5.1 FINDINGS

In chapter IV, statistical calculation and interpretations has been presented. On the basis of results obtained in proceeding chapters, the following conclusions have been drawn:

5.1.1. Sighted Students studying in Inclusive School have Average Knowledge value, Economic value, Patriotic value, Health value, Social value and Capacity & Power value while they have low Aesthetic value and Religious value. In the life of Sighted Students studying in Inclusive Schools the main values are Economic Value and Patriotic Value; at the 2nd place Knowledge Value, Health Value, Social Value and Capacity & Power Value; and at the 3rd place Aesthetic Value and Religious Value.

5.1.2. Visually Impaired students studying in Inclusive School have Average Knowledge Value, Economic value, Aesthetic Value, Patriotic Value, Health Value and Social Value while they have low Capacity & Power Value and Religious Value. In the life of Visually Impaired students studying in Inclusive Schools the main values are Economic Value and Social Value; At the 2nd place Knowledge Value, Aesthetic Value, Patriotic Value, and Health Value; At the 3rd place Religious Value; In the 4th place Capacity & Power Value.

5.1.3. Visually Impaired students studying in Special School have Average Knowledge Value, Economic Value, Patriotic Value, Health Value, Social Value and Capacity & Power Value. These students have low Aesthetic and Religious Value. In the life of Visually Impaired students
studying in Special Schools the main values are Knowledge Value, Economic Value and Social Value; at the 2nd place Capacity & Power Value, Patriotic Value, and Health Value; at the 3rd place Aesthetic Value. In the 4th place Religious Value.

5.1.4. Visually Impaired students of Special Schools and Inclusive Schools differ significantly (p < .01) in Knowledge value, Capacity & Power value and Religious value. Children of Special School possess high Knowledge value and Capacity & Power value in comparison to the Visually Impaired students in Inclusive School while Inclusive Schools Visually Impaired students have high Religious value in comparison to the students studying in Special School. The result also indicates that there is no significant difference in Economic value, Aesthetic value, Patriotic value, Health value and Social value among the Visually Impaired students of Special Schools and Inclusive Schools.

5.1.5. Hypothesis H₀₁ “There is no significant difference in the Values of the Visually Impaired students studying in Special School and Inclusive School.” The above hypothesis is partially accepted as there is significant difference between the Visually Impaired students studying in Special School and Inclusive School in Knowledge value, Capacity & Power value and Religious value while there is significant difference in rest of the five values Economic value, Aesthetic value, Patriotic value, Health value and Social value.

5.1.6. Visually Impaired and Sighted Students differ significantly in Aesthetic value (p < .01), Patriotic value (p < .01) and Social value (p < .05) while there is no significant difference in Knowledge value, Economic value, Health value, Capacity & Power value and Religious value. Visually Impaired students have high Aesthetic value and Social value in comparison
to the Sighted Students while Sighted Students possess high Patriotic value in comparison to the Visually Impaired students.

5.1.7. Visually Impaired students studying in Special School and Sighted Students studying in Inclusive School differ significantly in Knowledge value (p < .01), Aesthetic value (p < .01), Patriotic value (p < .01) and Social value (p < .01) and Capacity & Power value (p < .05); while there does not exist significant difference in Economic value, Health value and Religious value. Visually Impaired students of Special School have high Knowledge value, Aesthetic value, Social value but low Patriotic value, Religious value in comparison to the Sighted Students of Inclusive School.

5.1.8. Hypothesis H02 “There is no significant difference in the Values of the Sighted Students and Visually Impaired students.” The above hypothesis is partially accepted as there is significant difference among the Visually Impaired students and Sighted Students in Aesthetic value, Patriotic value and Social value while there is no significant difference in Economic value, Health value and Religious values in general. Visually Impaired students of Inclusive School do not differ with Sighted Students in Knowledge value and Capacity & Power value also. Visually Impaired students of Special School significantly differ with Sighted students in Knowledge value and Capacity & Power value also, caused by certain limitations.

5.1.9. 76.8% Sighted Students studying in Inclusive Schools have secured below 75% marks and 23.2% Sighted Students studying in Inclusive Schools secured 75% and above marks.

5.1.10. 98% Visually Impaired Students studying in Inclusive Schools have secured below 75% marks and 2% Visually Impaired Students studying in Inclusive Schools secured 75% and above marks.
5.1.11. 60.8% Visually Impaired Students studying in Special Schools have secured below 75% marks and 39.2% Visually Impaired Students studying in Special Schools secured 75% and above marks.

5.1.12. There is significant difference in the average of marks obtained by Visually Impaired students of Special School and Inclusive School. Also the achievement of Visually Impaired students of Special Schools is better than Visually Impaired students in Inclusive School.

5.1.13. The Hypothesis $H_0$ “There is no significant difference in the Academic Achievement of the Visually Impaired students in Special School and Inclusive School” is rejected. There is significant difference ($p<.01$) in the Academic Achievements of Visually Impaired students in Special School and Inclusive School.

5.1.14. There is significant difference ($p<.01$) in the Academic Achievement of Sighted students studying in Inclusive School and the Visually Impaired students of Special School. Also the average marks obtained by Visually Impaired students in Special School is higher than those of Sighted students studying in Inclusive Schools the average marks obtained by Visually Impaired students of Special School is 345.71 i.e. 69.14% and the average marks obtained of Sighted students studying in Inclusive School is 319.33 i.e. 63.87%.

5.1.15. There is significant difference ($p<.01$) in the Academic Achievement of Sighted Students studying in Inclusive School and the Visually Impaired students studying in Inclusive School. Also the Sighted Students in Inclusive School have better Academic Achievement in comparison to Visually Impaired students in Inclusive School. The average marks obtained by Sighted students studying in Inclusive School is 319.32
i.e. 63.86% while the average marks obtained by Visually Impaired students studying in Inclusive School is 245.48 i.e. 49.10%.

5.1.16. The Hypothesis Ho4 “There is no significant difference in the Academic Achievement of the Sighted Students and Visually Impaired students” is rejected. There is significant difference (p<.01) in the academic achievements of Sighted students and Visually Impaired students.

5.1.17. There is no correlation amongst the Academic Achievement and Knowledge values, Aesthetic values, Health values, Social values, Capacity & Power values and Religious values in Visually Impaired students studying in Special School while there is very low negative correlation among the Economic value and Academic Achievement. Also there is very low positive correlation among the Patriotic value and the Academic Achievement.

