

## Chapter III

### Objectives of the Study

One of the major thrust in education today is the education, care and treatment of handicapped children: Blind and partially sighted, Deaf and hard of hearing, Orthopaedically handicapped, Mentally retarded etc. In terms of legal definition visual impairment can be categorised as totally blind or partially sighted. Review of research has shown the characteristics of children who are totally blind but rarely focused its attention on the cognitive development of these children. The child who is totally blind, does not necessarily have low mental ability but his educability becomes low because of poor information processing and self-concept.

It has been seen in earlier studies that the personality of blind children appear to be a significant factor in the process of coping and educational achievement. This happens because of the low level of expectation caused by the stigma attached to their impairment. However, inspite of social stigma and physical inadequacy, blind children in our country have been provided education through day care centres for the blind initially started by voluntary agencies and State undertakings.

Even though there has been piecemeal research on different personality traits of blind children, a coordinated effort of looking at personality structure of blind children has rarely been reported. In fact, the adjustment and educability of blind children are not to be treated as isolated but in relation to the child who perceives himself and aspires for educational attainment. Primarily from these points of view, the educability of Blind children is to be viewed before their placement in the special schools. The recent approach in education of blind is not only in term of special schools but also in integrated schools. The primary objective is to mainstream or normalise him in the society.

Following the analysis of Beatrice Wright (1963), the physical disability as pronounced and its effect on social acceptance and the analysis of Goffman's (1963) advocacy of the stigma of the individual, the analysis of personality makeup of blind children deserve considerable attention in the context of their educability and educational performance in normal setting. A few studies have already emphasized the relationships between blindness and personality adjustment (Brieland, 1950) and Barker (1953). These studies pointed out that the personality is the significant dimension in the blind children who commonly perceive as helpless, dependence

and under-privileged in normal setting. It is planned here to look at the nature of personality, its structure, and relation to mental ability and educational achievement in terms of cognitive and non-cognitive functions.

The focus of the study has been also to look at the developmental variations in the personality makeup, mental ability and achievement of the totally blind children.

The major objectives of the present study are to :

- i) investigate personality characteristics and the structure among totally blind children at three different educational levels, corresponding fairly to three different developmental periods ;
- ii) make a comparative analysis of mental ability and achievement measures of blind children varying in educational level ;
- iii) demonstrate the relationship if any, between personality, mental ability, and achievement.

More specifically the objectives stated are to :

- a) measure intelligence, n-achievement, self-concept, achievement responsibility, extraversion, neuroticism, dependency proneness among totally blind children reading in K.G. through grade X.

- b) measure their educational achievement in the area of language, mathematics, total achievement, S.U.P.W., music and supplement the findings in terms of teacher rating;
- c) make a comparative analysis of each of the variables mention in 'a' and 'b' above;
- d) make an analysis of the structure of personality including Intelligence as a trait of personality among three different groups of totally blind children;
- e) demonstrate the relationship between each of the major traits in personality with each of the educational achievement measure for the three different educational levels of blind children.

The analysis of the nature, structure, and its relationship would contribute for adopting remedial measure for social acceptance of blind children in integrated setting. Unfortunately similar studies are conspicuously absent in the existing literature, especially in our own ecology.