CHAPTER-I

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.

The first special residential school for the Visually Impaired in India was setup at Amritsar in 1887 and later shifted to Dehradun. Since then, the education of Visually Impaired children has undergone several and substantial changes. Attitudes of people towards the Visually Impaired and their education have also turned a little more positive. Nevertheless, the exhaustive report on the problem remains to be the one published by the Government of India in 1945¹. During succeeding decades, a very little serious effort has been made to conduct a nation-wide survey of the population of Visually Impaired persons in the country. On the other hand, research efforts present divergent assessment of the blind population in India. A complete survey of disabled persons in India has not been conducted so far. However, according to the report of the Indian Council of

Medical Research (1974)\(^2\) there were 8.8 million visually impaired people in India. The National Sample Survey Organisation (NSSO), which defined individuals with visual impairment as those people who cannot see anything at a distance of one metre, estimated the population of visually impaired people in India to be 3,422,734. Out of this population, 0.12 million falls in the age range of 4-15 years\(^3\). In 1991, some ophthalmologists interviewed on television estimated the number of visually impaired people in India to be around 12 million. In a recent sample survey, as was announced in the television news of November 6, 1994, the number of visually impaired persons in India is estimated to be 14.6 million. Variations in figures of the visually impaired persons are partly due to the socio-cultural factors and party on account of no having the record of exact figures of the visually impaired persons. Some people in India do not want to disclose that any of their family members are disabled due to the stigma attached to disability. To compound the problem, Visually Impaired students have seldom received adequate attention from public, press and legislature. This indifference to Visually Impaired children is also reflected by scant research attention paid to them.

In fact, even the basic needs of Visually Impaired persons have often fallen victim of indifference. In the pre-Independence India, Visually Impaired persons could hardly imagine to live a reasonably satisfactory life. A sizeable proportion of theirs, even today, lives in conditions of abject


poverty. Examples of proficient and outstanding Visually Impaired persons are cited, but they invariably come from enlightened and prosperous families. Whether it is due to the lack of awareness in society or for reasons of economic hardship, countless number of Visually Impaired persons remains in oblivion and do not get an opportunity to exploit their talent and prove their worth. In all likelihood, it was the sight of blind minstrels which prompted Valentin Hauy\(^4\) to start a school for the Visually Impaired in Paris. A notable change is, however, noticed in the attitude of the people in countries having progressed industrially and economically. Much of it could be attributed to advances in liberal sciences and political ideologies. These appear to have given an impetus to programmes of education and rehabilitation of Visually Impaired persons. From this, however, it should not be construed that feudal societies entirely lacked compassion. The problems of the Visually Impaired indeed require something more than compassion. Among other things, they include a recognition of their worth and dignity.

As children who are blind or visually impaired are educated, the ultimate aim ought is to be enabling such children to be independent and productive members of society. A major means to this end is getting them employed. Hence, a person who is blind or visually impaired derives many personal benefits, both tangible and intangible. Tangible benefits include

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\(^4\) Valentine Hauy, born in 1745 in St. Justles in Picardy (France). He was the founder of the first school for the blind known as the National Institution for Young Blind People in Paris. Gabriel Farrell: *The Story of Blindness*, Harvard University Press, Cambridge, 1956, pp. 18-29
cash money and materials acquired as a consequence of increased income. Intangible/unquantifiable benefits of employment refer to the joy, emotional uplift, sense of economic freedom, increased sense of self-worth and self-confidence, high esteem, and improved self-referred behaviours, a person enjoys because of employment\textsuperscript{5}.

In the present-day society, the realisation is growing that the rehabilitation of the Visually Impaired is unthinkable without education. This calls for a constant re-examination of the practices in the field of education for the Visually Impaired. As a consequence, many innovative practices are being suggested and introduced. One such innovation is what is often termed as Integrated Education – that is, educating the Visually Impaired children along with sighted children. While this practice gained popularity in several developed countries, its acceptance and effective implementation in India and other developing countries have been rather slow and chequered. It is interesting to note that Educating ‘handicapped’ and ‘non-handicapped’ together is described as ‘integration’ in the UK, ‘mainstreaming’ in the USA, and part of a movement of ‘normalisation’ in Canada and in Scandinavian countries.\textsuperscript{6} The objective of this programme is, however, transcendental: to give the handicapped an opportunity of ‘self-fulfilment’ and ‘uninhibited’ participation in everyday activities. The Snowdon Working Party of the UK describes the practice in the following words: “Integration for the disabled means a thousand things. It means the

\begin{footnotesize}
\textsuperscript{5} W. G. Malakpa
\end{footnotesize}
absence of segregation. It means social acceptance. It means being able to be
treated like everybody else. It means the right to work, to go to cinemas, to
enjoy outdoor sport, to have a family life and a social life and a love life, to
contribute materially to the community, to have the usual choices of
association, movement and activity, to go on holiday to the usual places, to
be educated up to university level with one’s non-handicapped peers, to
travel without fuss on public transport…”