5.1.18. The Hypothesis Ho5 “There is no significant relationship between the Value and Academic Achievement of the Visually Impaired students studying in Special School” is partially accepted. There is significant relationship among the Value and Academic Achievement of the Visually Impaired students studying in Special School for the two values, Economic Value and Patriotic Value; while rest of the six values, Knowledge values, Aesthetic values, Health values, Social values, Capacity & Power values and Religious values don’t have any significant relationship with Academic Achievement.

5.1.19. There is no significant relationship among the Academic Achievement and Knowledge value, Aesthetic value, Patriotic value, Health value, while there is very low positive correlation among Academic Achievement and Economic value, Capacity & Power value. Also there is
very low negative correlation among Academic Achievement and Social value, Religious value.

5.1.20. The Hypothesis $H_0^6$ “There is no significant relationship between the Value and Academic Achievement of the Visually Impaired students studying in Inclusive School” is partially accepted. There is significant relationship between Academic Achievement and Economic value, Academic Achievement and Social value, Academic Achievement and Capacity & Power value, Academic Achievement and Religious value, while there is no significant relationship in between Academic Achievement and Knowledge value, Academic Achievement and Aesthetic value, Academic Achievement and Patriotic value and Academic Achievement and Health value.

5.1.21. There is no correlation between the Value and Academic Achievement of the Sighted Students studying in Inclusive School. Here it is found that Academic Achievement is not related significantly with Knowledge value, Economic value, Aesthetic values, Patriotic values, Health values, Social values, Capacity & Power values and Religious values.

5.1.22. The Hypothesis $H_0^7$ “There is no significant relationship between the Value and Academic Achievement of the Sighted Students” is accepted. The coefficient of correlation (‘r’) is calculated for all the eight values Ka, Kha, Ga, Cha, Chha, Ja and Jha is non significant with Academic Achievement.

5.1.23. There exist significant relationship between Knowledge and Economic value (p < .01), Knowledge and Aesthetic value (p < .05), Knowledge and Patriotic value (p < .01), Economic and Aesthetic value (p < .01), Economic and patriotic value (p < .01), Economic and Health value (p < .01), Economic and Social value (p < .01), Economic and
Capacity & Power value (p < .01), Aesthetic and Patriotic (p < .01), Aesthetic and Health (p < .01), Aesthetic and Capacity & Power value (p < .01), Patriotic and Health (p < .05), Patriotic and Social (p < .01), Patriotic and Capacity & power (p < .01), Health and Social value (p < .01), Health and Capacity & Power value (p < .01), Health and Religious value (p < .01), Social and Capacity & Power (p < .01), Social and Religious value(p < .01) and Capacity & Power and Religious value   (p < .05). There is no significant relationship between Knowledge and Health, Knowledge and Social value, Knowledge and Capacity & Power, Economic and Religious, Aesthetic and Religious, Patriotic and Religious value. When Knowledge value increases Economic, Aesthetic and Patriotic value decreases, similarly when Economic value increases Patriotic, Health and Social value decreases, while Aesthetic and Capacity & Power value increases. The increase of Aesthetic value results in the increase of Patriotic and Capacity & Power value while the increase of Aesthetic value results in the decrease of Health and Social value. When Patriotic value increases Health value increases while Social, Capacity & Power and Religious value decreases. The higher Health value indicates towards higher Social value and lower Capacity & Power and Religious value. Also higher Social value indicates towards lower Capacity & Power and Religious value while higher Capacity & Power value results in higher Religious value. The correlation among Knowledge (Ka) and Aesthetic (Ga), Knowledge (Ka) and Economic (Kha), Social (Chha) and Religious (Jha) is very low negative. The correlation between Knowledge (Ka) and Patriotic (Gha), Economic (Kha) and Health (Cha), Economic (Kha) and Social (Chha), Aesthetic (Ga) and Health (Cha), Aesthetic (Ga) and Social (Chha), Patriotic (Gha) and Social (Chha), Patriotic (Gha) and Capacity & Power (Ja), Health (Cha) and Religious (Jha), Health (Cha) and Capacity & Power (Ja) and Social (Chha) and Capacity & Power (Ja) is low negative. The correlation among Economic
(Kha) and Aesthetic (Ga), Economic (Kha) and Capacity & Power (Ja),
Aesthetic (Ga) and Patriotic (Gha), Aesthetic (Ga) and Capacity & Power
(Ja), Health (Cha) and Social (Chha) is low positive while there is very low
positive correlation among Patriotic (Gha) and Health (Cha), Capacity &
Power and Religious value.

5.1.24. The Hypothesis Ho. “There is no significant relationship
among the Values of Visually Impaired students studying in Special
Schools” is been partially accepted.

5.1.25. There exist significant relationship between Knowledge and
Economic value (p < .05), Knowledge and patriotic value (p < .01),
Knowledge and Health value (p < .01), Knowledge and Social value (p <
.05), Knowledge and Religious value (p < .01), Economic and Aesthetic
value (p < .01), Economic and Patriotic value (p < .01), Economic and
Social value (p < .01), Economic and Capacity & Power value (p < .01),
Economic and Religious value (p < .01), Aesthetic and Patriotic value (p <
.01), Aesthetic and Health value (p < .05), Aesthetic and Social value (p <
.01), Aesthetic and Religious value (p < .01), Patriotic and Health value (p <
.01), Patriotic and Social value (p < .01), Patriotic and Capacity & power (p
< .01), Health and Social value (p < .01), Health and Religious value (p <
.01), Social and Capacity & Power (p < .01), Social and Religious value(p <
.05), Capacity & Power and Religious value (p < .05). There is no
significant relationship between Knowledge and Aesthetic value, Economic
and Health, Patriotic and Capacity & Power value, Patriotic and Religious
value, Health and Capacity & Power. When Knowledge value increases
Economic, Aesthetic, Patriotic, Social, Capacity & Power and Religious
value decreases, similarly when Economic value increases Patriotic, Health,
Social and Religious value decreases, while Aesthetic and Capacity &
Power value increases. The increase of Aesthetic value results in the
decrease of Patriotic, Social, Capacity & Power and Religious value while the increase of Aesthetic value results in the increase of Health value. When Patriotic value increases Social and Religious value increases while Health and Capacity & Power value decreases. The higher Health value indicates towards lower Social value, Capacity & Power and Religious value. Also higher Social value indicates towards higher Religious value while lower Capacity & Power value. The higher Capacity & Power value results in lower Religious value. The correlation among Knowledge (Ka) and Economic (Kha), Knowledge (Ka) and Social (Chha), Knowledge (Ka) and Capacity & Power (Ja), Aesthetic (Ga) and Capacity & Power (Ja), Capacity & Power (Ja) and Religious value (Jha) is very low negative. The correlation between Knowledge (Ka) and Patriotic (Gha), Knowledge (Ka) and Religious (Jha), Economic (Kha) and Patriotic (Gha), Economic (Kha) and Religious (Jha), Aesthetic (Ga) and Patriotic (Gha), Aesthetic (Ga) and Social (Chha), Aesthetic (Ga) and Religious (Jha), Patriotic (Gha) and Health (Cha), Health (Cha) and social (Chha), Social (Chha) and Capacity & Power (Ja) is low negative. The correlation among Knowledge (Ka) and Health (Cha) is average positive. The correlation among Economic (Kha) and Social (Chha), Aesthetic (Ga) and Capacity & Power (Ja), Health (Cha) and Religious (Jha) is average negative. The correlation among Aesthetic (Ga) and Health (Cha), Patriotic (Gha) and Social (Chha), Social (Chha) and Religious (Jha) is very low positive. The correlation between Economic (Kha) and Capacity & Power value is low Positive.

