

Comparison of Education System between Special and Integrated Schools for Visually Impaired Students in Bangladesh

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Abstract

The present study is designed to understand the comparison of visually impaired students, attending the special and the integrated schools. This study has been attending special and the integrated setup in Bangladesh. The study was documentary analysis type. Data and information were collected from secondary sources. Data and information were collected from the secondary sources such as from Books, Research Report, Journals, Magazines, Periodicals, Websites of different Government and Non Government Organizations, Internet etc. Results indicate that there was a significant difference in the comparison of the visually impaired students in the area of home, school and personal in special and integrated set-up.

Keywords: Special Education; Integrated Education; Inclusive Education; Special School; Integrated School; Visually Impaired; Touch; Braille; Adjustment; Resource Teacher.

INTRODUCTION

A visually impaired child is defined, in terms of visual acuity, field of vision, and visual efficiency. "Visual Ability" of the eye to see distant objects clearly is assessed using the Snellen's chart, developed by Herbart Snellen, a Dutch doctor. The chart starts with a big 'E' which a normal eye can see at a distance of 200 ft. When vision of a person is so handicapped or impaired that to see the 'E' clearly he has to come within 20ft. of it or nearer, he is then considered legally blind. His vision is assessed as 20/200 in the better eye. It simply means a legally blind person sees something at 20 ft. distance which can be seen by a normal at 200 ft. easily. The children are partially sighted whose visual acuity does not exceed 20/70. Visual impairment is a condition in which a student's vision is deficient to such a degree that it significantly affects his school functioning. Another description may also be used to classify an individual as blind. If the visual field is severely limited, that person may be considered blind even if visual acuity is better than 20/200. This visual field limitation is often called tunnel vision. If the visual field is not greater than 20 degrees in width, the individual can still be classified as being blind even though visual acuity is not within typical range of the vision in his better eye (after correction) is less than 20/70 but better than 20/200. Such children need special equipment's and are often taught in special classes or resource rooms that provide special methods and materials. In many cases they can be educated in a regular class if special material and equipments are provided. A person is defined as 'Blind' if his vision or visual acuity (after correction) is 20/200 in his better eye. This visual acuity is in general inadequate for education through the eyes, and special techniques have been devised to make possible education through tactual and auditory channels (Panda, 1997) [13]. Educationally defined, the Visually Impaired Children are those whose visual loss indicates that they should be educated chiefly through the use of Braille tactile and auditory materials. The partially seeing child is defined as one who has some remaining useful visual materials as part of the educational program.

Visual impairment occurs when any part of the optical system is defective, diseased, or malfunctions. If the visual impairment is the result of a defective part (or parts), and is usually present at birth is called congenital. These include missing parts (e.g. absence of iris; absence of the eyes themselves),

defective systems (e.g., dislocation of the lens; holes in the retina; drainage systems that are stopped up), and hereditary conditions (e.g., refractive errors due to eyeballs that are too short or too long; improperly shaped corneas; albinism). Diseases can be pre-natal, at birth or post-natal (e.g., damage shortly thereafter birth), or adventitious (acquired later in life) e.g. diseases that develop gradually such as diabetic retinopathy. (Panda, 1997)[13]

OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

1. To compare education system between special and integrated schools for visually impaired students in Bangladesh.

METHODOLOGY OF THE STUDY

The study was conducted in Bangladesh. The study was documentary analysis type. Data and information were collected from secondary sources. Data and information were collected from the secondary sources such as from Books, Research Report, Journals, Magazines, Periodicals, Websites of different Government and Non Government Organizations, Internet etc.

DEFINITION OF KEY TERMS

Education

Education means harmonious development body, mind and soul (Poet Milton). In other word, education is the process through which desirable changes occur in human body.

Regular/Formal Education

Regular education means the type of education, which follows national curriculum and every school eligible (considering age, background of education etc.) citizen has equal right to get access there. This type of education is comparatively rigid in timeline or age limit, goal-oriented, planned, and state controlled and stratified. However, it is the core initiative of any government of any country regarding educational activities.

Educational Placement

Selecting the appropriate educational provisions (Special education, Integrated Education, Inclusive Education or Home service) for school-age children on the basis of screening of their special needs (i.e. disability), aptitude and learning performance.

Special Education

Every child is unique, and every child needs help in developing and adjusting to life. Some children need more help than other. And some need special help over longer or shorter periods of their lives, for example, during their school years. This special, extra help is often referred to as 'Special Education' (Jonsson, 1994).

