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## **Factors contributing to the efficiency of heads of Schools for the visually impaired as an administrator and teacher**

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### **Abstract**

The present study was focused on to identify the factors that contribute the increased level of efficiency of the heads of schools for the visually impaired children. Due to lack of time the study was limited to the schools located in the Northern states of India. A check list " Heads' Efficiency As Administrators and Teachers Measurement Check List" was develop for elicit responses of the heads about various dimensions such as Educational and Professional qualification of the heads, Experience of the heads, Freedom in decision making, Delegation of responsibilities/ power to fellow teachers , Continuing education for self improvement, desire to acquire more educational qualification, Involving teachers in democratic decision making, Involving students in democratic decision making etc. which could have baring on the level of efficiency of the heads. From the present research can be concluded that the efficiency of the heads both as administrators and as teachers depend on their qualification (academic, professional and special education) and also the number of teachers giving support to them in day-to-day administration of the schools. On the other hand the efficiency of the heads depend on the years of experience of the heads for the efficient functioning of the schools for the visually impaired as administrators and as teachers.

**Keywords:** Visually Impaired, Head, Efficiency, Administrator

### **1. Introduction**

School is a unique place which is established to achieve the national goal of providing education to the children and youth of a country. Staff and Students, parents, community, society at large, management all contribute to the human potential that is available in a school. And when we talk about the school for the visually impaired children then these resources will be more useful for the school administration. School structure and other amenities provided make the material resources. The above mentioned resources are used by the Head for the growth and development of school for the visually impaired. The efficiency of the head of school for the visually impaired children as an administrator and as a teacher depends on how effectively he/she makes use of these resources for the enhancement of the school for the visually impaired children. Several factors influence the school system which comprises of all the above resources and success is only an outcome of managing these resources by the principal or head of the institution of the visually impaired children.

It is the duty of the head to exercise control over the finance of the school, office and hostel for the visually impaired children. Smooth and efficient running of the school depends upon skill in planning. Before the opening of the fresh session, he is expected to plan out all the activities that are likely to take place during the course of the year. This is particularly a hard task if we consider the paucity of instructional materials for the education of the visually handicapped in the Indian Market. Moreover, due to apathy and ignorance of the society, the blind schools are always in financial troubles. Either the head has to depend entirely on Government aid (which is difficult to get, and when it comes, it comes in trickles) or he has to go out with a begging bowl for public donations (in some cases, he has to sacrifice his ideals). Since he is solely dependent upon public charity he cannot say with certainty whether he would be able to meet the needs of his pupils in terms of Braille Equipment, Braille books and travel canes etc.

Apart from maintaining routine office records, he has to maintain and manage a huge number of varied types of records (history sheets, medical and counsellors report, different assessment results, progress reports, cumulative record cards etc.), some of which are quite different from records maintained in regular schools. Thus, while the number of pupils is smaller than those of regular schools, the number of documents concerning individual pupil is greater in special

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Schools. In a residential school for the visually impaired children, the hostel occupies the same important position as the school itself. The head is responsible not only for academic learning, but also for the development of life skills of the visually handicapped pupils. A child spends the major portion of his day in the hostel; so, what and how he learns there also constitutes the domain of the headmaster. The hostel staff depends on him for direction and guidance because the inmate's problems, due to their visual impairment, require expert handling.

The head is the main link between the managing committee (or the Government department) and the school for the visually impaired children. Since the head is most often the only specialist he has to present and justify the case of the school to them for getting finance, recognition for teaching new subjects and initiating new programmes. Though the appointments are made by the managing body, he plays the most important role in selecting the personnel (be he an office clerk or a teacher) because he is considered to be the best judge of what is required and what is not in the development of education of visually handicapped children.

**Rationale**

In these days the schools or institutions especially school for the visually impaired children have become very complex. The society becomes very dynamic and vibrant. Therefore, we have to change the existing educational system for the visually impaired. The responsibilities to run the special schools must be given to an intellectual and knowledgeable person. Hence the task of the heads of schools for the visually impaired children in present scenario is that of the social and educational engineer, who managed the school for them as well as the communities, provide necessary input to the visually impaired children to grow their knowledge and skills in the classrooms, so that they can live in the society with dignity and self-respect and to enable them to make necessary contribution for the development of their society. Simultaneously, the teaching methods and techniques for the visually impaired children in the classroom are going to change with the advent of educational technology.

The principal should be strong administrative leader, good at planning and execution and sets high levels of achievement target for the staff and the students.

In the 21<sup>st</sup> century the special schools are to become the centre of excellence in the field of disability. The special schools are unique because they are the social institution and serve to children with visual impairment.

Efficiency of the heads as teachers and administrators have many dimensions like qualification of the head, experience of the head, experience of head non-disability area, teachers' strength, locality of the school, result of the school, strength of the students, strength of the boys, strength of the girls etc. The purpose of the study is to find out of what extent different special school related variables and personal characteristics of the head contribute to the efficiency of the head as an administrator and as a teacher. Parameters that would contribute to effective schools have to be redefined. This research is aimed at achieving certain guidelines, which could be considered as some parameters to make effective schools and efficient heads. These parameters are suggested by practicing heads because they are the right people to highlight the issues involved in the existing system. Hence there is a need for such a study.

**Objectives of the study**

The main objectives of the study were to find out to what extent different special schools related parameter contributes to the teaching as well as administrative efficiency of the heads of schools for the visually impaired children.

- 1) To compare the qualification of the head of the schools for the visually impaired children with the level of efficiency of the heads as administrators and as teachers.
- 2) To compare the experience of the heads of the schools for the visually impaired with the level of efficiency of the heads as administrators and as teachers.
- 3) To compare the disability of the heads of the schools for the visually impaired children with the level of efficiency of the heads as administrators and as teachers.
- 4) To compare the teachers strength of the heads of the schools for the visually impaired children with the level of efficiency of the heads as administrators and as teachers.

**Method**

The descriptive method has been used in this study. Descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held; processes that are going on, effects that are evident, or trends that are developing.

**Universe**

The universe of the present study was the heads of schools for the blind located in various states of Northern India. Thus, all the heads working in special schools for the blind formed the universe of this study.

**Sample**

The investigator used purposive-com-convenience sampling procedure to select the final sample for the present study. There are 28 states and 7 Union territories in India.