5.1.26. The Hypothesis Ho9 “There is no significant relationship among the Values of Visually Impaired students studying in Inclusive Schools” is partially accepted.

5.1.27. There exist significant relationship between Knowledge and Economic value (p < .05), Knowledge and patriotic value (p < .01),
Knowledge and Capacity & Power value (p < .01), Knowledge and Religious value (p < .01), Economic and Aesthetic value (p < .01), Economic and Patriotic value (p < .01), Economic and Health value (p < .01), Economic and Social value (p < .01), Economic and Capacity & Power value (p < .01), Economic and Religious value (p < .01), Aesthetic and patriotic value (p < .01), Aesthetic and Health value (p < .01), Aesthetic and Social value (p < .01), Aesthetic and Capacity & Power value (p < .01), Aesthetic and Religious value (p < .01), Patriotic and Health value (p < .01), Patriotic and Social value (p < .01), Patriotic and Capacity & Power (p < .01), Patriotic and Religious value (p < .01), Health and Social value (p < .01), Health and Religious value (p < .01), Social and Capacity & Power (p < .01), Social and Religious value (p < .01), Capacity & Power and Religious value (p < .01). There is no significant relationship between Knowledge and Aesthetic value, Knowledge and Patriotic value, Knowledge and Social value, Health and capacity & power value. When Knowledge value increases Economic, Patriotic, Capacity & Power and Religious value decreases, similarly when Economic value increases Patriotic, Social, and Religious value decreases while Aesthetic, Health, Capacity & Power value increases. The increase of Aesthetic value results in the increase of Social and Capacity & Power value while the increase of Aesthetic value results in the decrease of Patriotic, Health and Religious value. The increase of Patriotic value results in the increase of Social and Religious value while increase of Patriotic value results in decrease of Health and Capacity & Power value; When Health value increases the Social value, Capacity & Power and Religious value decreases; When Social value increases the Capacity & Power value decreases while Religious value increases. When Capacity & Power value increases the Religious value increases. The correlation among Knowledge (Ka) and Economic value (Kha), Knowledge (Ka) and Patriotic (Gha), Economic (Kha) and Aesthetic (Ga), Economic
(Kha) and Health (Cha), Aesthetic (Ga) and Health(Cha), Health (Cha) and Social (Chha), Social (Chha) and Religious (Jha), Capacity & Power (Ja) and Religious (Jha) value is very low negative. The correlation among Knowledge (Ka) and Capacity & Power (Ja), Knowledge (ka) and Religious (Jha), Aesthetic (Ga) and Health (Chha), Aesthetic (Ga) and Religious (Jha) is low negative. The correlation among Economic (Kha) and Patriotic (Gha), Economic (Kha) and Social (Chha), Aesthetic (Ga) and Patriotic (Gha), Health (Cha) and Religious (Jha), Social (Chha) and Capacity & Power (Ja) is Average negative. The correlation between Economic (Kha) and Capacity & Power (Ja), Aesthetic (Ga) and Capacity & Power (Ja) is low positive.

5.1.28. The Hypothesis Ho_{10} “There is no significant relationship among the Values of the Sighted students” is partially accepted.

5.2 DISCUSSION

1. Sighted Students studying in Inclusive School have Average Knowledge value, Economic value, Patriotic value, Health value, Social value and Capacity & Power value while they have low Aesthetic value and Religious value. It may be due to the reason that the Aesthetic Value is a subjective or internal value. These values are biological and psychological in origin. The Aesthetic Value is a matter of personal preferences, a matter of interest in the most personal sense. The Sighted Students studying in Inclusive Schools have low Aesthetic Value, it may be due to the degree level of concentration which will not be the same because of the external or objective values such as needs, instincts and emotions. The personal desires may be an important element which affects Aesthetic Values. So the quantum of enjoyment (feeling of ultimate delight) might not be the same in Sighted Students due to the lack of the concentration. It looks like Sighted Students are not able to adjust their feelings so quickly in the conditions presented to them because of the external factors stated here in above.
Diversion of mind may be caused by desirable or undesirable happenings and situations not of their likings or interests.

The Sighted Students studying in Inclusive Schools have low Religious Value. It may be due to the reason that the external factors such as need, instincts and emotions based on personal desires which play an important role in the educational values. While the faith in the Almighty and this Universe makes a little impact.

2. Visually Impaired students studying in Inclusive School have Average Knowledge Value, Economic value, Aesthetic Value, Patriotic Value, Health Value and Social Value while they have low Capacity & Power Value and Religious Value. It may be due to external factors which are sometimes called objective or external values. These factors are not biological and psychological in origin. They are intrinsic or inherent worth of their own. These values are dependent on personal desires which play an important role or are the elements of external values. The external factors revolve around the needs, instinct and emotions of the pupils, which are high but found out low in Capacity & Power Value. It may be due to these external factors, which hammer out in the minds of Visually Impaired Students Studying in Inclusive Schools. Psychologically their feelings that are somewhat sidetracked, may be resulting in that their Capacity and Power Value is not found at par with Sighted Students and thus are low in this aspect. It is observed that the Visually Impaired Students are not exempted in any way from this necessity. They need to practice harder and longer than sighted children who share their ambitions because if they are to stand or want to succeed they must make themselves better than their fellow students.