Integrated Education

The pedagogic concept of integration refers, "it involves the admission of children with special educational needs in 'ordinary' or 'regular' schools and may be described as 'pedagogic integration'. This may be mandatory under legislation, or it may take the form of statements of policy which aim to encourage such integration" (UNESCO 1996). Those practices and measures in the sphere of education, which maximize a person's (potential) participation in the mainstream of their culture (Wolfensberger, 1972). Educational integration refers to measures taken to provide education within the regular education system with some extra support (i.e. resource room, resource teacher etc.) for children with special educational needs.

Inclusive Education

Inclusive education is an approach to improve the education system by limiting and removing barriers to learning and acknowledging individual students needs and potential. Inclusive is not a new concept

in education. It is the full acceptance of all students that leads to a sense of belonging within the classroom community.

Figure 1: Students of Inclusive Educational Institutions are playing all together



Inclusive education has been internationally recognized as a philosophy for attaining equality, justice and quality education for all children, especially those who have been traditionally excluded from mainstream education for reasons of disability and other characteristics. Inclusion education came as a rescue mission in the actualization of educational and psycho-social services for person with visual impairment. Ajuwom (2008) identifies the following principles of full inclusion to include: placement in the neighborhood schools, zero rejection philosophy, no special classes or school, co-operative teaching, and special education support given to regular education. For children or students with visual impairment to maximally benefit from inclusive education programmes, there is need for a formal and clinical assessment of vision. In our society, most of the communities used the Snellen “E” and “N” charts as assessment tool. The purpose of it is to determine the nature (type and degree) of disability inherent in each individual with visual impairment. This will enable the class teacher and the specialist make provisions for them in terms of materials and support services (Beatrice and Janet, 2003).

“Inclusive Education is an approach, which addresses the needs of all learners in a regular classroom situation including learners with special needs, and creates an effective classroom environment where the educational needs of all children irrespective of ability, socio-economic or cultural consideration. Inclusive Education means improving the learning environment, so that all children can learn successfully. The school and the teachers accept that educational environment is flexible and could find ways to meet the needs of all children. Teachers must have knowledge to help all children in the class when they face learning problem. There should be a spontaneous acceptance of learners with disabilities so that they can learn with all other children in the class” (UNESCO 2001). Inclusive education gives all the learners including learners with disabilities right to enter into nearest regular school of the community.

Special School

A residential educational set up where visually impaired students admitted exclusively in order to cater their special needs accordingly to special curriculum by special teacher.

Integrated School

Visually impaired students admitted with non-disabled counterparts with little or no modification in the existing curriculum for non-disabled students taught by general teacher while the resource teacher provides them curriculum.

Impairment

Impairment is an abnormality in the way organs or systems function, but which is treatable. Impairment usually refers to a medical or organic condition, e.g. shortsightedness, hearing problems, cerebral palsy (WHO, 1988).

Visually Impaired

In an educational (functional) definition, visually impaired or totally blind are those who are so severely challenged that they must learn Braille to read and write while low vision students can still use their residual vision as a primary sense to deal with day-to-day visual demands with suitable assistive devices.

Visual Impairments

Visual impairment is defined as the absence of vision in one or both eyes with either a visual acuity not exceeding 6/60 or 20/200 (on the Snellen's chart) in the better eye, even with correcting lenses, or a limitation of the 'field of vision' subtending an angle of 20° (degrees) or worse.

Handicap

A handicap is the social or environmental consequence of a disability. Most people with a disability do not feel handicapped till society makes them handicapped by creating barriers of rejection, discrimination, prejudice and barriers to physical access, preventing them from making choice and decisions that affect their lives. For example, if a child who uses a wheelchair cannot enter the community school, he will have a handicap in making use of the school. When the school is made accessible for users of wheelchairs, this handicap disappears. (WHO, 1988)

Disability

A disability is the functional consequence of impairment. If a child with polio (impairment) cannot walk because of this impairment, (s)he has a disability. However, if impairment is corrected (e.g. short sightedness can be corrected with glasses), then the person has no disability (WHO, 1992). Disability is a permanent condition of a person.

Hearing and Speech Disabilities

Hearing impairment is defined as the inability to hear any sound of an intensity of 40dB or more in the better ear. Speech disability is defined as the partial or total inability to utter meaningful phonemes.