**Variable**

S.No.	Variables	Levels
1.	Educational Qualification of the Heads	1) B.A. with Diploma in Teaching the Blind 2) M.A. with Diploma in teaching the Blind 3) B.A. B.Ed. with Diploma in Teaching the Blind 4) M.A. with B.Ed. (Special Education) 5) M.A., B.Ed. with Diploma in Teaching the Blind 6) M.A. M.Ed. (Special Education)/ M.Ed. with Diploma in Teaching the Blind 7) M.Phil./ Ph.D with Diploma in Teaching the Blind
2.	Experience of the Heads	1) <12 Years 2) 8-11 Years 3) 5-8 Years 4) >5 Years
3	Teachers Strength	1) <15 Teachers 2) 11-15 Teachers 3) 6-10 Teachers 4) >5 Teachers
5	Disability of the Heads	1) Visually Impaired 2) Sighted

**Tools**

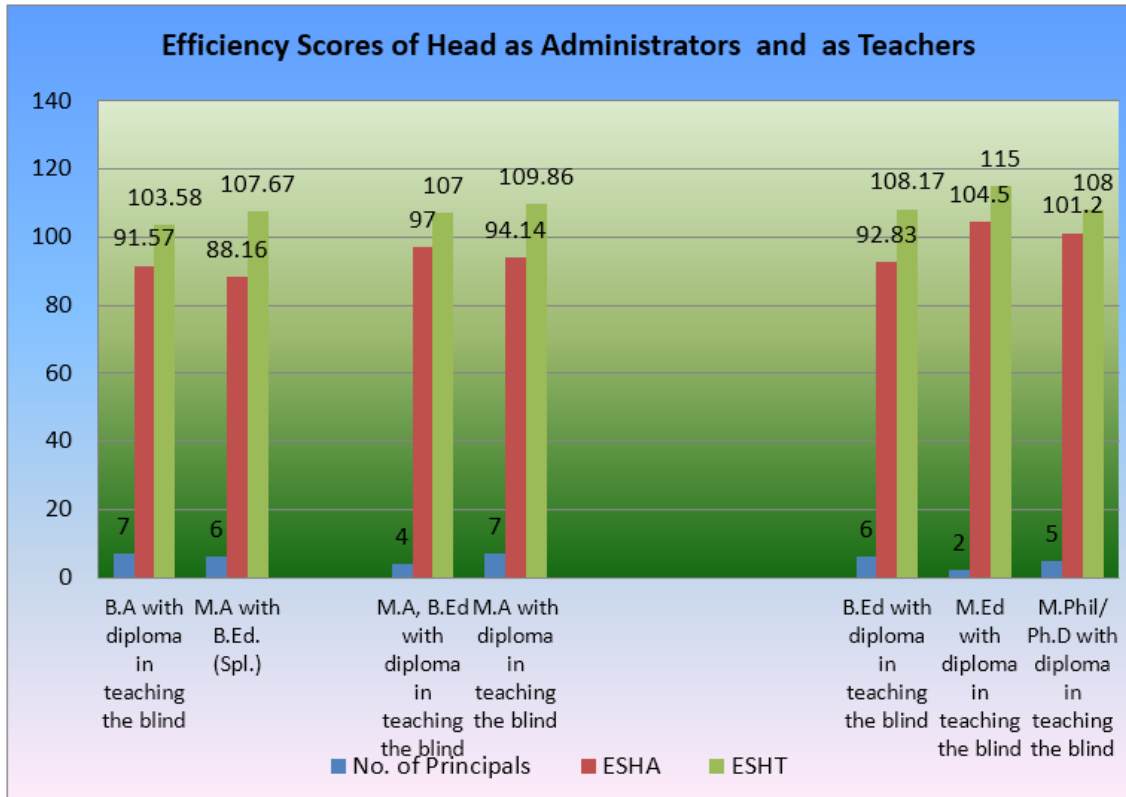
The investigator found while reviewing the literature that Mrs. Vijayan Ravi had written a number of statements which she used as items in her tool to study the efficiency of principals as administrators and teachers in private schools (2003). These statements formed the basis of a tool developed by the investigator in consultation with the supervisor. Near about a total of 100 items were included in the tool initially. While writing each item, the investigator ensured that there was no ambiguity in these items. It was also ensured by the investigator that each item should form a single theme and should not have double meaning. This was done in order to

ensure the face validity of the tool. Each item had three possible responses: Always, Sometimes and Never.

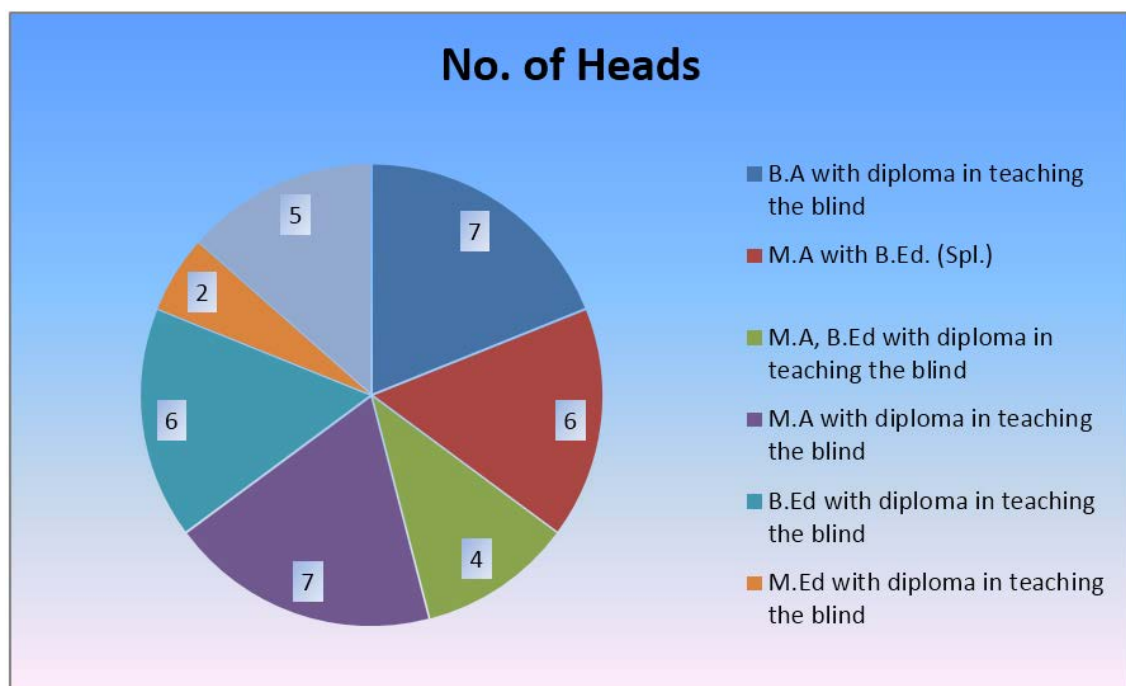
The investigator discussed with the experts in the field of special education these 100 items as per the suggestions of the experts as well as the supervisor, 23 items were dropped. Thus, the final tool Heads' Efficiency as Administrators and Teachers Measurement Check List was finalized.