These days, the word ‘integrated’ is being very commonly used in
different spheres of activities. Integrated is considered as something which is
‘coherent and not segregated’. Integration is also used to indicate a particular
type of movement, a procedure or simply to convey the presence of Visually
Impaired pupils in a sighted teaching environment. It may not be out of
place to clarify that some of the educators prefer to use the term ‘visually
impairment’ instead of ‘visually handicap’ since a child may not necessarily
be handicapped. The expression ‘Visually Impaired’ is, however, being
more commonly used throughout the world. During preceding decades, a
variety of integrated and partly residential/integrated programmes have been
initiated. At the same time, residential schools continue to maintain their
special features. The general practice in residential schools is to provide day-
tuition and boarding and lodging facilities to Visually Impaired children.
Quite a few also enrol in non-resident students for their day-tuition
programme. Likewise, these institutions also encourage handicapped

7 Ibid
8 M. Jamieson et al: Towards Integration – A study of Blind and Partially Sighted Children in
Ordinary Schools, NFER Publishing Co. Ltd., London 1977, p.58
9 Jamieson et al, op.cit, p.59
children to participate in the activities of the community. Deficiencies usually pointed out in the residential programme are:

- Deprivation of parental affection
- Lack of opportunity of interaction with a larger peer group
- Restrictions on horizon of an individual
- Lack of inspiration through examples
- Inaccessibility to quality education
- Unavailability of opportunities for self-reliance and self-dependence.

At any rate, integrated programmes are being encouraged all over the world. To many people, complete integration would mean participation of Visually Impaired children in regular classroom for taking lessons along with sighted pupils and to aim at full acceptance in social as well as academic matters by their sighted peers.\(^\text{10}\)

1.2 BACKGROUND OF THE PROBLEM

1.2.1 Visual Impairment

To a sighted person, his eyes would convey a variety of information as a matter of course. Close view or even a cursory glance would give him enough information. Besides, he could easily imitate facial expressions and body movements. On the other hand, a Visually Impaired child cannot take these for granted. To be able to establish proper rapport with his environment, he has to go through a process of exploration.\(^\text{11}\) Formation of

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\(^{10}\) Jamieson et al, op.cit, p.59
\(^{11}\) Jamieson et al, op.cit, p.15
images is a difficult task for him. The congenitally blind or those who lost
their sight at a very early age do not have any previous images to provide
them guidance at the required moment.\textsuperscript{12}

The defective vision may be due to congenital or hereditary factors. In
certain cases, it may not even be possible to remove the disability
completely. The examples are congenital cataract, albinism, squint, retinal
degeneration, etc. Some eye conditions necessitate a special care. For
example, an albino is oversensitive to light and would need protection
against glare. In India, visual disability is caused by unhygienic conditions,
malnutrition and poverty, lack of awareness, injury and unattended minor
ophthalmological conditions. These may degenerate into further complicated
conditions like glaucoma, corneal opacity, etc. Blindness does not mean
complete non-response to light. Cases of non-perception of light are quite
small in proportion. Only about 10\% of the cases are reported to be in this
category\textsuperscript{13}.

Individuals with visual impairments have varying degrees of vision-
use for tasks that typically require vision. While some individuals have to
use other channels (e.g., auditory and tactile ones) to acquire information,
others use vision but only to supplement information acquired through other
channels. Another group of individuals with visual impairments includes
persons who mainly use eyes to acquire input that is typically acquired

\textsuperscript{12} Berthold Lowenfeld: Psychological problems of children with impaired vision, In \textit{Psychology

\textsuperscript{13} Jamieson et al, op.cit, p.25
through vision but supplement this with input from tactile, auditory, and other senses.\(^\text{14}\)

As per the Snellen Chart, a legally blind person has a visual acuity of 20/200 or less in the better eye with correction and a visual field that is no greater than 20. Acuity tests do not measure how children ‘use the sight that they have’.\(^\text{15}\) Visual functioning is more important, both for reading as well as for the activities of daily life. This is also known as visual efficiency or competence to use the residual vision. A Visually Impaired child has to be trained to form visual pictures in his mind. Training is given to discriminate various geometrical forms and by activities like matching, sorting, grouping and identifying. Programmes have been devised to improve the use of residual vision through perceptual training. A variety of low vision aids are being manufactured. With these aids, children with low vision can see the blackboard also.\(^\text{16}\) Such aids are supposed to be helpful in integrated or inclusive settings for increasing visual efficiency.

