salary or community's undesirable attitude towards teachers, their socio-economic-status in the society. A part from this, many other researches have revealed that socio-economic status plays a very prominent role in teacher's life. Zehran (1965); Nair (1974); Shahikala (1978); Sharma (1982); Usmani (1978); Kaur (1986) and Minu (1988); Siddiqui (1989); Sarita and Shabeen (1990). Higher the level of satisfaction more efficient, they will be as satisfied teacher is high on morale and is likely to get along better with his/her pupils and colleagues. He/she will be more competent enthusiastic and productive Herzber Mauser and Synderman (1959) assumed that there are two variables that determine a person's satisfaction (i) internal factors such as achievement and recognition and (ii) as external
factors like salary, interpersonal relations etc. Job satisfaction is just as important in teaching as in other vocations. The prospective teacher should be certain that he/she will enjoy the daily work of his/her vocation as well as the personal relations in entails. Sincere teachers seek to make professional growth continuous by procedures as study, research, travel, conferences and attendance at professional meetings. They make the teaching profession so attractive in ideals and practices that sincere and able young people will want to enter it.

In the light of the above discussion, it seems that there is a derth of research works on teachers of visually disabled children, and also that the job-satisfaction of these teachers would be in some way related to their teaching-aptitude and personal values. An attempt has been made to unravel the nature of this relationship in the present investigtion. It was undertaken with a belief that a systematic and intensive research in this area will be of great help for understanding the teachers teaching the visually disabled.

**Statement of the Problem:**

The present study aims at finding out the relationship between Job-satisfaction and teaching aptitude and personal values of teachers teaching in special schools for the visually disabled.
Definitions of terms:

**Job-satisfaction**: Job-satisfaction is the positive orientation of an individual towards the work role which he is presently occupying. Job-satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet. The degree of satisfaction is determined by the ratio between what we have and what me want.

Locke produced a comprehensive definition of job-satisfaction as. job-satisfaction results from the appraisal of one's job as attainment or allowing the attainment of ones important job-values, providing these values are congruent with or help to fulfill ones basic needs.

**Aptitude**:

Aptitude refers to potential rather than attainment. Special abilities such as, mathematical, sporting powers are often referred to aptitude Specialised areas of performance may also be referred to as aptitude.

**Values**:

Allport says "values represent the apex of development in mature personality". It enables the individual to evaluate to judge, and to choose. According to Oxfords Dictionary of English Language, value is one's judgement of what is valuable
or important in life. In the dictionary of education values is defined as a norm or standard of desirability within a culture and interiorized within the individual through interaction with the critical study of his environment.

**Religious Value:**

This value is defined as to believe in the existence of God, to have fear of divine wrath and to act according to religious codes and norms, and holy scriptures.

**Social Value:**

This value enables an individual to believe in kindness, love, sympathy and charity for the people, to sacrifice one's personal comforts and gains for the welfare of poor and needy.

**Democratic value:**

It is characterized by respect for individuality and forbids any discrimination on the basis of sex, language, religion, caste, colour, race and family status.

**Aesthetic Value:**

It is an essence to appreciate the beauty, from proportion and harmony. It also includes love for fine arts, drawing, painting music etc.
Economic Value:

This value stands for desire for money and material gains. Such people consider rich and industrial persons as a big asset and the maximum contributors in the progress of the nation.

Knowledge Value:

It is to remain well informed about the theoretical principles of any activity and to have love for the discovery of truth.

Hedonistic Value:

It stands for belief in pleasure as mankind's proper aim. It is the desirability of loving pleasure and avoiding pain.

Power Value:

To possess the desirability of ascendency over others and also of leading ahead from others, to dominate and exercise one's authority over others. To believe in ruling in a small place rather than serving in a big place.

Family Prestige Value:

It stands for the consciousness of one's family reputation, in the society to respect for the roles which are traditionally characterized of different castes of the Indian society.
Health Value:

To have full care of one's health as health is a big asset for the developments and use of one's potential and abilities.