**Discussion**

**1) Qualification and Efficiency Level of the Heads as Administrators and as Teachers**



**Fig 5.1**



**Fig 5.2**

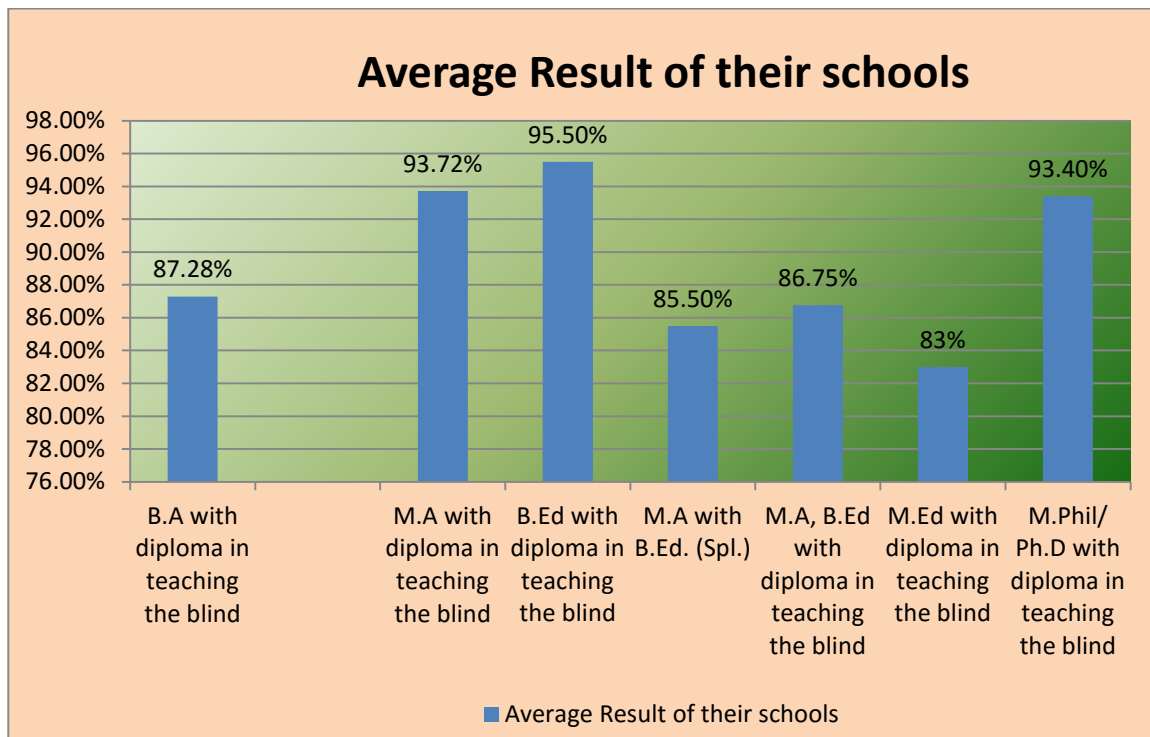


Fig 5.3

It can be seen from the foregoing figures 5.1,5.2 and 5.3 that no significant difference was found between those heads as administrators who have B.A. with diploma in teaching the blind and M.A. with B.Ed. (Special Education), B.A. with diploma in teaching the blind and M.A. B.Ed. with diploma in teaching the blind, B.A. with diploma in teaching the blind and M.A. with diploma in teaching the blind, B.A. with diploma in teaching the blind and B.A. B.Ed. with diploma in teaching the blind, B.A. with diploma in teaching and M.A. M.Ed. (Special Education)/ M.Ed. with diploma in teaching the blind, B.A. with diploma in teaching the blind and M.Phil./ Ph.D with diploma in teaching the blind, M.A. with B.Ed. (Special Education) and M.A. with diploma in teaching the blind, M.A. with B.Ed. (Special Education) and B.A. B.Ed. with diploma in teaching the blind, M.A. with B.Ed. (Special Education) and M.A. M.Ed. (Special Education)/ M.Ed. with diploma in teaching the blind, M.A. B.Ed. with diploma in teaching the blind and M.A. with diploma in teaching the blind, M.A. B.Ed. with diploma in teaching the blind and B.A. B.Ed. with diploma in teaching the blind, M.A. B.Ed. with diploma in teaching the blind and M.A. M.Ed. (Special Education)/ M.Ed. with diploma in teaching the blind, M.A. B.Ed. with diploma in teaching the blind and M. Phil./ Ph.D with diploma in teaching the blind, M.A. with diploma in teaching the blind and B.A. B.Ed. with diploma in teaching the blind, M.A. with diploma in teaching the blind and M.A. M.Ed. (Special Education)/ M.Ed. with diploma in teaching the blind, M.A. with diploma in teaching the blind and M.Phil./ Ph.D with diploma in teaching the blind, B.A. B.Ed. with diploma in teaching the blind and M.A. M.Ed. (Special Education)/ M.Ed. with diploma in teaching the blind, B.A. B.Ed. with diploma in teaching the blind and M.Phil./ Ph.D with diploma in teaching the blind, and M.A. M.Ed. (Special Education)/ M.Ed. with diploma in teaching the blind, B.A. B.Ed. with diploma in teaching the blind and M.Phil./ Ph.D with diploma in teaching the blind. This means that the heads as administrators who have M.A. with B.Ed. (Special Education) and M.A. B.Ed. with diploma in teaching the blind, and M.A. with B.Ed. (Special Education) and M. Phil./ Ph.D with diploma in teaching the

blind have no bearing on the efficiency of the heads as administrators.