### 1.2.2 Special Education\(^\text{17}\)

Special education programmes could be grouped into four:

1. **Provision of full-time education in a class of sighted children with required assistance** -- Children with mild learning difficulties may be assisted by trained staff and placed in regular classes. The system is being followed at Tapton Mount\(^\text{18}\) in Sheffield (UK). Children go to attend classes in a comprehensive school and return to the hostel at

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\(^\text{14}\) Gargiulo, 2003  
\(^\text{15}\) Barrage quoted by Jamieson et al., op. cit, p.p.38-39  
\(^\text{16}\) Jamieson et al, op.cit, p.p. 39-40  
\(^\text{17}\) The Warnock Report, 1978, op.cit, pp.102-106  
\(^\text{18}\) Ibid
Tapton Mount in the evening. Two teachers from Tapton Mount are deputed to provide technical assistance to these children.

(2) Education in a regular class with prescribed shift to a special class or unit or resource room - While attending regular classes, children have to spend some time in special class or unit for learning special techniques and for making use of special apparatus. The aim, however, is to prepare these children for full-time placement in regular class.

(3) Placement in special class or unit with provision for taking lessons with sighted counterparts at prescribed hours and participation in extra-curricular activities with these children and in the activities of the community - Thus, while spending a major part of his time in a special class, a Visually Impaired child’s involvement in the community life could also be beneficial for his development.

(4) Full-time education in a special class or unit with provision for special contact with the main school - In the case of children who may not be able to attend regular classes even on a part-time basis, organized social interchange in some form through teachers and students on the two sides is still necessary.

Report of the Secondary Education commission recommended the establishment of special schools for the education of children with disabilities for two reasons:
1. These children would receive proper care and attention in special schools, and
2. The education of other children would not be hampered\(^{19}\)

### 1.2.3 Inclusive Education: A Retrospect

According to a study conducted by Jamieson \textit{et al.} (1977) special schools see the movement to integration as a threat to their survival. On the basis of the movement towards integration Jamison \textit{et al.} stated:

> We believe that the movement to integrate visually impaired children in ordinary schools is here to stay—that it is unlikely, in the medium-term future, to be arrested, and almost certainly, will not be reversed\(^{20}\).

People had started advocating the idea of educating blind children in general schools from the beginning of the nineteenth century. John Wilhelm Klein\(^{21}\) published literature to guide people on the subject. Klein observed that since blind persons have to live finally with the sighted community, they should learn to adjust with such people from an early age. Samuel Gridley Howe\(^{22}\) (Reynolds and Elaine, 2002) was also in favour of public school education for Visually Impaired children. In America, Braille classes for blind children in public schools were opened from 1900 (first Braille class started in Chicago, USA). With the recognition of the importance of family life for the individual, the concept of integration spread and the public school education became popular. The need for professional training

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\(^{19}\) Government of India, 1953.


\(^{22}\) He was the founder of the Perkins School for the Blind, Watertown, Mass, USA.
and subsequent placement in industry also gave encouragement to the practice of integration. It was thought that for getting the benefits of college education, integrated education was the most practical method. The idea of integrated education dawned in the UK towards the end of the 19th century to ensure education for all blind children. No serious study was, however, undertaken about its merits and demerits from the point of view of Visually Impaired themselves. The 1889 Report of the Royal Commission on the Blind, Deaf and Dumb (UK),\(^{23}\) though appreciating the utility of the integrated programme for developing confidence in blind children and informing about the number of such children placed in general schools at that time, does not make any specific recommendation to expand the integrated education programmes. While Barnhill\(^{24}\), recommended that blind children should go to general schools, he was not in favour of the use of Braille as the system happened to be very different from the print used by sighted children. Abbe Carton\(^{25}\) suggested an alternative arrangement of using raised print as a substitute for Braille. These persons argued that blind children will be more easily acceptable in general schools if their print was not very different from those being used by other children and will thus create a better understanding and integration with sighted children. Barnhill also hoped that the child would remain in his home environment and will simultaneously have social and educational advantages through his contact with sighted children.\(^{26}\)

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23 Jamieson et al, op.cit, pp.48-50  
24 Barnhill, quoted by Jamieson et al, ibid  
25 Jamieson et al, ibid  
26 Ibid
Reynolds\textsuperscript{27} enunciates the principle for education Visually Impaired Students in Inclusive setting: The prevailing view is that normal home and school life should be preserved if at all possible. When a special placement is necessary to provide suitable care or education, it should be no more special than necessary. Children should be placed in programs of no more special character than absolutely necessary of children in special programs with a view ‘toward returning to more ordinary environment as soon as possible.