Intellectual Disabilities

Intellectual disability is defined as the delayed and/or immature intellectual development and functioning, not developed at par with the person's chronological development, and where the Intelligence Quotient (IQ) is below the average range (100). Mainstreaming means that children with disabilities are placed in mainstream general schools provided they are able to follow the mainstream curriculum without problems. Mainstreaming occurs for children who suffer from (chronic) illness, which have no impact on their cognitive ability. For example: Children with epilepsy are normally mainstreamed, but also children with mild visual or hearing impairments or those who only have a physical disability. (Jonsson, 1994).

Physical Disabilities

Physical disability is defined as the loss of one or more limbs, or the sensation in limbs, either partially or totally, or if limbs are weaker than what is considered average for persons within the same age and sex group, having similar physique. It also refers to the physical deformity and/or abnormality, and/or the permanent loss of physical equilibrium. In most cases, the children with cerebral palsy (CP) are considered as physically disabled. Children with mild CP will require very little adaptation. But children with severe CP may require special seating, special desks and communication boards. The child may even require assistance to use the toilet.

A Comparative Study

A comparative study means the social system of two projects, i.e. one that analyses the similarities and difference between them.

Touch

It is through sense of touch that the VIC gets concrete and precise knowledge of the world around him. Only by feeling and tactually exploring the VIC gets realistic information about object’s shape, size, texture, smoothness weight, surface qualities and temperatures. Usually the teacher can give verbal description when the VIC is tactually exploring the object. This can help in correct concept formation.

Figure 2: Teacher is teaching visibly visually impaired students by touching objects

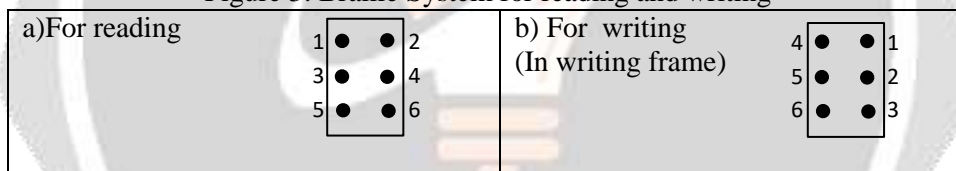


Parents can encourage the child to feel different objects around the house. This is the first step in teaching the child to use his hands. It will help in increasing his finger movements. The training activities may include grasping and holding objects, transferring objects from one hand to the other, exploring objects, moving fingers, tactual discrimination, fine muscle control. Many of these activities will also be important for teaching pre-Braille skills.

Braille

Braille is the system of embossed signs which are formed by using combination of six dots, arranging and numbered thus:

Figure 3: Braille System for reading and writing



Adjustment

Adjustment is the process of finding and adopting modes of behavior suitable to the environment or change in the environment. The favorable natural and unfavorable adaptation of an organism to external and internal stimulation and process by which individual or groups accept compromise with or acquire with forces or one another (C. V. Good 1959). In the present study only ability to adjust in home, school and personal area was taken into consideration.

Visual Efficiency

Visual efficiency refers to how well a person uses whatever vision present. This includes the ability to control eye movements to discriminate objects from their background and to pay attention to impairment details (Beatrice and Janet 2003, Yao and Prosper 2011).

Orientation & Mobility

The training that teaches the visually impaired person to move around the environment freely and independently is popularly known as orientation and mobility.

Totally Blind

Totally blind which means the individual receives no useful information through the sense of vision and must use tactile and auditory senses for learning (severe impairment).

Functionally Blind

Functionally blind which means learners learn mostly through other senses but may be able to use vision to supplement information receive from the other senses. They would need to use Braille to learn to read. Functional vision cannot be measured using visual field and visual activity tests.

Low Vision Learners

Low vision learners primarily use vision as a means of learning and with magnifying devices. They may learn to use print (Mild to moderate impairment)

Concept Development

Refers to development of knowledge, skill, problem solving and dispositions which help children to think about and understand the world around them.

Language Development

It is process by which children come to understand and communicate language in early childhood.

Resource Teacher

A specialist who works with students who are having difficulty learning in the regular classroom setting. This teacher serves as a consultant to the regular classroom teachers and searches to secure appropriate to teaching these children (Punani and Rawal, 1997).

Disability Defined

Given that this paper aims to bridge comparison education and the topic of disability, careful consideration was made in choosing a definition of disability that would be internationally representative and culturally sensitive. To reflect an internationally respected understanding of disability, the characterization of disability as outlined in the United Nations Convention on the Rights of Persons with Disabilities (CRPD) was adopted. Herein, disability is defined as, “those who have long-term physical, mental, visual impairment, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others” (United Nations General Assembly, 2007, Article 1). This definition was selected not only because it reflects an internationally respected understanding of disability, but also because it is inclusive in nature. Specifically, the CRPD definition is inclusive in that it does not limit the analysis to any particular type of disability, such as cognitive impairment or physical disability.