Similarly insignificant difference was found between those heads as teachers who have B.A. with diploma in teaching the blind and M.A. B.Ed. with diploma in teaching the blind, B.A. with diploma in teaching the blind and M.A. with diploma in teaching the blind, B.A. with diploma in teaching the blind and B.A. B.Ed. with diploma in teaching the blind, B.A. with diploma in teaching the blind and M.Phil./ Ph.D with diploma in teaching the blind, M.A. with B.Ed. (Special Education) and M.A. B.Ed. with diploma in teaching the blind, M.A. with B.Ed. (Special Education) and M.A. with diploma in teaching the blind, M.A. with B.Ed.(Special Education) and B.A. B.Ed. with diploma in teaching the blind, M.A. with B.Ed. (Special Education) and M.A. M.Ed.(Special Education)/ M.Ed. with diploma in teaching the blind, M.A. with B.Ed.(Special Education) and M.Phil./ Ph.D with diploma in teaching the blind, M.A. B.Ed. with diploma in teaching the blind and M.A. with diploma in teaching the blind, M.A. B.Ed. with diploma in teaching the blind and B.A. B.Ed. with diploma in teaching the blind, M.A. B.Ed. with diploma in teaching the blind and M.A. M.Ed. (Special Education)/ M.Ed. with diploma in teaching the blind, M.A. B.Ed. with diploma in teaching the blind and M.A. M.Ed. (Special Education)/ M.Ed. with diploma in teaching the blind, M.A. B.Ed. with diploma in teaching the blind and M.Phil./ Ph.D with diploma in teaching the blind, M.A. B.Ed. with diploma in teaching the blind and B.A. B.Ed. with diploma in teaching the blind and M.A. M.Ed. (Special Education)/ M.Ed. with diploma in teaching the blind, B.A. B.Ed. with diploma in teaching the blind and M.Phil./ Ph.D with diploma in teaching the blind, and M.A. M.Ed. (Special Education)/ M.Ed. with diploma in teaching the blind, B.A. B.Ed. with diploma in teaching the blind and M.Phil./ Ph.D with diploma in teaching the blind. This means that the level of efficiency of heads as teachers who have B.A. with diploma in teaching the blind and M.A. M.Ed.(Special Education)/ M.Ed. with diploma in teaching the blind have no bearing on the efficiency

of the heads as teachers. Thus, it can be said that the higher or lower qualification of the heads as administrators does not account for more efficient administration of the schools for the visually impaired pupils. Similarly, the qualification of the heads as teachers does not make any difference in their efficiency. This is somewhat contrary to the general belief that higher qualification makes the heads more efficient and better teachers. A study conducted at Prince Edward Island School Administration, prepared for department of education, by James Macneill (2000), has concluded that principals should be well prepared for their positions indicated by high percentages with degrees at masters level with extensive teaching experience and experience in administration and the

another research conducted by Todd, Robert Patton (1965) found that principals with higher educational qualifications tend to be more flexible in matching their leadership styles to situational demands. This kind of research shows beyond doubt the findings by the investigator in this research. Though there is a study which has examined this issue, there is no such study available in the literature on special education. It is, therefore, desirable to probe further in this area to arrive at some conclusive results.