3. Visually Impaired students studying in Special School have Average Knowledge Value, Economic Value, Patriotic Value, Health Value, Social Value and Capacity & Power Value. These students have low
Aesthetic and Religious Value. The Knowledge Value, Economic Value, Patriotic Value, Health Value, Social Value and Capacity & Power Value are found average. It may due to the reason that aptitude and external paraphernalia provided by the Special Schools. The attitude of pupil is moulded to a greater extent in Special Schools. It has been an accepted fact that attitudes are learned. They are not present at birth or are inherent; rather, they are developed and modified throughout the life of an individual, student to student basis. Though attitudes are not only changed by telling, advising and showing or sometimes by the process called training. Besides this, they are basically changed by Education, which is a long range process. This takes into account the whole man; I mean pupil, his home, life, goals, fears, hopes, history and concept of himself. This is sometimes called “counseling”, which is pupil centered and in present situation provided by Special Schools. While the Aesthetic Value and Religious Value usually caused, by solitude and loneliness besides feeling of inferiority complex, helplessness and reconciliation with fate. Their feelings are overtaken by the external factors such as family background, parent’s attention towards their duties and responsibilities or say little show of apathy and sometimes behavior of friends or colleagues to whom they come into contact. This is occasionally not congenial and leaves an impact which sometimes is found difficult to mould. That is why it is being a system in Special Schools to keep them busy, so that their attention from a life of crippling feeling if any is diverted to a greater extent and thus attempt made to bring them at par with others.

4. Children of Special School possess high Knowledge value and Capacity & Power value in comparison to the Visually Impaired students in Inclusive School. It may be due to the reason that the degree level of concentration and the external factors such as needs, instincts and emotions
do help Visually Impaired Students in Special Schools to gain the high Knowledge value and Capacity & Power value. In the Special Schools attention is exclusively devoted towards the Visually Impaired Students. In Inclusive Schools Knowledge value and Capacity & Power value is slightly reduced due to the factor that they are put with the Sighted Students and in co-curricular activities sometimes the performance of Visually Impaired students is not found at par with Sighted Students. Hence they are supposed to work hard to bring themselves at par with the Sighted Students.

5. Knowledge value of Visually Impaired students studying in Special Schools is more than the Visually Impaired students in Inclusive schools. It may be due to the reason that the Knowledge value is intellectual value. Their learning takes place in segregated areas. They live in special environment, in the special schools which are designed for visually impaired, where they receive education from specialized teachers, the curriculum is modified. The teachers use special teaching strategies and aids for them. All these factors provide extrinsic motivation for Knowledge value. Whereas, the knowledge value of Visually Impaired students studying in Inclusive schools is less than the Visually Impaired Students in Special schools. It may be due the reason that sometimes Visually Impaired students are neglected in inclusive classrooms by the teachers because of the less number of Visually Impaired students in comparison to the sighted students. The Inclusive Schools are mainly designed for sighted students and sighted students are the center of attraction all time for the teachers in Inclusive school.

6. The Economic value of Visually Impaired students studying in Special Schools is almost equal to the Visually Impaired students studying in Inclusive schools. It may be due to the reason that the high level of
confidence develops Economic value in the Visually Impaired Students as well as Sighted students. In day to day life the importance of money has increased. The parents are aware of the rights of their children with special needs. At the same time the students the experience influence of media as well. They know the importance of money and how money can change their life style etc. Government provides many facilities for Visually Impaired. For example, job reservation. Society, law and schools make them aware about their rights. They receive vocational training accordingly, which make them confident and helps to grow their Economic value.

7. The Aesthetic value of Visually Impaired students studying in Special Schools is almost equal to the Aesthetic value in Visually Impaired students studying in Inclusive Schools. It may be due to the reason that the Aesthetic value is an intrinsic value and pursued for the individuals own sake. Visually Impaired students have specific Aesthetic areas like music whether it is vocal or instrumental (like Tabla, flute, Harmonium, Sitar) sometimes drawing painting. They are creative from their inner self. Being an intrinsic value Aesthetic value can’t be affected by external atmosphere of either Special School or Inclusive School. It requires concentration of mind.

8. The Patriotic value in Visually Impaired students studying in Inclusive schools is almost equal to the Visually Impaired students studying in Special Schools. Patriotic value is an abstract value, remains constant. However, world events may bring about changes in patriotism. To develop Patriotic value in students the curriculum includes some lessons based on patriotic leaders, morning assembly which includes morning prayer, Shlokas, National Anthem, Pledge, Patriotic Songs, Cultural Activities, thought of the day, patriotic assembly speech on every day bases. Both the
schools celebrate national festivals (Independence Day, Republic Day and Gandhi Jayanti) and organize special speeches. Special Schools as well as the Inclusive Schools provide children a miniature model of the democratic process. The curriculum is less or more same in both the schools, which include national anthem, pledge, patriotic songs, cultural activities, patriotic assembly speech on every day bases, some text lessons based on patriotic leaders. Both schools are nurturing the patriotic value in students.

9. The Health value in Visually Impaired Students of Special Schools and Inclusive Schools is almost same. It may be due to the reason that the health value is the physical value. The health/physical education makes them aware about importance of health and hygiene. They know the value of the nutritious food and exercise. On everyday bases they do yoga, parnayam, physical exercise during Physical Education class. Schools do regular medical checkup and fitness test of the students. The curriculum makes them aware about health, personal cleanliness and diet. They are becoming more aware that good health would help them to become powerful and strong to achieve their goals in life. In Inclusive Schools, being a part of society they take interest in games, know the importance of the games and take the initiative to participate in games.

10. The Social value in Visually Impaired Students of Special Schools is almost the same of the Social value in Visually Impaired Students of Inclusive Schools. It may be due to the reason that Visually Impaired students in Special schools are segregated from the society still they are the part of their own community. They live in their own small world, where they depend on each other and feel secure. They learn co-operation through teamwork. Whereas the inclusive schools support the social values of equality. In Inclusive schools Visually Impaired students feel themselves the
part of the society, not segregated which helps them to develop Social value. Inclusive education provide opportunities to experience diversity of society on a small scale in a classroom, develops respect for others with diverse characteristics, teamwork skills. The learning takes place in an integrated area, they feel themselves a productive member of society.

11. The Capacity and Power value in Visually Impaired Students of Special Schools is more than Visually Impaired Students of Inclusive Schools. It may be due to the reason that they are receiving special education, which makes them confident. They organize themselves and know about their needs. They are aware of their rights and government policies, reservation in jobs. In Special Schools they get vocational training for that. Besides this, they are surrounded by their own type of students, among their own community they feel confident, capable and powerful. Whereas the Inclusive education makes them career oriented, affords a sense of belonging to the diverse human family. The feelings of these students are associated with Sighted Students in inclusive schools; they get inspirations from Sighted students for Capacity and Power value. Due to modernization, corruption, media impact in society they know the importance of Capacity and Power value. Though, sometimes in school activities their performance is not at par with sighted students still the try to achieve a good position in class.