Visually Disabled:

"Legally Blind" denotes vision that ranges from 20/200 in the better eye after correction downword to total blindness. Or whose field of vision is narrowed so that the widest diameter of his visual-field subtends an angular distance no greater than 20 degrees. For educational purposes the blind are those who are so severely impaired that they must be taught to read by braille. While the partially sighted can read print even though they need to use magnifying devices or books with large print.

Rehabilitation:

The term rehabilitation refers to any process, procedure or program that enables a disabled individual to function at a more independent and personally satisfying level. According to Encyclopedia of special education second edition Vol. 3 Printed in 2000 by John Wiley and Sons, Inc. Canada.

Procedure in Outline:

An appropriate sample of teachers teaching in schools for the blind was selected. Then four measuring instrumetns one for assessing job-satisfaction, second for measuring teaching
aptitude, third for evaluating personal values and the last one to assess the socio-economic-status for the teachers were selected for the purpose of collecting the required data. After seeking the permission from the chairperson of the department the researcher reached the selected schools, and sought their principal's approval for collecting the data from the teachers. Then the investigator approached the subjects, explained them the instructions given in the manuals and administered all the above mentioned tools. The responses to items of each of the four tools were scored as per methods recommended by the constructors of these tests. Finally the scores were entered in teh tabular form for the convenience of analysis. Analysis of the data thus gathered was done with the help of appropriate statistical techniques. The whole procedure in outline is also clear from the chart given below.
Selected a representative sample of 219 special teachers teaching in schools for the blind (Male and Female)

Selected suitable tool to measure Job-satisfaction, Teaching Aptitude, Personal Values, and Socio Economic Status.

Read out the instructions and administered all the tools on the teachers.

Responses given by 219 teachers were scored and tabulated.

Suitable statistical techniques were employed to analyse the data.
Objective of the study:

After eliminating the effect of socio-economic-status the objectives of the present study are as follows.

- To find out the relationship between job-satisfaction and teaching-aptitude.
- To study the nature of relationship between job-satisfaction and religious values.
- To know if there is any relationship between job-satisfaction and social values.
- To investigate that how job-satisfaction is related to democratic values.
- To study the nature of relationship between job-satisfaction and aesthetic values.
- To see if there exists any relationship between job-satisfaction and economic values.
- To find how job-satisfaction is related to knowledge values.
- To investigate the nature of relationship between job-satisfaction and hedonistic.
- To know the relationship between job-satisfaction and power values.
- To study whether job-satisfaction is related to family-
prestige values and finally.

- To know if there is any relationship between Job-satisfaction and health values.

Hypotheses:

On the basis of the above mentioned objectives the investigator hypothesized that,

- job-satisfaction is positively and significantly correlated with teaching aptitude,

- job-satisfaction and religious values are also positively correlated with each other,

- there would be a positive correlation between job-satisfaction and social values,

- job-satisfaction is positively correlated with democratic values,

- there exist no relationship between job-satisfaction and aesthetic values,

- the nature of relationship between job-satisfaction and economic values would be negative,

- job-satisfaction is highly correlated with knowledge values,

- There is a positive relationship between Job-satisfaction and hedonistic values,
- job-satisfaction would be negative correlated with power values,
- the relationship between job-satisfaction and family prestige values would be negative,
- job-satisfaction has no relationship with health values,

**Delimitations:**

- Only few variables were studied like job-satisfaction, teaching-aptitude and personal values. Although a number of other variables could have been studied in relation to job-satisfaction like intelligence, teaching competence, adjustment creativity and personality etc.
- Teachers teaching in the schools for the visually disabled could have been compared with the teachers teaching in the regular schools. But in the present investigation only teachers of blind schools have been studied due to paucity of time.
- The data could have been collected from other regions of the states but because of limited resources this could not be done.
- The investigator felt unable to make comparisons between males and females, highly satisfied and less satisfied teachers, highly experienced and less experienced teachers
because of non-availability of the larger sample.

Since a number of factors may play the role of intervening variables between the relationships of factors, under study but the researcher has controlled only the effect of socio-economic-status on other variables. The data has been analysed by calculating means, standard deviations, product-moment coefficient of correlations and partial correlations. Other statistical techniques could not be employed due to paucity of time.