**Experience and Efficiency Level of the Heads as Administrators and as Teachers**

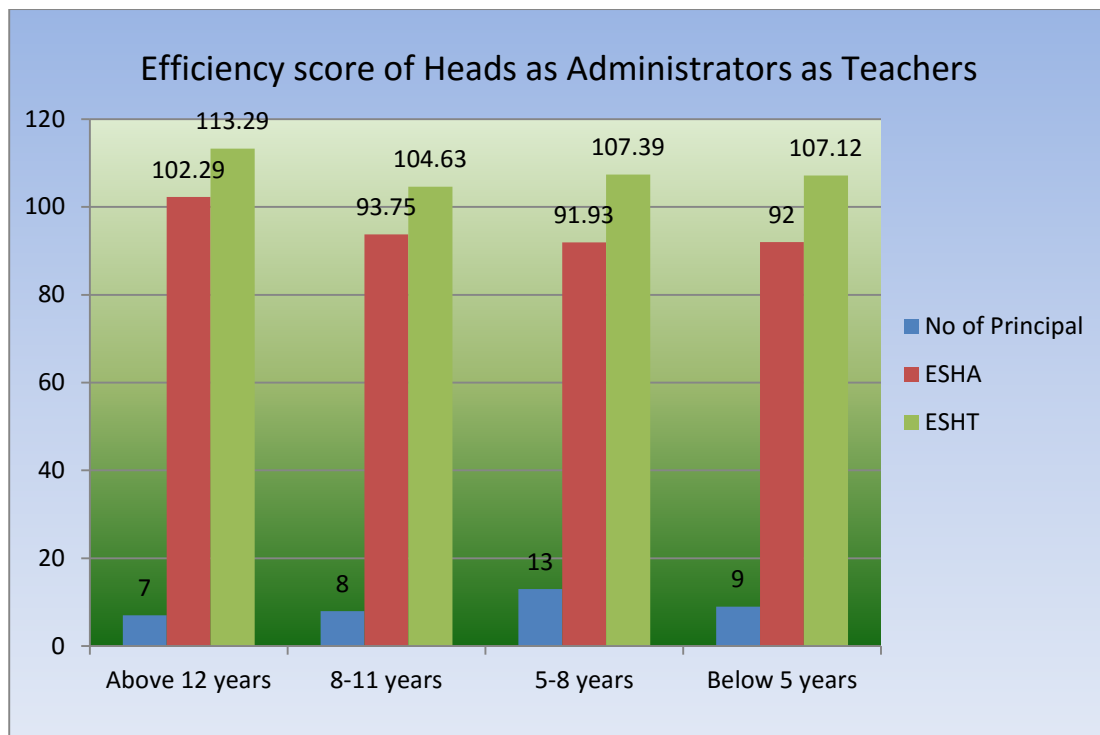


Fig 5.4

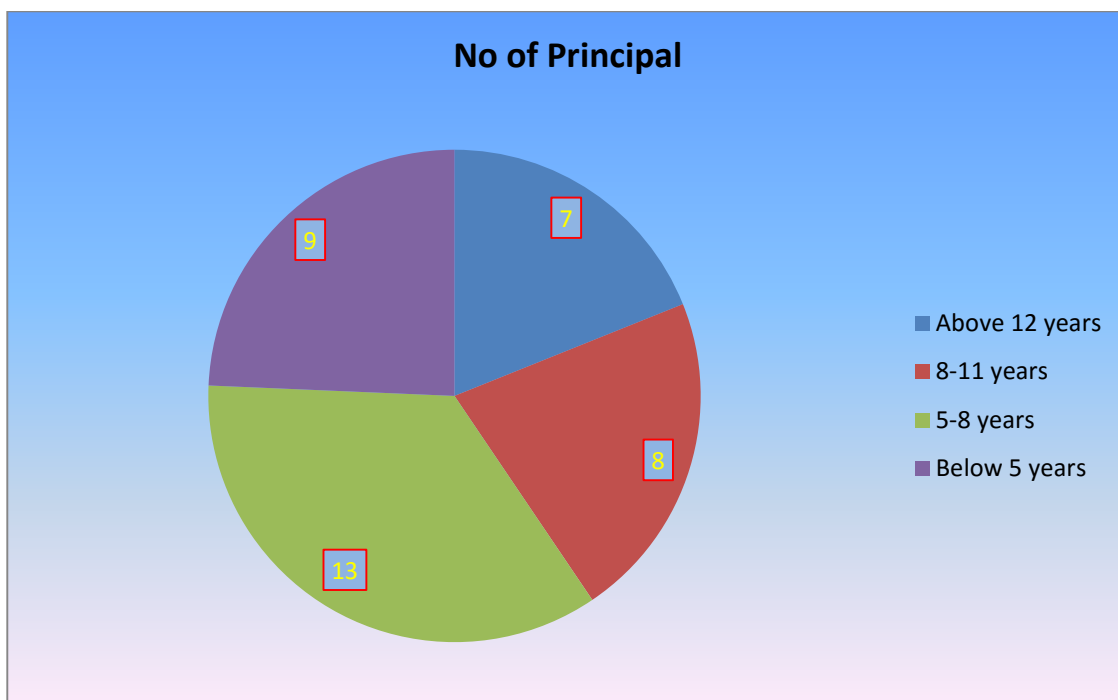
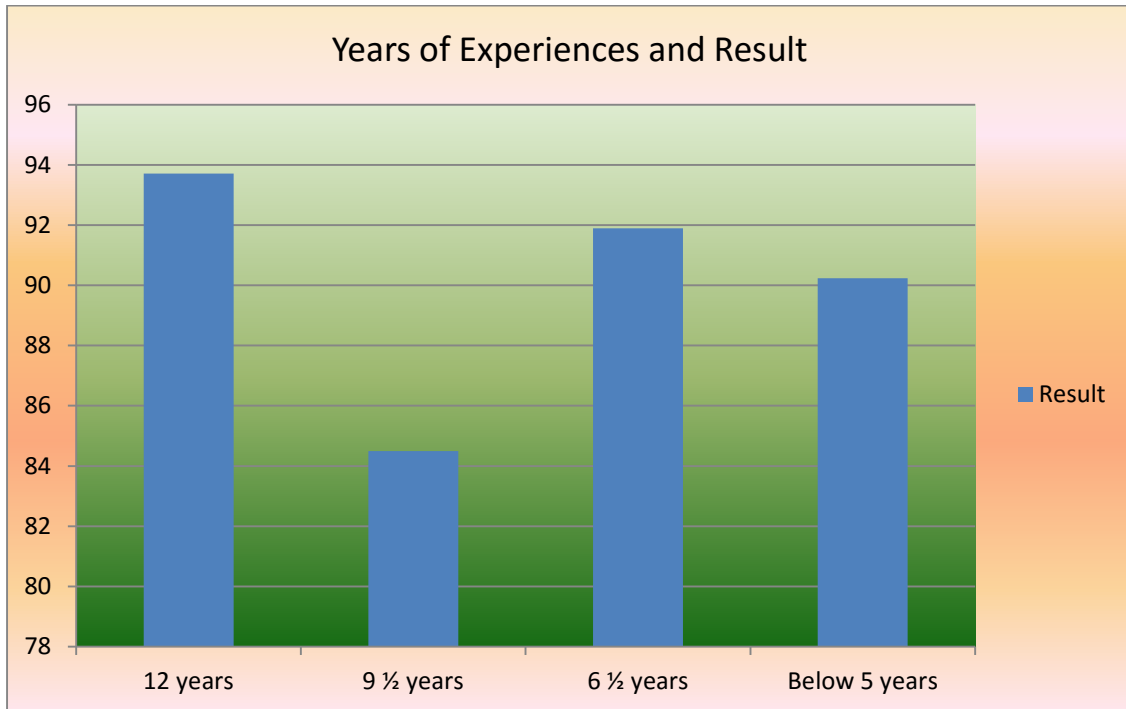


Fig 5.5



**Fig 5.6**

It can be seen from the foregoing figures 5.4, 5.5 and 5.6 that no significant difference were found between those heads as administrators who possess below 5 years and 5-8 years of Experience, below 5 years and 8-11 years of Experience, 5-8 years and 8-11 years of Experience, and 8-11 years and more than 11 years of Experience in the schools for the visually impaired children. On the other hand significant difference was found between those heads as administrators who acquire below 5 years of experience and more than 11 years of experience in the schools for the visually impaired children.

Similarly, insignificant difference was found between those heads as teachers who have below 5 years and 5-8 years of Experience, below 5 years and 8- 11 years of Experience, below 5 years and more than 11 years of Experience, 5-8 years and 8-11 years of Experience in the schools for the visually impaired children. However, Significant difference was found between those heads who have 5-8 years of experience and more than 11 years of experience, and 8-11 years of experience and more than 11 years of experience. It was found in the present study that the experience of the heads of schools for the visually impaired children had the important factor in the efficiency of the heads as administrators and as teachers. It was found that after a specific period of experience of the heads of schools for the visually impaired children their efficiency level increased. This means that the more experienced heads become the more efficient administrators in the schools for the visually impaired

children. Similarly, the investigator found that the experience of the heads as teachers does play an important factor to improve the efficiency level of the heads as teachers in the schools for the visually impaired children. Therefore, it was a supportive observation as per the general belief that the experience affects the efficiency of the heads as administrators and as teachers in the schools for the visually impaired children. Research study conducted by James Macneill (2000) from department of education, province of Prince Edward Island, shows that for the new principals training is a necessity. It means that the training of the heads could increase the efficiency level of the heads as compare to experience and the another study conducted by Carruthers, Snowden Elyde (1970) found that the total years of teaching experience for Principals have no influence on the Principal's perceptions and it may be influenced by total years of teaching experience. Therefore, it is the contrary finding that the more experienced heads of the schools for the visual impairment could be the efficient administrators and as teachers in the schools for the visual impairment. Though there is a study which has examined this issue, there is no such study available in the literature on special education. It is, therefore desirable to probe further in this area to arrive at some conclusive results.