12. The Religious value in Visually Impaired Students of Inclusive School is more than the Religious value in Visually Impaired Students of Special Schools. It may be due to the reason that in special schools their religious values are not affected by others’ beliefs. They follow their own beliefs in common. They know God through prayers. Therefore, religion doesn’t make any difference for them either it is Hindu, Islam, Christianity
or any other. May be for them religious value is moral value, part of the curriculum. On the other hand it seems Visually Impaired Students of Inclusive School live in multi-cultural society where people have different living style, spiritual values, worship patterns which finally affect the religious value. They go to their religious places (temple, mosque, church etc.), celebrates religious festivals with their family & friends. They develop faith & respect for other religion also because they are associated with religious values of the sighted counterparts.

13. The Knowledge value in Visually Impaired and Knowledge value in Sighted students studying in Inclusive schools are almost same. It may be due to the reason that both are acquiring Knowledge value from variety of teaching learning activities, studying same curriculum. The environment in inclusive schools is more examination oriented. Administrators, teachers, students and parents all seem to be result oriented. They do best efforts for the preparation of examination of the students. Through frequent evaluation and structured examination pattern Sighted and Visually Impaired Student in Inclusive Schools are equally motivated to the Knowledge value. Both types of students try to make similar efforts to gain high Knowledge value. The sighted students mean score is little higher than the visual impaired students. It may be due to the reason that they have multi-sensory stimuli and sometimes acquire knowledge through accidental learning.

14. The Economic value in Visually Impaired and Sighted students Studying in Inclusive School is almost same. It may be due to the reason that the Economic value is extrinsic value which gets impetus from environment. Their parents motivate them towards high ambitions. They want to serve their parents & family members with all the comforts. In
today’s competitive scenario they are observing the importance of economy. They want to achieve better life style in the society. In the glamorous society, money is the need of the time. For that school provides them better education such as computer education, hospitality & management, environmental studies, sales & marketing. Besides this, school offers scholarships and rewards to develop Economic value in students. Through media they know that earning money is not very difficult. With their increased involvement in society, they know well that they are capable to earn money. The Visually Impaired students know very well that from money they would be able to buy more advanced accommodation and equipments for themselves and they would be able to get better educational, vocational and technical training. They know that money is one of the main things which can change their life in a better way.

15. The Aesthetic value in Visually Impaired Students is higher than the Sighted Students of Inclusive Schools. It may due to the reason that Aesthetic value is intrinsic value. It requires concentration of mind. Due to loss of sight Visually Impaired students have limited means of entertainment and distraction. That is why their inclination is towards intrinsic value, Aesthetic value. Aesthetic Value is the perception of the ‘within’ in individual; it arises from the inner depth dimension of individual. Sometimes this value is God gifted to the Visually Impaired in the form of Music. They experience eternal contentment within their soul from Aesthetic feeling. On the other hand the Sighted students are highly affected by extraneous factors like needs, instincts, family, media and environment, etc. Blessed with multi-sensory stimuli Sighted students have many distractions. They give preference to the aesthetic value according to the need of the time. Though, aesthetic is the intrinsic value but in sighted students it is
overlooked by the need of the time. They have variety of entertainment sources, lots of interests and high ambitions.

16. The Patriotic value in Sighted Students is higher than the Visually Impaired students studying in Inclusive Schools. It may be due to the reason that the school curriculum includes the stories based on independence-leader, freedom fighters, it gives an overview of the hardship in pre-independence time. They come to know the importance of freedom after going through the curriculum. The defense operations explored by the different segments of media are the sources of inspiration for Patriotic value. They know how precious the independence is and how crucial is to retain it. Schools celebrate the National Festivals. School curriculum give them the information about various aspects related to geographical and political features of the country, it gives an idea that, ‘why their country is unique than others?’ which results in high patriotic value as idealism.

17. The Health value in Visually Impaired Students studying in Inclusive Schools and in Sighted Students is almost the same. It may be due to the reason that in the company of the Sighted students the Visually Impaired students become more concerned about their health and hygiene and vice-versa. Both are health conscious because inclusive schools provide them health/ physical education and make them aware about diseases, defense mechanism, nutritious food and diet. Students become attentive towards health through health camps organized by schools.

18. The Social value in Visually Impaired Students studying in Inclusive Schools is higher than Sighted students. It may be due to the reason that in Inclusive schools the Visually Impaired students feel trusted, accepted by the society. They are appreciated for their success. Inclusive
education services allow children with disabilities to stay with their family and to go to the nearest school, just like all other children. There is nothing inherent in Visually Impaired which makes them more social. Individual differences exist among Visually Impaired just as they exist among the sighted. In inclusive schools Visually Impaired students become more social because it would be difficult for them to make friends unless they themselves are friendly. They have high expectations from sighted students to be liked and cared about. Visually Impaired and Sighted students learn together, they cultivate love and proud for each other. These factors make them confident to be an integrated part of the society, which in turn results to gain Social values. The Inclusive Schools cultivate in students the sense of accountability, brotherhood, concern for environment courtesy, dialogue, dutifulness, forgiveness, freedom, friendship, gratitude, hospitality, justice, love, magnanimity, patience, repentance, responsibility, service, sharing, sportsmanship, sympathy, team spirit, tolerance etc.

19. The Capacity & Power value in Visually Impaired students studying in Inclusive Schools is less than the Sighted Students. It may be due to the reason that they are ambitious because if they are to stand or want to succeed they must make themselves better than their fellow students. At school level the confidence in students develops through co-curricular, cultural activities. They do their homework, assignments and projects independently. They take initiative to become the class monitor, sports captain, head boy/ girl, and they try to offer their services to the teacher. When they successfully complete the given responsibilities they feel confident and capable which results in high Capacity & Power.

20. The Religious value in Visually Impaired Students studying in Inclusive Schools is more than the Religious value in Sighted Students. It
may be due to the reason that they gain Religious value from many sources like school curriculum, co-curricular, festivals, interaction with sighted, beliefs in the society. They are studying with the sighted students, can associate their religious feelings with others. That’s why they respect the other religions. For them Religious value is associated with beliefs. Religious value in Sighted students is less than the Visually impaired students studying in Inclusive Schools. It may be due to the reason that they lives in multi-cultural society. Because of modernization, industrialization, globalization, they are becoming more career oriented and they consider Religious value as moral values.

