A STUDY OF VALUE PATTERN AND ACADEMIC ACHIEVEMENT OF SIGHTED AND VISUALLY IMPAIRED STUDENTS STUDYING IN SPECIAL SCHOOLS AND INCLUSIVE SCHOOLS

Summary of the Modified Thesis

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SUMMARY

6.1 INTRODUCTION

On January 26, 1950 the Indian people adopted a constitution and resolved to make India a Sovereign, Democratic Republic. The preamble of the Constitution characterized, the Indian society as socialistic and secular, based on the values, liberty, equality, fraternity and justice. It guaranteed dignity of individual and equality of opportunity in education. It is correct to say that without striving towards these ideals a liberal and all round development of personality of all people can not be ensured.

Education is the nuclear part of our present technological based society, the aim of education is do all round development of personality of individual. School is the main agency to provide the education. Values are the integrated part of education. Therefore the variables that have attracted the attention of researcher are Values and Academic Achievement of Visually Impaired Students. Science cannot reconcile issues of values; both relevant knowledge and appropriate values are needed for effective decision-making. However, most studies have been conducted in an Indian social context with Sighted Students. Very few studies have been conducted to examine Value Pattern of Visually Impaired students in an Indian context and which are studying in Special Schools and Inclusive Schools. This study has been conducted to examine the relationship between Value Patten and Academic Achievement in Visually Impaired Students and also to examine the placement of the Visually Impaired, especially in respect of their adjustment with the sighted

Now the question arises what is the need of the Inclusive Schools for Visually Impaired Students if they can study in Special Schools. If child’s Value pattern and Academic Achievement are affected by the Inclusive Schools or not. It is generally argued that the students (disabled) in Special Schools are more achievement oriented. On the contrary, some people argue that the Schools should be completely devoted or flexible for their students
It is a matter of discussion till now whether the Values and Academic Achievement of Visually Impaired Student of Special School, Visually Impaired Students of Inclusive Schools and Sighted Students of Inclusive School differ or to what extent School affects the Values and Academic Achievement of Visually Impaired Students in Special Schools and in Inclusive Schools.

I’m sure that all those interested in the inclusion of the Visually Impaired, will find it rewarding to go through it. I also hope that it will stimulate other researcher to undertaken similar and related studies bearing on the problem of the inclusion of the disabled (Visually Impaired) in society. In the aforesaid context, the researcher, therefore, plans to discuss and compare values and academic achievements of students studying in Special Schools and Inclusive Schools. The present study is an outcome of the discussion mentioned above.

6.2 IMPORTANCE OF THE STUDY

The inclusion of Visually Impaired Student is aiming that every child with a disability has access to education in an appropriate environment so that they may grow and develop like other children. It promotes healthy social relationship between the normal and Visually Impaired children at all levels and reduces the physical distance between them through equal participation in social activities. It provides an equal educational opportunity and prepares them for life, like other members of society. The aim in the Special Schools should be to trained Visually Impaired Students at earliest and prepare them to return to the Inclusive Schools as soon as possible. By this they would be exposed to the general curriculum. Science cannot reconcile issues of values; both relevant knowledge and appropriate values are needed for effective decision-making. Therefore the variables that have attracted the attention of researcher are Values and Academic Achievement of Visually Impaired Students. In the aforesaid context, the researcher, therefore, plans to discuss
and compare Values and Academic Achievements of students studying in Special Schools and Inclusive Schools. The present study is an outcome of the discussion mentioned above. Present study is different from the previous studies. The problem of present study is very significant in present context. In the view of research no study has been carried out on Value Pattern and Academic Achievement of Sighted and Visually Impaired Students Studying in Special School and Inclusive School.

6.3 STATEMENT OF THE PROBLEM

The present study is concerned with the value pattern and academic achievement of sighted and visually impaired students studying in special school and inclusive school. Hence the problem is stated as:

“A Study of Value Pattern and Academic Achievement of Sighted and Visually Impaired Students Studying in Special School and Inclusive School.”