## **2) Teachers Strength and Efficiency Level of the Heads as Administrators and as Teachers**

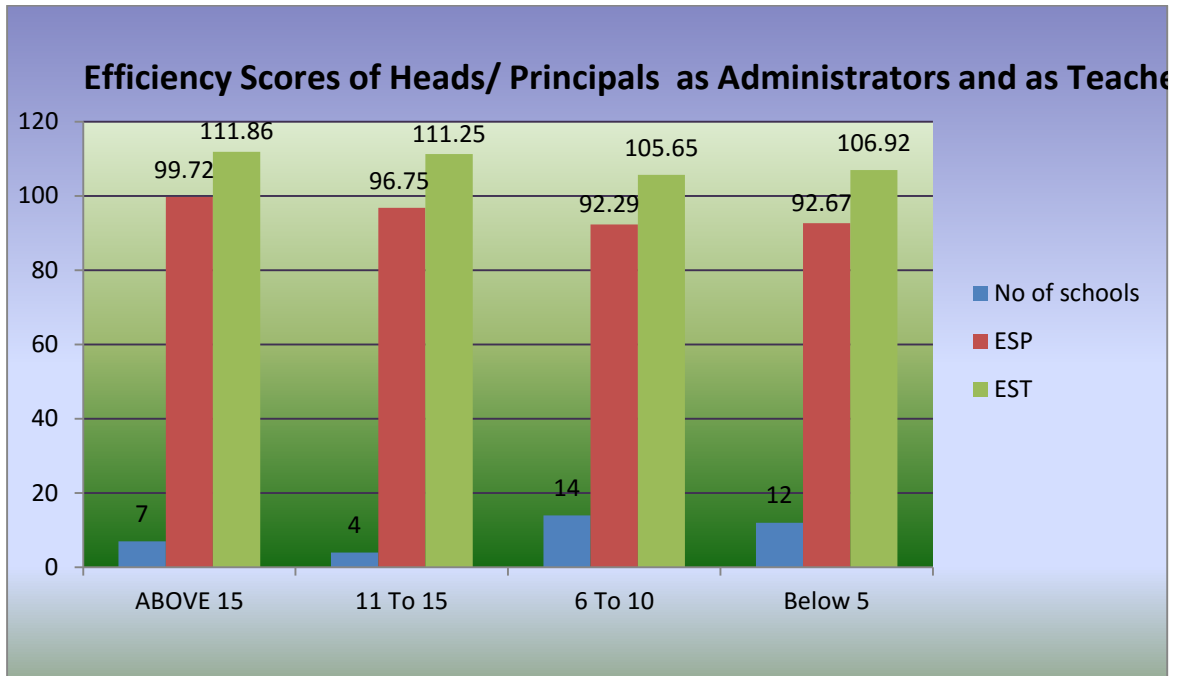


Fig 5.7

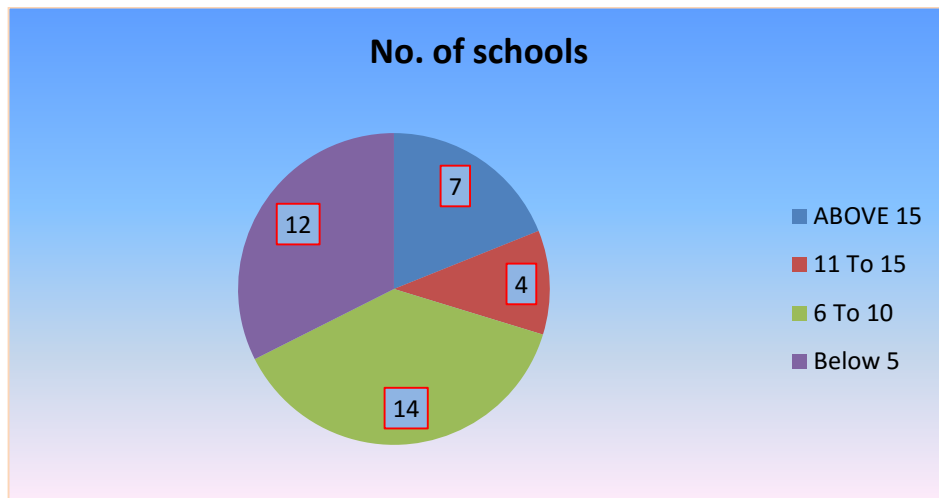


Fig 5.8

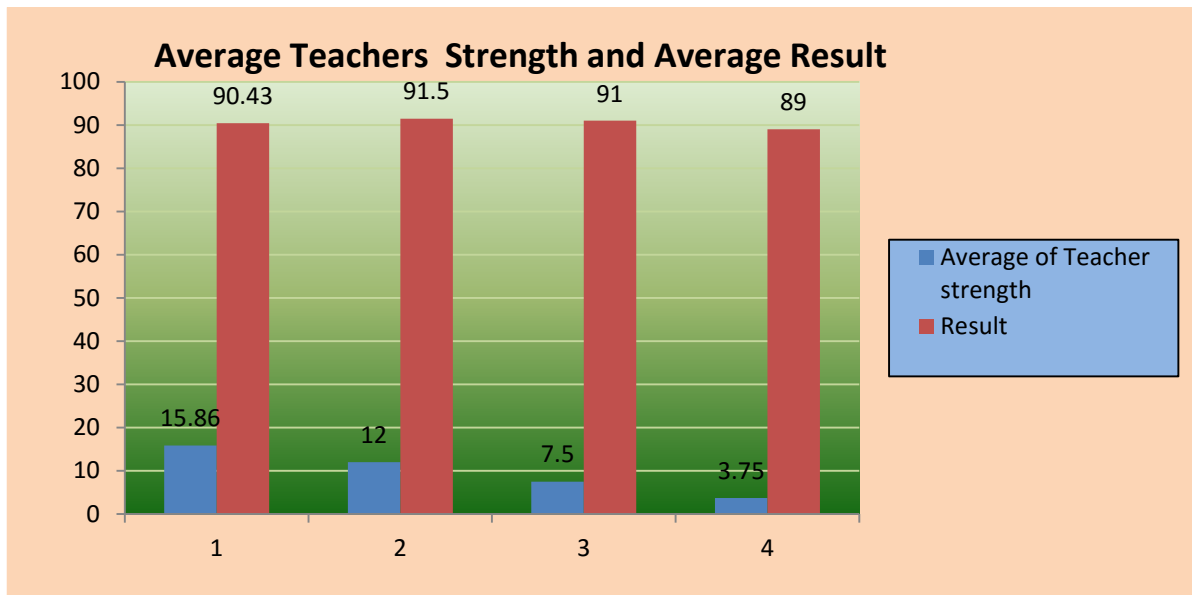


Fig 5.9

It can be noticed from the foregoing figures 5.7, 5.8 and 5.9 that no significant difference was found between those heads as administrators who have below 5 teachers and 6-10 teachers, below 5 teachers and 11-15 teachers, 6-10 teachers and 11-15 teachers and 11-15 teachers and more than 15 teachers working in the schools for the visually impaired children. On the contrary significant difference was found between those heads as administrators who have below 5 teachers and more than 15 teachers, and 6-10 teachers and more than 15 teachers working in the schools for the visually impaired children.