21. The Knowledge value in Visually Impaired students studying in Special Schools is higher than the Sighted students. It may be due to the reason that the Special schools provide rigid and controlled environment. These special schools are specially designed for Visually Impaired students. The teaching-learning is child centered. Visually Impaired Studying in Special Schools have limited scope of co-curricular activities than curriculum. The special schools provide them specialized teacher, modified curriculum, teaching strategies, selected special aids and appliances etc. Due to the suppressed vision Visually Impaired students are depending on existing knowledge. They are more depending on bookish knowledge than projects and activities. They achieve the knowledge value directly from special schools. They are surrounded by unidirectional stimulating environment, homogenous concentrated community.

22. The Economic value in Visually Impaired students studying in Special Schools is almost same to the Sighted Students of Inclusive Schools. It may be due to the reason that Visually Impaired students are trained in special skills in special schools to earn money. They want to serve their
parents & family members with all the comforts. In today’s competitive scenario they are observing the importance of economy. Everyone wants to achieve better lifestyle in the society. In the glamorous society money is the need of the time. For that school provides them better education and causes such as computer education, hospitality & management, environmental studies, sales & marketing. Besides this, school provides scholarships and rewards to develop economic value.

23. The Aesthetic value in Visually Impaired students studying in Special Schools is more than the Sighted Students. It may be due to the reason that usually Visually Impaired students are introvert, self-centered. They experience less distraction. Their environment is specially designed for them, which is more conducive and less restricted for Aesthetic value. Whereas the Sighted Students have diverse interests. They are the integrated part of an environment (home, school, society) that provides them wide variety of entertainment and more distractions. Their values are more inclined towards Economic Value and Capacity & Power value than Aesthetic value.

24. The Patriotic value in Visually Impaired students studying in Special Schools is less than the Patriotic value in Sighted Students. It may be due to the reason that Visually Impaired students are the part of the forced environment of Special schools. They interact with limited environment and have routine life, limited sources of extra-curricular activities. Their planed learning takes place in segregated environment. The Patriotic value can be achieved directly (direct information) and indirectly (curriculum and co-curricular activities). On the other hand the Inclusive schools promote the civil rights of all individuals. The students enjoy democracy in school. Patriotic Value can be achieved directly, indirectly or incidentally; directly
through speech, systematic instructions; indirectly through the regular subjects and co-curricular activities; Incidental through festivals, events, media.

25. The Health value in Visually Impaired students studying in Special Schools and in Sighted Students is almost same. It may be due to the reason that schools are providing facilities for health awareness. They get direct (speech) and indirect (co-curricular) approach of Health Value in their schools. Health education is curricular or school activity. Now a days, they have more sources to make them aware about health and hygiene like books, movies, posters, newspapers, advertisement, events, in society. They live in inclusive society, where parents are more conscious and possessive for the health of their children.

26. Social value in Visually Impaired students studying in Special Schools is more than the Social value in Sighted Students. It may be due to the reason that Visually Impaired students in Special schools are segregated from the society still they are the part of their own homogenous concentrated community and families. In society they depend on each other and feel secure. They are more aware about their rights. They consider themselves equals. The social values refer to those values which are other oriented. These values are cherished and practiced in sighted students because of their association with others. They are socially accepted; in fact they make the society that is why they feel secure and capable. School is the main agency of the society which develops social values in students. The Inclusive Schools cultivate in students the sense of accountability, brotherhood, concern for environment, courtesy, dialogue, dutifulness, forgiveness, freedom, friendship, gratitude, hospitality, justice, love, magnanimity,
patience, repentance, responsibility, service, sharing, sportsmanship, sympathy, team spirit, tolerance etc.

27. The Capacity & Power value in Visually Impaired students studying in Special Schools is more than the Sighted students. It may be due to the reason that they are receiving special education, which makes them confident. They organize themselves and know about their needs. They are aware of their rights and government policies, reservation in jobs. For this purpose they get vocational training. They live in illusion. Due to exclusion from society they tend to earn Capacity & Power Value to retain their position in the society. Whereas, Capacity & Power value is more in Sighted students, it may be due to the reason that they are efficient and capable. At school level the confidence in students develops through co-curricular, cultural activities. They successfully complete the given responsibilities they feel confident and capable which results in high Capacity & Power.

28. The Religious value in Visually Impaired students studying in Special Schools is almost same to the Sighted Students. It may due to the reason that Religious values usually we learn from the family and community. We live in multi-cultural society. Because of modernization, industrialization, globalization, they are becoming more career oriented and they consider Religious value as moral values.

29. The Academic Achievement of Visually Impaired Student of Special Schools is higher than Visually Impaired students in Inclusive School. The overall result in Special School of Visually Impaired is better than Inclusive Schools of Visually Impaired. It may be due to the reason that Inclusive Schools provide socio-emotional environment for education of Visually Impaired; still the low percentage of the obtaining marks is due to
extraneous circumstances which has not any bearing on overall performance. It seems the less Academic Achievement of Visually Impaired Students in Inclusive Schools is due to lack of educational environment with facilitating conditions.

30. The average marks obtained by Visually Impaired students in Special School are higher than those of Sighted students studying in Inclusive Schools. It may be due to the reason that modified curriculum, special assessment techniques, slow learning pace, specialized teachers, special teaching-learning aids. The minds of Visually Impaired students in Special Schools more focused and follow the single track. The Visually Impaired Students Studying in Special Schools is in a position to make a remarkable achievement at par with the Sighted Students. The Academic Achievement of Visually Impaired Students will get impetuous after getting better and proper surrounding and paraphernalia. Our findings are consistent with the study of Dunkerton (1995) which reflects that Visually Impaired students perform better than Sighted students on A/AS level examination.

31. The Sighted Students in Inclusive School have better Academic Achievement in comparison to Visually Impaired students in Inclusive School. Our findings are consistent with the study of Sultana (2003) which reflects that the evaluation of Academic performance administered to all the children (disabled and non-disabled) revealed satisfactory performance of both two group of students.

32. It is found that Academic Achievement is not related significantly with Knowledge value, Economic value, Aesthetic values, Patriotic values, Health values, Social values, Capacity & Power values and Religious values. The findings are not consistent with the study of Makhija
(1973) which reflects Religious value have significantly positive influence on scholastic/ academic achievement.