6.4 OBJECTIVES

The objectives of the present study are follows:

1.1 To study the Values of the Sighted students studying in Inclusive School.

1.2 To study the Values of the Visually Impaired students studying in Inclusive School.

1.3 To study the Values of the Visually Impaired students studying in Special School.

2.1 To compare the Values of the Visually Impaired students studying in Special School and Inclusive School.

2.2 To compare the Values of the Sighted students and Visually Impaired students.

3.1 To study the Academic Achievement of the Sighted students studying in Inclusive School.
3.2 To study the Academic Achievement of the Visually Impaired students studying in Inclusive School.

3.3 To study the Academic Achievement of the Visually Impaired students studying in special school.

4.1 To compare the Academic Achievement of the Visually Impaired students studying in Special School and Inclusive School.

4.2 To compare the Academic Achievement of the Sighted students and Visually Impaired Students.

5.1 To study the correlation between the Value and Academic Achievement of Visually Impaired students studying in Special school.

5.2 To study the Correlation between the Value and Academic Achievement of Visually Impaired students studying in Inclusive School.

5.3 To study the correlation between the Value and Academic Achievement of the Sighted Students.

6.1 To study the Correlation among the Values of the Visually Impaired students studying in Special School.

6.2 To study the Correlation among the Values of the Visually Impaired Students studying in Inclusive school.

6.3 To study the Correlation among the Values of the Sighted students studying in Inclusive School.

6.5 **HYPOTHESES**

Following hypotheses have been formulated and tested in the present study:

1) There is no significant difference in the Values of the Visually Impaired students studying in Special School and Inclusive School.

2) There is no significant difference in the Values of the Sighted Students and Visually Impaired students.

3) There is no significant difference in the Academic Achievement of the Visually Impaired students studying in Special School and Inclusive School.
4) There is no significant difference in the Academic Achievement of the Sighted Students and Visually Impaired students.

5) There is no significant relationship between the Value and Academic Achievement of the Visually Impaired students studying in Special School.

6) There is no significant relationship between the Value and Academic Achievements of the Visually Impaired students studying in Inclusive School.

7) There is no significant relationship between the Value and Academic Achievements in Sighted Students.

8) There is no significant relationship among the Values of the Visually Impaired students studying in Special School.

9) There is no significant relationship among the Values of the Visually Impaired students studying in Inclusive School.

10) There is no significant relationship among the Values of the Sighted Students

6.6 DELIMITATIONS OF THE STUDY

The limitations of the study are given below:

1) The study has been conducted on the students of IX and X standard.

2) The study has been conducted on the schools providing special education and inclusive education.

3) The study has been conducted on the students of IX and X standard.

4) The study is limited to the inclusive schools and special schools situated in Delhi city, for this present study.

5) In the present study Sadgun Vikas Mapni has been use to measure the Value Pattern.

6) The tool used for the academic achievement is planned and proposed on the basis of expert opinion of the selected experts. Due care is taken not to make it unwieldy. This might have defeated the purpose of the research.
6.7 REVIEW OF RETALED LITERATURE

The studies of Woodruff (1942), Charrels (1945), Kinnana and Suziedails (1962), Irey (1963), Hellond (1963), Mehta and Khane (1967) and Entwistle (1972), Rawat (1993), Singh and Soni (1999) reveals that the different individuals of different institutions have different patterns of Values. Sharma and Singh (1973), Shrivastava (1976) found that academic motivation and the achievement are positively related. Khane (1988) has concluded that blind children are less achievement oriented. De Noronah (1985) found that children with special needs achieve more academically, physically socially in inclusive setting. Carr and Others (1983), Khan (1988) found special schools as less achievement oriented, Dunkonton (1995) has analyzed and found that Visually Impaired students performed better than sighted students, Batra (1981) and Meister (1998) have found that Visually Impaired persons have to study more, two to five times as much time to learn the syllabus and to prepare and revise lectures in order to achieve a status equivalent to their sighted counterparts whereas Van et.al. (1994), Moody et.al. (2000) examined the strategies to improve academic performance of Visually Impaired. Huber (2001) found inclusive schools have differential effects on Sighted students academically.