Similarly insignificant difference was found between those heads as teachers who have below 5 teachers and 6-10 teachers, below 5 teachers and more than 15 teachers, and 11-15 teachers and more than 15 teachers working in the schools for the visually impaired children. However, significant difference was found between those heads as teachers who have below 5 teachers and 11-15 teachers, 6-10 teachers and 11-15 teachers, and 6-10 teachers and more than 15 teachers working in the schools for the visually impaired children. It

was found in the present study that the strength of the teachers in the schools for the visually impaired children does affect the efficiency of heads as administrators and as teachers. This means that teachers' strength affects the efficiency level of the heads as administrators and may account for more efficient administrators in the schools for the visually impaired children. Similarly, the strength of the teachers in the schools for the visually impaired children have significant difference in the efficiency level of the heads of schools for the visually impaired children as teachers. This was a somewhat general belief that more teachers make the heads more efficient and effective administrators and teachers in the schools for the visually impaired children. There was no such study available in the literature on special education. It was, therefore, desirable to probe further in this area to arrive at some conclusive results.

**Disability of the Heads and Efficiency Level of the Heads as Administrators and as Teachers**

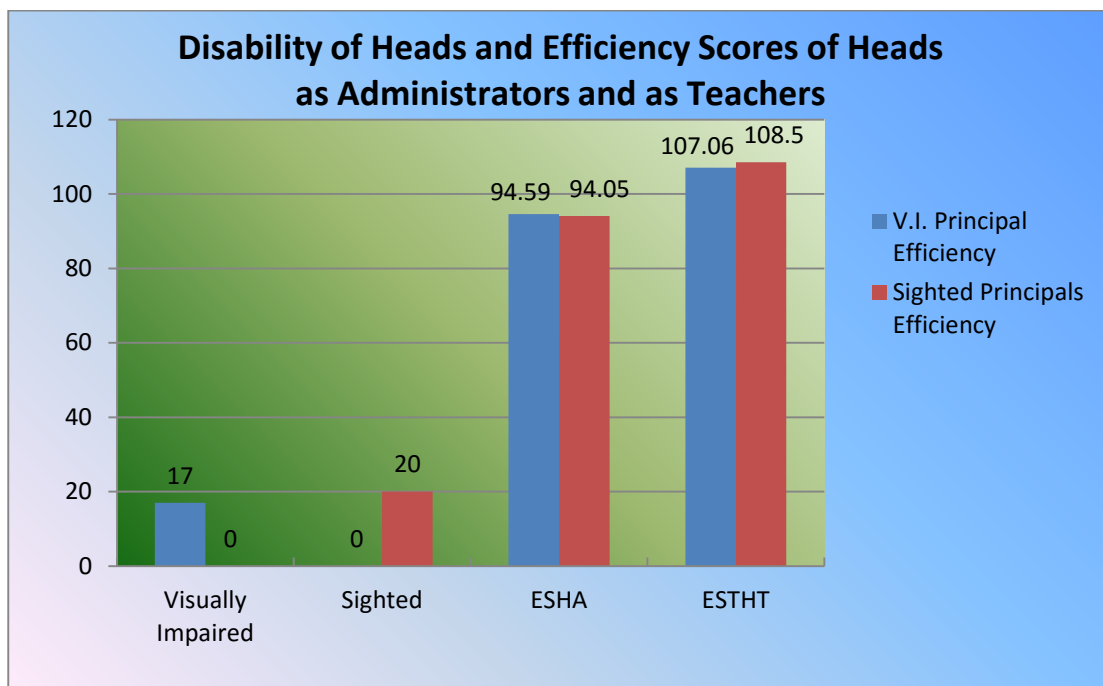


Fig 5.10

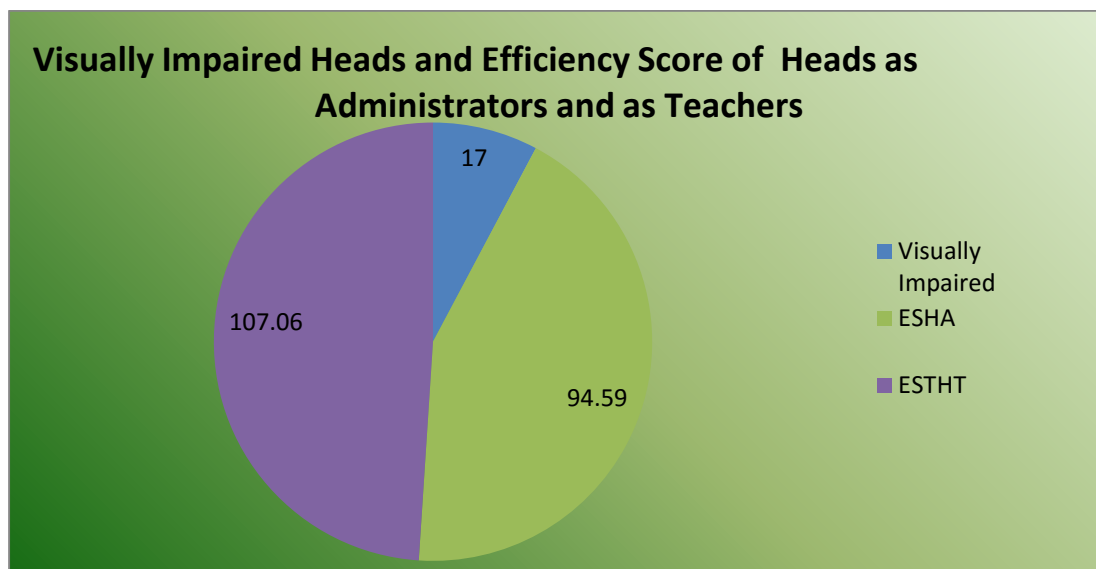


Fig 5.11

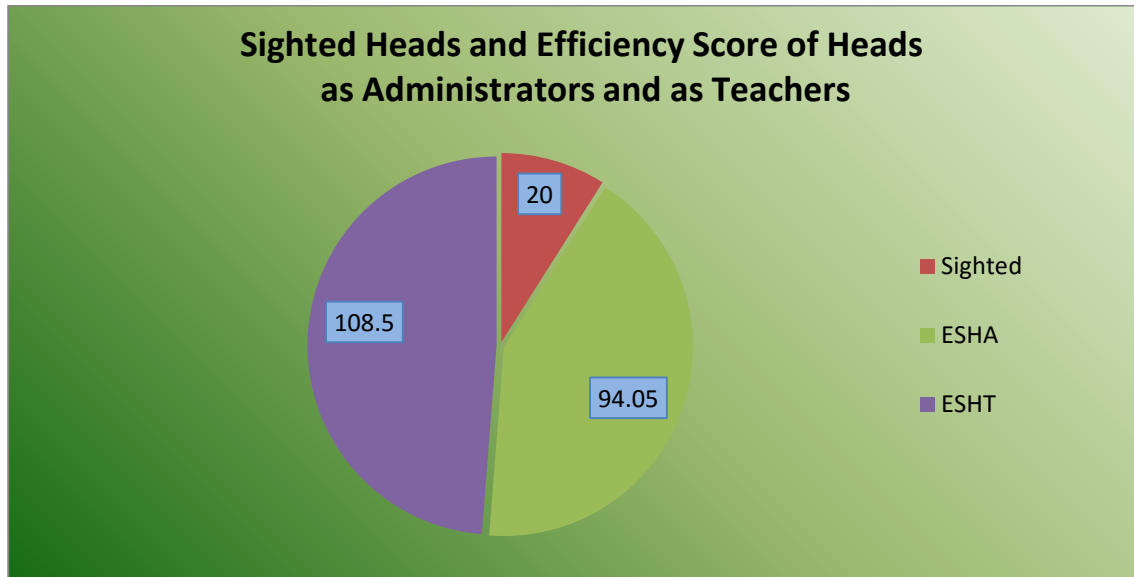


Fig 5.12

It can be observed from figures 5.18, 5.19 and 5.20 that no statistical significant difference was found between the visually impaired heads and sighted heads as administrators and as teachers in the schools for the visually impaired children. It was found from the present study that the disability of heads of schools for the visually impaired children does not make any marked difference on the efficiency of heads of schools for the visually impaired children in their efficiency as administrators and as teachers. This means that the disability of heads have insignificant difference in their efficiency as administrators of schools for the visually impaired children. Similarly, the disability of heads have no significant difference in the efficiency of heads as teachers of schools for the visually impaired children. This was somewhat contrary to the general belief that disability restricts the capacity and efficiency of the visually impaired heads. There was no such study available in the literature on special education. It was, therefore, desirable to probe further in this area to arrive at some conclusive results.

### Major Findings

1. On the bases of educational qualification statistically significant difference was found between the efficiency level of the heads as administrators who have M.A. with B.Ed. (Special Education) and M.A. B.Ed. with diploma in teaching the blind.
2. On the bases of educational qualification statistically significant difference was found between the efficiency level of the heads as administrators who have M.A. with B.Ed. (Special Education) and M.Phil./Ph.D with diploma in teaching the blind.
3. On the bases of educational qualification statistically significant difference was found between the efficiency level of the heads as teachers who have B.A. with diploma in teaching the blind and M.A. M.Ed. (Special Education)/ M.Ed. with diploma in teaching the blind.