Special Education School

Special education school being like this school whither all students are visually impaired. There are hostel arrangements in this school. Visually impaired children live at here in the course of study and go to home in end week or in vocation. At first be start like this school in France in 1784 A.D. Special education program be coming practice important introduction in afield of visually impaired children of education inclusive excess time of two hundred years.

[Source: Education for disabilities and rehabilitation, 1997] In other word, a residential educational set up where visually impaired students admitted exclusively in order to cater their special needs accordingly to special curriculum by special teacher.

Figure 4: Students of Special Education School are learning in class room



Integrated Education School

Visually impaired children go to own area residing in general school regularly. Deductively students in general: Stay within doors and with their eyesight brother-sister and benefactors. They do study general classroom nearby general teacher and stay special train up teacher with visually impaired. Visually impaired children getting excess assistants service from special train up teacher. At first be start this method in America in 1900A.D and it became popularly. This method gain extent another country of world in sixty decades medially time. [Source: Education for disabilities and rehabilitation, 1997]

Figure 5: Students of Integrated Education School are learning in class room



In other word, a Non-residential educational set up where visually impaired students admitted students admitted with non-disabled counterparts with little or no modification in the existing curriculum for non- disabled students taught by general teacher while the resource teacher provides them curriculum.

History of Education for the Visually Impaired in Bangladesh

Though social welfare program started in this country from 1955 A.D, visually impaired education started in Bangladesh in 1957A.D. Helen Keller came to Dhaka one stage of Asia confers in 1955 A.D. Helen Keller were honoured and received by the then East Pakistan Government. Her cognition depth beholds membership of Rotary Club swoon. Among them be born a new mind. Each and every visually impaired child of Bangladesh become one-one person Helen Keller, just this goal at attempt Rotary Club is inspired of Dhaka at Tajgaon industrial city by found a school named Rotary Visually Impaired School happy Introduce of Visually Impaired education. In 1958 A.D named Islami Visually Impaired another nongovernment Visually Impaired School be founded in Dhaka. Officially founded Visually Impaired School at Chittagong, Rajshahi, Khulna district city at 1962 A.D. Visually Impaired School was founded at Barishal district city in 1964 A.D. In 1964 A.D go up P.H.T center in Dhaka Asad gate, Rotary Visually Impaired School and Islamic Visually Impaired School by assumption directorates of social services be established Government Visually Impaired School.

At present there are the five visually impaired schools in Bangladesh. Where just would have been arrangement to methods of special education of study for visually impaired children. The Government visually impaired schools have been arrangement including residential amenities of study until class five. Special enterprises of related headmasters have been arrangement including residential amenities of study until SSC examination.

After the war of independence, war-torn in country, many children in mothers' womb and the pathetic conditions of disable people in various places of Bangladesh such as in Rail way Station, Bus Station, Lons Ghat, Ferry Ghat, considering the horrible conditions integrated education program for the visually impaired children were started by the government authority at 47 subdivision and 17 district at town in 1974 A.D. Which were included at the 47 district in towns. Integrated education program for the visually impaired can't bring to taxiway any result until 1978 A.D. When be abortive bring to taxiway result in integrated education program for the visually impaired then Mr. Munsur Ahammed Chowdury's special effort named A B C (Assistance for Blind Children) Non-Government Institute in 1979A.D. due to constructs six hostel in integrated education program introduce one new of horizon of improvement. Hereupon prove that don't succeed improbable without hostel at poor countries in the integrated education program. Department of social services build the five hostels at integrated

education program for the visually impaired In 1982 A.D. This program became succeed to start eleven hostels. Which this program may be told partial integrated program. Main objective was disable children will study to local school from respective environment. But socio-economic situation of Bangladesh, communication system, uneducated family and poor parents in favor not possible teach-in visually impaired children at normal school. Because of that family can't send on capable power of vision completed children to school. That family in favor of a visually impaired children send on to school have been need of another co-operator or sighted guide, in which not possible in favor of poor parents. Therefore is too admission at hostel devoid integrated education program to effort of related officer (Resource Teacher), next time for communication become deprive to education.