It is quite clear from the screened literature that few researches on Visually Impaired students have been conducted, but the investigator regrets to state that she could not found any study involving variables included in the present problem. However, it is quite important and timely to take up such an in-depth study, which will help educationists, parents, teachers and society. This urged the investigator to attempt an objective study of Value Pattern and Academic Achievement of sighted and Visually Impaired students studying in Special Schools and Inclusive School.
6.8 THE DESIGN OF THE STUDY

The study has been conducted in descriptive Survey Design.

6.9 POPULATION AND SAMPLE

Population for the purpose of this study has been defined as all the Special schools and Inclusive schools having high school sections, located in Delhi. In the present research, a representative sample of 600 students studying in 9th and 10th grade has been selected from this list of 30 schools. This sample of students was selected on the bases of random cluster sampling technique. Of these 600 students, 250 were Visually Impaired students from Special Schools, 250 students were Sighted Students from Inclusive Schools, and 100 students were Visually Impaired students from the Inclusive Schools.

The scores of class 10th are reliable and valid since the examination is conducted by Board of Education. Whereas the examination of class 9th is conducted at school level and there is a general trend that schools follow the standard of Board Examination. Thus the obtained scores at class 9th and 10th are considered as reliable and valid.

6.10 TOOLS USED

The following tools have been used in this study to collect the data:

3.1.1 Sadgum Vikas Mapni by Srivastava and Rai (Appendix-A)
3.1.2 Academic Achievement Record (Appendix-C)
6.11 PROCEDURE OF DATA COLLECTION

The researcher met personally the students for the administration of Sadgun Vikas Mapni and Academic Achievement Record. Separate answer sheets were provided to the students to give their responses. Instructions were printed on the questionnaire and also were explained by the researcher to the students at the time of administration. No time limit were decided for giving the responses to all the 30 questions of the questionnaire, but normally all the students completed them in 35-40 min. After this process, the Academic Achievement Records were provided to all the students to give their responses. For Visually Impaired students, the Sagun Vikas Mapni was transcripted into Braille. Visually impaired students were provided Braille sheet to give their responses of Sadgun Vikas Mapni and Academic Achievement Record.

6.12 STATISTICAL COMPUTATION

Data collected by tools have been analyzed after putting them in tabular form. Mean, S.D. and ‘t’-value have been calculated on the basis of frequency distribution. Also correlation has been calculated in the present study.

6.13 FINDINGS

The following conclusions have been drawn:

1) According to the Value Pattern in Sighted Students studying in Inclusive Schools the main Values are Economic Value and Patriotic Value.

2) According to the Value Pattern in Visually Impaired students studying in Inclusive Schools the main Values are Economic Value and Social Value.

3) According to the Value Pattern in Visually Impaired students studying in Special Schools the main Values are Knowledge Value, Economic Value and Social Value;
4) Visually Impaired students of Special Schools and Inclusive Schools differ significantly (p < .01) in Knowledge value, Capacity & Power value and Religious value.

5) Hypothesis Ho₁ “There is no significant difference in the Value Pattern of the Visually Impaired students studying in Special School and Inclusive School.” The above hypothesis is partially accepted.

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.

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.

8) Hypothesis Ho₂ “There is no significant difference in the Values of the Sighted Students and Visually Impaired students.” The above hypothesis is partially accepted.

9) 77.2% Sighted Students studying in Inclusive Schools have secured below 75% marks and 23% Sighted Students studying in Inclusive Schools secured above 75% marks.

10) 98% Visually Impaired Students studying in Inclusive Schools have secured below 75% marks and 2% Visually Impaired Students studying in Inclusive Schools secured above 75% marks.

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 above 75% marks.
12) The Academic Achievement of Visually Impaired students of Special Schools are higher than Visually Impaired students in Inclusive School.

13) The Hypothesis Ho3 “There is no significant difference in the Academic Achievement of the Visually Impaired students in Special School and Inclusive School” is rejected.

14) The average marks obtained by Visually Impaired students in Special School are higher than those of Sighted students studying in Inclusive Schools.

15) The Sighted Students in Inclusive School have better Academic Achievement in comparison to Visually Impaired students in Inclusive School.

16) The Hypothesis Ho4 “There is no significant difference in the Academic Achievement of the Sighted Students and Visually Impaired students” is rejected.