5.3 CONCLUSION

Researcher concludes that the society makes a man perfect. If Visually Impaired students are put in Inclusive School, they will be in the race of progress and prosperity and by way of education they will prove an asset to the society by increasing their will power and face the world in a better way. The majority of children receiving special education services spend most of their school day in segregated placements, where they are often poorly prepared for educational success and integration into their communities. In these settings, they are typically provided with little access to either the material taught to children in general education classes.

Lethargic life does not attain intuition for development and its sustenance in order to lead a better way of life. Life should be endeared and for endearment the suppressed instinct caused by natural deformities are moulded for betterment through modern scientific techniques of education developed in modern age, which are adopted by Inclusive Schools. The most scientific methods after taking into account the physical aspects and inherent instincts can make a sea change by these so called techniques to a certain level. These are institutionalized into the minds of students so that they have no time left on their part to think over about their disability factors and prevalent social stigmas facing in a normal way of life. In case, they are put in the Inclusive Schools, the natural instinct of feeling loneliness, psychological effects of crippled-ness and feeling to keep aloof besides separation, caused by inferiority complex are moulded to certain degrees. The suppressed Vision of life is sprouted to lead a better way of life if not at-par with others but at-least supposed to be at-par with a normal way of life.
Human instincts of suppressed feeling caused by natural deformity are thus subdued. The subconscious feeling of survival and to make an endeavor to lead a life with dignity, honor and self respect (rather than compromising life with full of dejection) is ignited in the minds of Visually Impaired Students put into the Inclusive Schools. In case they are not put to Inclusive Schools, the result is found vise versa or on reverse side.

The inclusion of the disabled in society depends on the understanding of their problems and potentialities by the normal population. In western culture the parents accept the challenge of natural eventualities that is why they devote their time as well as their hard earned money on the development of the child’s psych to cope with at-par if not at-par at least appear to be bringing at-par with the normal way of life of the normal child. But on the contrary to this, the Indian psych of the parents is almost reverse, exception of few but that percentage is rather negligible. This makes a vast difference in moulding the attitude of the child at a later date when they are put to Inclusive school at a later date and responsibility here in such cases rests upon the teacher in bringing the change in attitude of such child who are under the social stigma of the parents and the parents who are not well aware to their duties and responsibilities towards their own children.

The inclusion or integration of a Visually Impaired Child with the sighted is required to be treated as ‘normal’ as far as possible. By this way, a sense of legitimacy, uniformity and perfection will be grown up in the minds, who deserves it. The integration in regular schools will generate a step forward to self worth and will also lead a psychological affect on their minds that they belong to that particular school and the society. In this way the inherent capability, capacity and strength besides particular interest/hobby, will be judged and after taking into consideration these aspects, a student can be moulded to the maximum extent of growth he
deserves for. No doubt thinking to the tune of “normal” in all the cases is not possible, but attempting to bring them “normal” can never be doubted out.

Here the researcher likes to point out that the sighted and visually impaired can’t be placed at an equal footing in achieving the result just like 2x2=4 i.e. sanguine one result but results can be approximately in the same way as if 2x2=aprox to 4 i.e. may be bit on higher side in one case and may be bit on lower side in another case. It means that one type of students may excel or prove better but other type of students may lack in that field but it does not mean that the one who is lacking in one field may not prove better or excel in another field.

Nature always bestows something special to Visually Impaired. It may be God Gift, which requires to be explored. Moreover scientifically also the strength of sense moves and concentrate one place to another. That will give an impetus to the Visually Impaired to cope with to the extent as far as possible in Inclusive School.

It is observed that in a Regular School (school for sighted or normal students) the results for Academic Achievement of the students are categorized as below average, average, above average, outstanding. And in such a class, all types of students are found out. There can never be all students of one caliber i.e. outstanding or below average. The researcher does not rule out exception in rarest of rare cases. In the same fashion, if the Visually Impaired students are put in a class in Inclusive School with Sighted Students, the results will be in the same fashion as stated hereinabove. We cannot expect a magic band everywhere, in all the cases and at all the time. Improvement of standard and gradual growth can never be doubted. The overall results will be encouraging for prosperity and posterity.
In order to ameliorate the magnitude of the problem in society the system has to be changed drastically. The teachers have to given greater freedom to learn, whereas parents have to realize there responsibilities towards their children with special needs. Therefore it is suggested that:

1) Board education environment should be provided where visually impaired children are able to show their true worth. They are more readily accepted socially by their Sighted counterparts. The right educational environment will make inclusion of visually impaired students reality.

2) School is an agency of social transformation therefore it is recognized that a part of the answer to contemporary social problems may be found in the educational system. School should foster the development of socio-moral values and coherent attitudes in children and young people so that they may grow up as conscientious, fair and socially responsible citizens. Teacher training has a crucial role in this process, so one of its main goals should be to equip teachers to work in the field of values education.

3) The aim of the parents, schools and society is to outline and manifest those values which would bring happiness to the individual and would be beneficial for the society and mankind as well. More emphasis should be given by the schools to provide value oriented education in order to inculcate values and value clarification in students through different subjects and activities.

4) To develop the Aesthetic & Religious Values in Sighted students as well as in Visually Impaired students subjects like Moral Science, Meditation, Spiritual Values, Creativity developing programs should be the part of the curriculum.
5) To give strength to the Capacity and Power Value in Visually Impaired Students A student's self esteem can be improved by unconditional positive regard and encouragement and opportunity to excel in some area. Every Visually Impaired student should be recognized for his/her unique strength in whichever area he/she chose to focus on. It need not be restricted to academics alone. It could be sports, music, arts, writing, anything.

6) In Inclusive schools teachers should motivate and special attention to the Visually Impaired students which are more progressive than Sighted students in any field of education as cognitive feelings of knowledge value.

7) To increase interaction with the real world field trips, vernacular and audio-visual media must be involved to a greater extent, community services should be organized by Special schools for Visually Impaired students.

8) Inclusive school teachers should motivate Visually Impaired students as well to build the high level of confidence by appreciating their progress.

9) To develop the sense of Patriotic Value in Visually students schools should encourage them to participate in programs like National Integration, Essay and Debate competitions, Patriotic songs, audio/video sessions, special effects program etc.

10) Value education affects academic achievement at some level. Therefore, there is an urgent need for adopting such methods which promote Value Education through the use of various curricular and co-curricular activities in the entire educational program.
11) Trained and experienced teachers should be available for Visually Impaired. Well trained staffs are necessary to ensure successful implication of the Inclusive Education. Training should be provided to Prepare General and Special Education Teachers to Teach in Inclusive Settings. Training in classroom management, identification of learning disabilities, collaborative teaching and research-based pedagogy for the inclusive classroom must be given pre-service and as on-going professional development.