Towards a systematic understanding of integrated programmes, it can be grouped into three\textsuperscript{28}:

(1) Spatial aspects – In a situation where special units or special classes are set up in general schools, or even where Special School and general school are on the same campus, both sighted and handicapped children can familiarize with each other’s behaviour.

(2) Social aspect – While attending a special class or unit, Visually Impaired children have the opportunity to join sighted children in several activities. Since young children are more receptive, social mixing will be very useful if started at an early age.

(3) Functional aspects – Having achieved success at spatial and social integration levels, these children can attend any regular class and can participate effectively in other normal activities.


\textsuperscript{28} The Warnock Report, 1978, op.cit, pp.100-102
School systems in developed countries have historically operated a parallel system of ordinary and Special Schools and now they are moving from “mainstreaming” and “integration” towards the development of “Inclusive Schools”\textsuperscript{29}. For school system in developing countries, inclusive schooling is not an alternative choice but inevitability. The goal for both is to organize effective schools for all children, including those with special needs. Planning and implementing this qualitative change to the system is a challenging task\textsuperscript{30} (Jangira, 1995).

Inclusive education goes beyond physical presence of a child in the classroom situation; going through the same curricula as the non-disabled, appearing at the same examination with them and acquiring the same certificate.

Recent international and national legislation has cast increasing spotlight on the philosophies of \textit{Inclusion} and \textit{Inclusive schooling}. Grounded in UNESCO’s education policy, adopted at the Salamanca Conference in 1994 (UNESCO, 1994), \textit{Inclusive Education} is progressively being accepted as an effectual means by which biased attitudes towards students with disabilities may be reduced. The Salamanca Statement and Framework for Action establishes the prerogative to education of every individual, as a basic human right, regardless of individual differences (UNESCO, 1994). Further, international focus through the “Education For All” initiative arising from the United Nations Convention on the Rights of Children (1989), the 1990 Jomtien Declaration and the World Summit on

\textsuperscript{29} Ainscow, 1993.
\textsuperscript{30} Jangira, 1995.
Children, has revealed a commitment on the part of world leaders to set targets which will increase the number of children who attend school and will also focus on the education of marginalized groups (United Nations Organisation, 1989). These international developments have impacted on national policies and practice.

Although the modern trend is to treat a Visually Impaired child, first as a child, it is essential to provide for his special educational needs. In the case of Visually Impaired, the experience has shown that if they receive preparation in the daily living and communication skills, orientation and mobility, Braille reading and writing, auditory and tactile training, they can be well integrated in common schools. Living with sighted children helps him to develop his ability and confidence. It may, however, be remembered that a “young blind child might be inferior to the sighted one in a number of non-visual skills, including the tactile perception of shape”. A sighted child is in an advantageous position since his sight attracts him to activity from an early age and his interest is aroused in his surroundings in a natural way.

A report of the Royal National Institute for the Blind (London) says that “the main justification in favour of ‘open education’ would appear to be on social rather than educational grounds”. Fears have been expressed that a feeling of inferiority is likely to develop in the company of sighted children if Visually Impaired pupils are not able to do certain things equally good or are excluded from organized games and such other activities.

31 Vernon Committee Report, chapter on The Development of Perception and Learning in Blind Children, Cambridge University, Psychological Laboratory, 1961, London, 1972, p. 22
32 RNIB Report, quoted in Vernon Committee Report (ibid), pp. 37-40
33 Denotes Education with Sighted Children
McGuiness\textsuperscript{34} found from Braille reading test that blind children in sighted schools’. From another study, Havill\textsuperscript{35} concludes that ‘the estimated socio-metric status of blind children was inferior to that of their classmates, and they were less well accepted; above average achievement improved the status of blind children’. Lukoff and Whiteman\textsuperscript{36} add that blind children in Special Schools showed a lower degree of independence than those in sighted schools’. Tobin\textsuperscript{37} noticed a lack of interest on the part of teachers in sighted schools about the problems appearing from time to time in the teaching of Visually Impaired children and was not much interested in their teaching.

Certain people who are against the idea of taking the child away from home argue that a child with special problems needs some extra support from his parents. Others contend that all parents may not be capable or willing to look after severe cases of impairment. Thus, if the home conditions are not satisfactory, the child must be placed in a Special School. Some say that with parental counselling, integration could be helpful. In view of the fact that a majority of Special Schools are not likely to have suitable standards, certain people believe that a Visually Impaired child can come up to the normal standards in an integrated setting. Many proponents of integrated pattern assert that early integration would help the child to finally adapt himself to a sighted environment. Others argue that before venturing into the ‘sighted world’ a Visually Impaired child must be fully