In 1978 A.D by vocational training of disabilities self- dependent for pre cultivate be start vocational training and rehabilitation center (ERCPH) at Tongi in Gazipur. Whither there is Braille Press for visually impaired educational equipment Braille Book Printing. In 1987 National Center for Special Education (NCSE) were founded. Whither there is give every kind of disabilities education-training there is running Bachelor of Special Education (B. S. Ed) and Masters of Special Education (M. S. Ed) course for creating expert teacher. In 1995 A.D be turn on remaining the 17 district anew including hostel integrated education program for the visually impaired to taxiway come start advantage. That's all at integrated education program had not hostel, same all at the 37 program turn on officially hostel at the time to 2013 A.D until 2016 A.D. At present the 64 district have been hostel at integrated education program. The visually impaired children of these districts don't go to divisional cities. They desire can accept integrated education stay at own district hostel. Then many students from special education program until class five after accept education be admission in class six at integrated program caused by reading until SSC examination. Then department of social services by courtesy of somebody and it's accept higher education in university get instruction of direction. [Source: Education for disabilities and rehabilitation, 1997]

Advantage and Disadvantage of Special School

a. Advantage of Special School

1. There stay nurture obtained expert teachers in this type of school. There are teaching methodically of learner needed according.
2. There are all the student visually impaired or low vision in this school. There become stay supply appropriate education equipment of visually impaired in this school.
3. There stay few students to each class room in this school. For this are sampling take care in favor of teacher there to each one need based separation.
4. There stay hostel arrangement for this visually impaired students in this school. For this to lesson study time in the school or before its or after its every day out of curriculum for the visually impaired children skill growth for teach enough time stay necessary subject. This excess assistance works have been lay into orientation and mobility, daily lifestyles techniques.
5. There stay nurture obtained expert jobholders in the special hostel. They special care giving all time to disable students and lend need based cooperation.

b. Disadvantage of Special School

1. Main purpose of education is socializing and rehabilitation. The visually impaired students be deprive to opportunity of fraternization with general students in the special education school, which after life their give rise to problem in case of rehabilitation.
2. They are deprive to parents and siblings affection care in hostel while.
3. A lot of time severe rules of school and hostel become intolerable to visually impaired students.
4. A lot of jobholders of hostel characterized advancement by wrong supremacy on the disable students. The disable students homegrown as a kindness man.
5. All hostel provided that allotment by Government that most time insufficient, a lot of time don't provide food according demand of children.

Advantage and Disadvantage of Integrated School

a. Advantage of Integrated School

1. Visually impaired students live with indoors of integrated education program and they go to normal school laying of near house. In that case disable children can hobbyists with their family members. They get affection care of father, mother, brother, sister and neighborhood.
2. Poor families visually impaired children speakers consider at present each and every integrated education program for the visually impaired hostel have been arrange. Hereupon give scope poor families visually impaired students at priorities ground.
3. At integrated education program for the visually impaired students become stay supply appropriate education equipment of visually impaired.
4. In on normal school for learning get co-operation of normal children and visually impaired children can learn social manner since with normal children.
5. There are expert and training obtained teachers in the integrated education program. They lend need based help and co-operation by learners.
6. There are expert teachers in the normal school and teachers are expert respective subject. Disable children of integrated education program are much benefited from instructive teaching of experience teachers.
7. There are various completed talent students in the normal school, visually impaired students can be creating as a good students himself appear with normal talented students.
8. There are many students homegrown of competition mental attitude in the integrated education program. Again between normal children and visually impaired children are point at competition that taxiway bring result at learning.
9. At this program accept of hostel amenities be scope until HSC Learning.

b. Disadvantage of Integrated School

1. At hostel stay disagree such disable children this arrangement stay with poor uneducated parental are deprive developed improvement of special education.
2. Poor parent don't feeding correctly of visually impaired children, very difficult are run to cost of read on them. So children are discourages and feel moodily.
3. He or she doesn't get good behavior to families or societies because of ignorance of family or society, further take on the task.
4. Disable children become rotten of respective families for dislike or very much like.
5. Disable children don't present at school regularly become different problem of communication arrangement.
6. Normal power of vision completed children so much time for this not homegrown good relation. So interrupt original purpose.
7. There are many students in the normal school so in favor of teacher is not possible give to special eye.[Source: Education for disabilities and rehabilitation,1997]

Advantage program or better program in background of Bangladesh:

Background of Bangladesh of special education school and integrated education school advantage, disadvantage and according of research information individuating integrated education program system is advantageous. In the other words integrated education program is better education system for the visually impaired students.

[Source: Education for disabilities and rehabilitation, 1997]

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