4. On the bases of educational qualification no statistically significant difference was found in the efficiency level of the heads among B.A. with diploma in teaching the blind qualified heads, M.A. with diploma in teaching the blind qualified heads, B.A. B.Ed. with diploma in teaching the blind qualified heads, M.A. B.Ed. with diploma in teaching the blind qualified heads, M.A. B.Ed. (Special Education) qualified heads, M.A. M.Ed. (Special

Education)/ M.Ed. with diploma in teaching the blind qualified heads and M.Phil./ Ph.D with diploma in teaching the blind except above groups as administrators and as teachers.

5. On the bases of experience of the heads as administrators in the efficiency level of the heads statistically significant was found between those heads who have below 5 years of experience and more than 11 years of experience.
6. On the bases of experience of the heads as teachers in the efficiency level of the heads statistically significant was found between those heads who have 5-8 years of experience and more than 11 years of experience.
7. On the bases of the experience of the heads as teachers in the efficiency level of the heads statistically significant difference was found between those heads who have 8-11 years of experience and more than 11 years of experience.
8. On the bases of the experience of the heads as administrators and as teachers in the efficiency level of the heads no statically significant difference was found among more than 12 years of experience, 8-11 years of experience, 5-8 years of experience and below 5 years of experience.
9. On the bases of teachers' strength statically significant difference was found in the efficiency level of those heads as administrators who have below 5 teachers and more than 15 teachers in the schools for the visually impaired children.
10. On the bases of teachers' strength statically significant difference was found in the efficiency between those heads as administrators who have 6-10 teachers and more than 15 teachers in the schools for the visually impaired children.
11. On the bases of teachers' strength statically significant difference was found in the efficiency level of those heads as teachers who have below 5 teachers and 11- 15 teachers in the schools for the visually impaired children.
12. On the bases of teachers' strength statically significant difference was found in the efficiency level of those heads as teachers who have 6-10 teachers and 11-15 teachers in the schools for the visually impaired children.
13. On the bases of teachers' strength statically significant difference was found in the efficiency level of those heads as teachers who have 6-10 teachers and more than

- 15 teachers in the schools for the visually impaired children.
14. On the bases of teachers' strength statically insignificant difference was found in the efficiency level of those heads as administrators who have below 5 and 6-10 teachers, below 5 and 11-15 teachers, 6-10 and 11-15 teachers and 11-15 and more than 15 teachers in the schools for the visually impaired children.
  15. On the bases of teachers' strength statically insignificant difference was found in the efficiency level of those heads as teachers who have below 5 and 6-10 teachers, below 5 and more than 15 teachers, and 11-15 and more than 15 teachers in the schools for the visually impaired children.
  16. On the bases of disability of the heads no statistically significant difference was found in the efficiency level of visually impaired heads and sighted heads as administrators and as teachers.

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