\textsuperscript{34} McGuiness, quoted in Vernon Committee Report, op.cit, pp. 37-40
\textsuperscript{35} Havill, quoted in Vernon Committee Report, ibid
\textsuperscript{36} Lukoff and Whiteman, quoted in Vernon Committee Report, ibid
\textsuperscript{37} Tobin, quoted in Vernon Committee Report, ibid
trained in special techniques and skills. However, general schools have a good socializing effect, though competition with sighted children may not necessarily stimulate a Visually Impaired child to greater effort.\(^{38}\)

**INDIAN CONTEXT**

The Although the goal of organizing effective schools for all is common to all countries, the magnitude and nature of the task would vary according to whether it is developed or developing country. From the first school for the deaf set up in Bombay in 1883, to some 3200 Special Schools, India too, witnessed the emergence of Special Schools for people with disabilities. The emergence of the concept of integrated education in India during the mid 1950s was seen as a solution to these problems.

Kothari Commission\(^{39}\) (1964-66) had recommended the education of disabled children in regular schools. In 1974 the then Department of Social Welfare launched the Centrally Sponsored Scheme of Integrated Education for the Disabled Children (IEDC).

- to provide educational opportunities to Children With Special Needs (CWSN) in regular schools,
- to facilitate their retention in the school system, and
- to place children from Special Schools in common schools.

Though it met with limited success, it was successful in creating awareness on the importance of integrating Children With Special Needs in

\(^{38}\) Jamieson et al, op.cit pp. 106-108
the mainstream of education, a fact noted in the National Policy on Education - 1986.

The National Policy on Education, as adopted in 1977 and further endorsed in 1979, also envisaged the integrated programme as an appropriate solution to the problems of educating a large number of Visually Impaired children in a comparatively short time.\(^{40}\)

The implementation of this Scheme was transferred to the Department of Education in 1982. Ministry of Human Resource Development Stated that, no child whose educational needs can be met in common with other should be placed in Special Schools. Those who are placed in Special Schools should be integrated in general schools as soon as they are ready for it\(^{41}\). The National Policy on Education, 1986 focuses special attention on the education of disabled children for achieving the goal of “Education for All”\(^{42}\).

The Centrally Sponsored Scheme of Integrated Education for the Disabled Children purports to provide educational opportunities for the disabled children in common schools, to facilitate their retention in the school system and ultimately their integration in the general school system.

The Scheme IEDC was revised in 1987 to rationalise several existing provisions and to incorporate some new ones and again revised in 1992

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\(^{40}\) Scheme of Integrated Education of Disabled Children, Government of India, Ministry of Social Welfare, New Delhi, 1975

\(^{41}\) Ministry of Human Resource Development, 1986

mainly with a view to increasing the financial ceilings in respect of certain provisions, prescribing qualifications of special teacher\textsuperscript{43}.

In 1987, the N.C.E.R.T. with UNICEF assistance launched the Project Integrated Education for the Disabled (PIED) for strengthening the implementation of the IEDC Scheme.

Rehabilitation Council of India Act, 1992, was passed by parliament in 1992, which lays down that every child with disability has the right to be taught by a qualified special teacher registered by the council\textsuperscript{44} and The Persons with Disabilities Act, 1995 which stipulates that “appropriate governments and the local authorities shall endeavour to promote the integration of students with disabilities in the normal schools”.

Moreover the 93rd Amendment to the Constitution of India (now renumbered as the 86th), passed by the Lok Sabha on November 28, 2001, makes it mandatory for the government to provide free and compulsory education to all children of the age of 6-14 years, with its Preamble clarifying that “all” includes children with disabilities as well.

Today in Karnataka alone, more than 10,000 students with disabilities are enjoying the benefits of IEDC. Indumathi\textsuperscript{45} argues that it is just about two per cent of the total number of disabled children. She also worries that this programme is creating new labels, because the children are now called 'IEDs' instead of disabled and that the programme is doing very little to

\textsuperscript{45} Indumathi Rao (2003), Inclusive Education in the Indian Context, CBR NETWORK (South Asia)
integrate them in to the mainstream. "The children are pulled out of their regular classes for sessions with the IRTs. It is turning out to be another way of discriminating them. We need to move towards 'inclusive education' where the curriculum is redesigned to suit the children's needs and stop seeing any child as a problem. There is a need for a holistic approach on this issue. We need to change the education system to make it accessible to all children and prepare the society – the parents, friends and employers to provide support to the disabled children."

The census statistics as on 2001, shows that India has about 2.19 crore people with disabilities and only 49 per cent of them are literate; of which only 34 per cent are employed. One hopes that the transition from 'integrated education' to 'inclusive education' and 'inclusive society' will change these statistics sooner rather than later.45

There are many reasons for adopting an inclusive education policy, the economic, social, and political needs of a country, that require the attitude of acceptance of diversity and maximisation of participation which can be promoted by an inclusive education policy. This is very true in the context of India where unity amongst the diversity is a common feature, which unites our nation. The values of human dignity, equality and human rights and freedoms which are enshrined in our constitutional values strongly suggest inclusive education. Value Pattern is an integrated part of

46 Padmalatha Ravi, Bringing Disabled Kids Back to School.
education to the children; hence this aspect is taken up here by researcher before the other variables are made out.