17) There is no correlation among 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.

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.

19) There is no significant relationship among the Academic Achievement and Knowledge value, Aesthetic value, Patriotic value and Health value.

20) The Hypothesis Ho6 “There is no significant relationship between the Value and Academic Achievement of the Visually Impaired students studying in Inclusive School” is partially accepted.

21) There is no correlation among the Value and Academic Achievement of the Sighted Students studying in Inclusive School.
22) The Hypothesis Ho7 “There is no significant relationship between the Value and Academic Achievement of the Sighted Students.” has been accepted.

23) The Hypothesis Ho8. “There is no significant relationship among the values of the Values of Visually Impaired students studying in Special School.” has been partially accepted.

24) The Hypothesis Ho9 “There is no significant relationship among the Values of the Visually Impaired students studying in Inclusive School.” has been partially accepted.

25) The Hypothesis Ho10 “There is no significant relationship among the Values of the Sighted students.” has been partially accepted.

6.14 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 reasons 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 Sighted Students studying in Inclusive Schools have low Religious Value. It may be due to the reasons 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 reasons 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 but 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 Values 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 reasons 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 reasons 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 reasons 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 reasons the high level of confidence develops Economic values 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 in, 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 reasons 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 (likeTabla, 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 reasons It may be due to the reasons 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, paranayam, 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 reasons 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 are depend on each other and feel secure. They learn cooperation 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 reasons 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 thus 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 reasons 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. For them usually religious value is moral value, part of the curriculum. On the other hand 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 reasons 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 reasons 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 reasons 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 reasons 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 reasons 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 values 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 reasons 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 reasons 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 reasons 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 values are 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 reasons 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 reasons 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 reasons that though Visually Impaired students are trained in special skills in special schools to earn money, their Economic value is at par with Sighted, due to that they lives in segregated environment with limited interactions with society. They do not get enough motivation from their parents. They don’t have much exposure get towards luxurious and glamorous life. Therefore, their needs are limited same as economic values. They come from diverse community, belong to different socio economic status. 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 life style 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 reasons
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 reasons 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 reasons that schools are providing facilities for health awareness. They get direct (speech) and indirect (co-curriculum) approach of Health Value in their schools. Health education is curriculum or school activities. Now a days, they have more sources to make them aware about health and hygiene like books, movies, posters, news papers, 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 reasons that though 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 are 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 reasons 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 reasons that they are 
efficient and capable. At school level the confidence in students 
develops through co-curricular, cultural activities. Most of the Sighted 
students 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.

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 reasons that 
though 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. 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 reasons 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.

1.15 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. 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 or integration of a Visually Impaired Child with the sighted is required to be treated as ‘normal’ as far as possible.

Here the researcher likes to point out that the sighted and visually impaired can’t be placed at a 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. The overall results will be encouraging for prosperity and posterity. The overall results will be encouraging for prosperity and posterity.

It is suggested that:

1) We should provide a broad educational environment where visually impaired children are able to show their true worth.

2) School is an agency of social transformation therefore; 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) 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.

4) 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.

5) 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.

6) 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.

7) Principals and other administrators must be trained in the theory and practice of inclusive education, including efficient staffing.

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

9) 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.

10) Informed Parent involvement is key to the success of Inclusion of Visually Impaired Students.

11) 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.
12) 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.

1.16 EDUCATIONAL IMPLICATION

The specific implications of the following are that:

1. The results of the study in regard of the Values 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 research scholars, academicians; parents can use the finding and pay attention over the improvement of the academic achievements of these students.
5. The findings of the result can be use by the educationists, principal, teachers, sociologists, psychologists and parents. To achieve the high values and academic achievement.

6. 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.

7. 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 school will be solved at some extent.

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

9. 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. In a school all the school teachers can be divided into groups and each group should be assigned a specific area of disability training (like Visually 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.

10. 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.
1.17 SUGGESTIONS FOR FURTHER RESEARCH

The investigator recommends the following points for further researches in this area.

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 other disabilities can be considered in further researches.

4. 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.

5. 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.

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

7. A study can be conducted about technical support Education of Visually Impaired.