12) Training should be designed to prepare General Education Teachers to teach Students with Special Needs.

13) Principals and other administrators must be trained in the theory and practice of inclusive education, including efficient staffing. This training must be given to new administrators and must be part of wide-spread, on-going professional development of existing school system staff.

14) Evaluation personnel must be trained in effective testing for all disabilities and for recommending specific instructional strategies for meeting individual goals.

15) Inclusion requires time for collaborative planning between special and general education teachers, paraprofessionals and service providers, as well as other professional staff.

16) Instructional materials and assistive technology (such as computers and software, or adaptive devices) that provide access to the general curriculum should be made available to all students receiving special education services.
17) Informed Parent involvement is key to the success of Inclusion of Visually Impaired Students.

18) The whole school community – staff, students, and parents of children both with and without Impairment - should be provided information and training regarding the benefits of inclusion classes for all children.

19) To nurture a sense of belonging to the family, parents need to show unconditional positive regard to their children. They should express love to their children for what they are.

20) The student's perception that a teacher is impartial and fair, is caring and compassionate, is available and shows love to all students unconditionally helps in shaping the student's sense of belonging to the school.

21) Consultation to regular classroom teachers, school administrators, families, local health authorities and general public on matters of education of Visually Impaired student.

22) Equipments and educational materials should be available in sufficient quality and timely. Adjust curriculum, instructional method, instructional materials to the educational needs or Visually Impaired, assistance in the assessment of learning, transforms normal print scripts to Braille for the child and Braille script to normal print for the teacher. Curriculum development, instructional material development, training technology and software development for media use. Resources facilities must be made available. Appoint teacher aid and resource teachers, change the role of special school as a resource centre.
5.4 EDUCATIONAL IMPLICATION

Effective research always leads to either theory building, extension of the corpus of knowledge and advancement of principles and generalization or helps in improving the processes or product or both. The present study comes in the later category being applied type. Any research study can never be called research study of the education, if it does not have educational implications. Educational implications means, implication of research result in improving the education.

Any research effort goes waste if it does not contribute to the existing knowledge or help the discipline in which it has been made. It must have certain implication. With this aim in mind the investigator, in the following pages has made a humble attempt to delineate the implications for the practice of education. The attempts have been made to drive implications based on the findings of this particular study. The specific implications of the following are that:

1. The results of the study in regard of the Value Pattern are of great use for teachers, educationists, parents and research scholars etc.

2. As there is significant difference in some values of the Visually Impaired students studying in Special school and Inclusive school. Therefore research scholars, academicians are required to pay attention over this result. They can find out the reason behind it. Also there is significant difference in some values of the Sighted students and Visually Impaired students. Therefore this finding is also of great use for the teachers, researchers, academicians and authorities.

3. The schools should foster Community Values i.e. to lead our children (including Visually Impaired), to understand and accept the values accepted by the society within which the school operates.
4. The result of the study of the academic achievements of the Sighted students is of great use. For principal, teachers, academicians, policy makers and research scholars.

5. As there is significant difference in academic achievement of the Sighted students and Visually Impaired studying in Special school and Inclusive school. Therefore research scholars, academicians; parents are required to pay attention over these results. They can use the finding and pay attention over the improvement of the academic achievements of these students.

6. As academic achievement is significantly relative with some of the Values of the Visually Impaired students studying in Special school and Inclusive school. Therefore the findings are useful for principal, teachers, sociologists, and psychologists.

7. As there is significant relationship between some of the Values of the Sighted students and Visually Impaired students studying in Special school and Inclusive school. Therefore findings of the result can be use by the educationists, principal, teachers, sociologists, psychologists and parents to achieve the high values and academic achievement.

8. Findings are also useful for the different non government organizations working in the field of Visually Impaired, government organizations in order to plan future activities.

9. The findings are useful for NGOs working in the field of Visually Impaired, educationists, different board authorities and concerning agencies.

10. From primary to secondary level the number of Special Schools for Visually Impaired students is less in urban as well as in the rural
areas. Therefore if Government implements the policy to make it compulsory, give admission in general schools to the Visually Impaired students and maintain ‘least restrictive environment’ with at-least one ‘Special needs teacher’. The problem of less number of Special schools will be solved at some extent.

11. Objectives of Inclusive school have not been clearly defined by the government; therefore educationists especially concerning authorities of government can take a step to define the objectives of inclusive school.

12. There should be one compulsory paper of Special education in B.Ed. curriculum for regular teachers.

13. Training should be designed to Prepare General Education Teachers to teach Students with Special Needs. It should be compulsory for all in service general school teachers to do the Bridge Course in Special education. Within a school all the teachers can be divided into groups and each group should be assigned a specific area of disability training (like Visual disability, Hearing disability, Physical disability, Learning disability, etc.). After the training these groups can organize workshop in their own schools and share their experiences in common.

14. Special schools for Visually Impaired students should prepare them in basics skills such as, communication skills, orientation, mobility, Braille Reading and writing, auditory and tactile training at earlier age so that child would be placed in Inclusive schools at earliest.

5.5 SUGGESTIONS FOR FURTHER RESEARCH
On the basis of experiences of conducting the present investigation and insight gained, the following suggestions may be offered to the researchers who would like to undertake research in the area of the present study:

1. The present study has been limited to Delhi City. It can be extended by increasing the size of the sample and covering several cities and states of India.

2. Gender factor is not considered in the present study. It can be considered in further researches.

3. The present study has been limited to the Visually Impaired students. The other disabilities can be considered in further researches.

4. The study has been conducted in Inclusive school and Special schools for Visually Impaired students. Further normal schools can also be covered in further studies.

5. In the present study only academic achievement and Value Pattern has been studied. In further studies study habits, personality traits, intelligence, behavior pattern can be studied.

6. Socio economic factor has not been considered in present study. In further studied it can also be considered as it may affect Value Pattern and academic achievement.

7. A study can be conducted to know the attitude of teachers in Integrated Schools towards educations of Visually Impaired.

8. A study can be conducted about technical support Education of Visually Impaired requires a lot of tech support and initiative for its implementations at the level of status and Union Territories. It requires additional material, teachers, handbooks, curriculum adjustment and adaptation, training of personnel, research, etc. for
this purpose, NCERT, NIVH. The University Departments having facilities for the training of personnel for Visually Impaired should undertake programmes in each of these areas to provide technical support to the status and Union Territories implementing the scheme.