1.2.4 Value Pattern

Values play an important role in an individual's life. They are socially approved desires or goals – conceptions or standard by which things are approved or disapproved.

The word ‘Values’ was first used by the German Philosopher Friedrich Nietzsche in 1880. Until then the word value was used as a verb meaning to value as esteem something or as a singular noun meaning the measure of something.

The term 'value' may refer to interests, pleasures, preferences, duties, moral-obligations, desires, wants, needs, attractions and many other modalities of selective orientations. There is no agreement as to how values are defined. The term value has been previously defined as 'which satisfies a human need or human desires' and as 'the quality of things' which evokes some appreciative responses. Values have been understood by educationists as the normative standards by which human beings are influenced in their choices among the alternative courses of action which they perceive.

Davis defined values as a set of principles where by conduct is directed and regulated as a guide for individuals and a social group. Thus, value seems as a concept of desirable ends, goals of modes of action, which make human behavior selective and also determine the human behavior.

In the words of John Dewey, “the value means primarily to prize, to esteem, to appraise and to estimate. It means the act of achieving something, holding it and also the act of passing judgment upon the nature and amounts of values as compared with something else”.

Halstead and Taylor define values as, “Principles and fundamental convictions which act as general guides to behaviour, enduring beliefs about what is a worthwhile, ideal for which one strives, standards by which particular beliefs and actions are judged to be good or desirable”.

Lehner and Kube (1964) say that values play an important role in the life of an individual. They govern our likings and disliking and thus control our behaviour to a great extent. They differ from individual to individual. The behaviour of the various individuals is diverse due to differences in their values. Value pattern is the set of values that we hold and the conflict, compatibility and hierarchical relationship among them. However, persons with similar values patterns tend to have a more or less similar behaviour patterns. Through the knowledge of values of an individual, we can infer his behaviour, attitudes, personal liking and disliking and interest in various fields.

According to Kohlberg’s classifications of human values are as under:

**Instrumental Values:** They are standards set in order to achieve other standards. Its function is contributor and not primary.
Aesthetic Values: They are standards to judge beauty which is personal. That is, they express what is beautiful in one's eyes and are matters of individual taste. Aesthetic judgment is different from moral judgment.

Moral Values: Moral values are the stands to judge whether aim or action is proper. Moral values differ in degree of importance and generality. They are used to Judge and Justify either decent and have an impact on other people.

Values refer to objects and ideas that we cherish and consider desirable. They may be material things or abstract qualities and ideals like truth, happiness and peace. Thus Value Pattern can be defined as a composite of traits or features characteristic of individual’s value. The concept of Value Pattern recognizes that some Values are more important to a person than other values, how a person keeps his values in preference. (knowledge value, economic value, aesthetic value, patriotic value, health value, social value, capacity and power value, religious value), however, unchanging throughout his life, like a birthmark, Values do change in their relative importance over the life span, but they do not fluctuate in importance in any erratic sense, depending upon the whim of the moment.

Values are the guiding principles of life which are conducive to all round development. They give direction and firmness to life and bring joy, satisfaction and peace to life. Values are like rules that keep a train on the track and help it move smoothly, quickly and with direction. They bring quality of life. In the absence of values, students have no principle or foundation on the basis of which they can face life situations, make choices and decisions. A life without proper values will become chaotic and
disastrous. It will be a boat without rudder. To guide individual’s life in the
right path and to embellish our behavior with good qualities, they need
values. The other function of the value is it should contribute to the welfare of
the larger social unit such as family, the community and the nation of which
the individual is a member\textsuperscript{48}.

Values are closely related with aims of education. Values are part and
parcel of the philosophy. Hence aims of education are naturally concerned
with values. The main function of the education is the development of an all
round and well balanced personality of the students. but now a days more
emphasis is unduly laid on knowledge –based and information-oriented
education which takes care of only the intellectual development like
physical, emotional, social and spiritual, are not properly developed by
providing for the growth of attitudes, habits, values, skills, and interests
among the pupils. The modern India has been committed to the guiding
principles of socialism, secularism, democracy, national integration and so
on. These guiding principles should be emphasized in the educational
system and suitable values are to be inculcated in the pupils for promoting
equality, social justice, national cohesion and democratic citizenship. The
school can play an important role in inculcating the desirable values in the
pupils through effective organization of different curricular and co-curricular
programs\textsuperscript{49}.

\begin{thebibliography}{99}
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Corporation
\end{thebibliography}
The school play an important role to teach Values, which is apparent in school’s organization, curriculum and discipline procedures, as well as in the relationships between teachers and students. Values are reflected in what teachers chose to permit or encourage in the classroom and in the way they respond to student’s contributions to learning, and children learn values from such responses. Even the seating arrangements in a classroom convey certain values. When teacher insists on precision and accuracy in children’s work, or praise their use of imagination, or censure racist or sexist language or encourage them to show initiative, or respond with interest, patience or frustration to their ideas, children are being introduced to values and values-laden issues.

"Well-trained dedicated teachers alone will be able to implement value education programme. If values are imbibed with a purpose, they will go a long way in making citizens of tomorrow and realise the dream of the egalitarian society described in the Constitution”.

1.2.5 Academic Achievement

According to the Dictionary of Education (Carter 1965) academic achievement means "the knowledge attained or skills developed in the school subjects, usually designated by test scores, or by marks assigned by teachers or both.”

In a competitive society the level of achievement has associated with its many important and lasting vocational consequences and financial

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50 Jackson, et al. 1993
consequences for individuals. This point is a significant for those concerned about the inequality of opportunity which has so often been demonstrated in that competition. It is also equally important to those concerned about the short-term emotional casts which failure at the institution may involve for some individuals. Therefore, identification and understanding of the causative factors of academic failure, under achievement, and its very process constitute one of the challenging problems of the educational system.

Recent literature attempting to conceive new education and solve the above problem has emphasized on providing for psychological self-assurance to the student lost in the mass society of its worth as conscious, concerned and creative human being. It has proposed a truer integration of thought action and feeling in the institutions approach to help student mature (Alschuler, et al., 1972). Joffler (1970) has been of the opinion that educational reforms should be such as to enable the students to understand the global consequences of individual behaviour, of conceiving priorities and shouldering his share of responsibility. It must make them conscious of their aspirations and strengths in order to improve the level of achievement.

This cannot be achieved by merely patching up conventional content together. What is needed in development and interpolation of new subject matter in such areas as value classification, interpersonal relationship and inculcation of will or desire to achieve, within the individual. May be, if the courses are planned and geared according to the needs based on psychological appraisal, the problem of academic achievement could be
tackled insightfully. It may also help in avoiding the atmosphere of despair and uncertainty in the interest of student’s welfare, and countries optimum progress, careful identification and proper utilization of students needs and desires become the Chief concern for academicians, educationists and administrators and an exploration into the very psychological aspect of the process a necessary pre-requisite for understanding the differences in achievement.

1.3 IMPORTANCE OF THE STUDY

Education is the nuclear part of our present technological based society. School is the main agency to provide the education. Children are the future builders of the nation therefore it becomes essential to provide them an appropriate soothing environment so that their Values can be developed effectively according to the need of self and society. The school is the main agency to inculcate Values in children besides Academic Achievement. For the education of the Visually Impaired Students there are two types of schools are available in India – Special Schools and Integrated or Inclusive Schools.

Inclusive education is a relatively new phenomenon as compared to Special School which is a well-established mode of education for the disabled in India. Inclusive education is considered to be a feasible system for wider coverage, in view of the size of population of the Visually Impaired in our country. It is, therefore, felt need of the time to assess the efficacy of the two systems in the regard of students’ Values and Academic Achievement.
The Special Schools have certain disadvantages which became evident as the number of these schools increased. These institutions reached out to a very limited number of children, largely urban and they were not cost effective. But most important of all, these Special Schools segregated Children with Special Needs from the mainstream, thus developing a specific disability culture.

The findings of Shukla (2000) suggest effectiveness of Special School System in the areas of competencies and academic achievement. In another study (Heiman 2004) the British teachers expressed that the child is given a completely inappropriate educational curriculum and inclusion can often result in children being less able and more isolated in comparison with their able peers. Although they emphasized the advantages of inclusion for the entire class, all the children can benefit from inclusion. They can inspire and support each other or inclusion creates a more communal type atmosphere, children learn to respect different types of people. British teachers also said that the bright children get bored, frustrated and misbehave. It slows overall pace, hinders progress of the majority. Teachers in Israel have described the negative effects of inclusion on able peers in an inclusive class, such as the lack of time for providing advanced materials for the higher-level students, and noted an increase in social and disciplinary problems.

Inclusion is the point of major concern of many of the psychologists, educationists and sociologists. There are no legitimate reasons to separate children for their education. Children belong together, with advantages and
benefits for everyone. They do not need to be protected from each other. Because children - whatever their disability or learning difficulty – have a part to play in society after school. An early start in mainstream playgrounds or nursery schools, followed by education in ordinary schools and colleges, is the best preparation for an integrated life. Education is part of, not separate from, the rest of children’s lives; disabled children can, and are, being educated in mainstream schools with appropriate support. There are many different ways of achieving this. Disabled children have an equal right to membership of the same group as everybody else. A segregated education restricts that right and limits opportunities for self-fulfilment. Children with Special Needs do not need to be separated or protected. The benefits of inclusion are two-way but most of us haven’t experienced that yet. Segregation restricts our understanding of each other.

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.

Visually Impaired students with similar deficits are grouped together in Special Schools, which usually believes that it will create more effective and appropriate learning environment. Tuition in Special Schools for Visually Impaired students, focuses on identifying and eliminating deficits
and backlogs. Unfortunately, the opposite often happens. In Special Schools the students have not progressed at a rate that allow for a successful transition into community life. Moreover students, who do masters in certain skills, often fail to retain the newly acquired skills or they cannot replicate them in situations outside the classroom.

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. The assumption of taking every child as normal will rather increase and the feeling of discrimination will decrease. Inclusive education is an ideology and not a programme. It is a concept of effective schools where every child has a place to study and teachers become facilitators of learning rather than providers of information. Inclusion is the general goal in developing nations and the ways of facilitating inclusion are many.

Science cannot reconcile issues of value; both relevant knowledge and appropriate values are needed for effective decision-making. Therefore the variables that have attracted the attention of researcher are Value 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.

The problems, therefore is of great value to the visually impaired, parents, educationists and psychologists and society. That’s why the researcher has tried:

- To determine if it is possible to identify the Values of Visually Impaired and Sighted Students.
- To discover if Values could be used to facilitate Academic Achievement.
- To investigate significant difference in Special Schools and Inclusive Schools in concern of Values, and
- To analyze Academic Achievements of Visually Impaired students and Sighted Student.

1.4 STATEMENT OF THE PROBLEM

The present study is concerned with the Values 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.”
1.5 MEANINGS AND DEFINITIONS OF THE TECHNICAL TERMS USED

The key terms used in this study are:

Visually Impaired, Inclusive School, Special School, Value Pattern, Academic Achievement,

(I) Visually Impaired: The individual with …

1. Total absence of sight
2. Visual acuity not exceeding 6/60 or 20/200 (snellen) in the better eye with the correcting lenses; or
3. Limitation of the field of vision subtending and angle of degree or worse field of vision subtending and angle of degree or worse.

(REHABILITATION COUNCIL OF INDIA ACT 1992)

(II) Inclusive School: A School

- educating children with disabilities which they would attend if they did not have disabilities
- providing services and support that parents and children with disabilities need in order to be in normal settings
- supporting regular education teachers and administrators
- having children with disabilities follow the same schedule as other children
- encouraging friendships between children with disabilities and their classmates/peers without disabilities
- teachers and administrators taking these concerns seriously
- teaching ALL children to understand and accept differences
(III) **Special School:** A school where children with learning difficulties or physical or mental disabilities are taught.

(IV) **Values:** For the present study, the term 'value' has been classified and defined as 'dispositions' which incline us towards specific structures, tasks and pattern of behavior.

‘A value is, what is desired or what is sought. Values may be operationally conceived as those guiding principles of life which are conducive to one’s physical and mental health as well as to social welfare and adjustment and which are in tune with one’s culture.’ *M.T. Ramji*

Value Pattern recognizes that some Values are more important to a person than other values, how a person keeps his values in preference. *(knowledge value, economic value, aesthetic value, patriotic value, health value, social value, capacity and power value, religious value).*

(V) **Academic Achievement Record:** According to the Dictionary of Education (Carter 1965) academic achievement means "the knowledge attained or skills developed in the school subjects, usually designated by test scores, or by marks assigned by teachers or both."

Academic Achievement Record is the self constructed tool to measure Academic Achievement of students in which marks assigned by teachers in different school subjects are recorded.
1.6 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 the Visually Impaired students studying in Special School.
5.2 To study the correlation between the Value and Academic Achievement of the 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.

1.7 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 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 Achievement of the Visually Impaired students studying in Inclusive School.

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

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

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

10. There is no significant relationship among the Values of Sighted Students studying in Inclusive School.

1.8 DELIMITATIONS OF THE STUDY

It is a well-known fact that research is a time consuming, expensive and tedious job which researcher undertakes voluntarily with definite purpose in mind. He is to concentrate his effort towards making meaningful inference about a specified population on the basis of observations, based on a limited sample because it is difficult to study on the whole population. The resources in hand being limited, the researcher has to delimit his course of action. 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 is limited to the Inclusive Schools and Special Schools situated in Delhi city.

4. In the present study Sadgun Vikas Mapni has been used to measure the Values.

5. 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.