ABSTRACT

The existence of disabled members is not uncommon in any society or community but most of the time disabled are in social exclusion/excluded physically, socially, academically and in many other areas. They live in the society but their needs are not addressed properly. Continued segregation fosters stereotypes, ignorance, stigma, fear and prejudices in disabled, which limit their participation in community as well as society and action as a whole. There are various types of disabilities such as visual impairment, hearing impairment, mental retardation, locomotor impairment, autism, deaf blindness, cerebral palsy and others. Since the disability may affect the organs or body parts of an individual and his/her participation in different spheres of life, it becomes a multi dimensional experience for the person involved. Visual impairment and its related disability both are similar to other disabilities but person suffering from visual impairment is treated differently as this is a visible disability. As per the Census 2001 the visually challenged constitute 48.5 percent of the total disabled population. Such a large section of the society cannot be overlooked on the grounds of disability. To overcome this hazardous situation, the significant persons related to a disabled individual are required to understand the ecology of a disabled child i.e. nature and nurture. While a child’s behavior is determined by his/her genetic makeup on one hand, nurture certainly plays a major role in determining how the child will respond to the condition itself. History provides evidence of a number of great persons suffering from visual disability who touch the heights of success and excel in different life spheres when given opportunities. The positive attitude of parents, teachers, and society members towards
them and systematic provisions for education can help people with visual disability to recognize their abilities and potentials to overcome their disability and to rehabilitate in all spheres of life. The present research work is conducted with the intention to know the prognostic value of some psychological factors on scholastic achievement of visually challenged students. By identifying the predictors of achievement the performance of visually challenged students can be improved at school level which in turn will contribute to a great extent to make them self-sufficient and contributing members of the society and nation as a whole.

**Statement of the Problem**

*The present research aims at studying the self-concept, emotional intelligence and academic anxiety of visually challenged students belonging to inclusive and exclusive school ambience in relation to their scholastic achievement.*

**Procedure in Outline**

The investigator selected a representative sample of the population under study in order to arrive at meaningful generalizations. Various tools were consulted and studied to serve the purpose. Subsequently, three tests were found most suitable for the present investigation for collecting the data; one for assessing self-concept, another for emotional intelligence and third one for academic anxiety. The modified version of each tool was administered to the subjects. For measuring the achievement of the students a composite of marks obtained by them were collected from the school records. After seeking the permission from the chairperson of the department, the investigator collected the data.
The scoring of all the tests employed was done as per the methods recommended by the constructors of the tool. Then after, the obtained scores were transformed into tabular form for the purpose of analysis. Finally, the analysis of the data was carried out with the help of suitable statistical techniques.

**Objectives of the Study**

Following are the objectives of the present study:

1. To compare visually challenged students studying in inclusive and exclusive school settings on self-concept.
2. To study the difference between self-concept of male and female visually challenged students (irrespective of school setting).
3. To investigate the significance of difference between visually challenged students belonging to both the school systems on emotional intelligence.
4. To compare emotional intelligence of male and female students (irrespective of school setting).
5. To find out the difference between academic anxiety of visually challenged students placed in two school climates.
6. To examine the significance of difference between the level of academic anxiety of male and female students (irrespective of school setting).
7. To study the relationship of self-concept, emotional intelligence and academic anxiety of inclusive school students with their scholastic achievement.
8. To examine the relationship of self-concept, emotional intelligence and academic anxiety with scholastic achievement of exclusive school students.
9. To identify the relationship of self-concept, emotional intelligence and academic anxiety with scholastic achievement for total sample (irrespective of school setting).

10. To study the correlation of self-concept, emotional intelligence and academic anxiety with scholastic achievement of male students (irrespective of school setting).

11. To investigate the relationship of self-concept, emotional intelligence and academic anxiety with scholastic achievement of female students (irrespective of school setting).

12. To study the combined impact of self-concept, emotional intelligence and academic anxiety on scholastic achievement of visually challenged students placed in inclusive schools.

13. To examine the effect of self-concept, emotional intelligence and academic anxiety on the scholastic achievement of students studying in exclusive schools.

14. To study the pooled impact of self-concept, emotional intelligence and academic anxiety on scholastic achievement of total sample (irrespective of school setting).

15. To find out the predictive value of self-concept, emotional intelligence and academic anxiety for scholastic achievement of male students (irrespective of school setting).

16. To investigate the combined impact of self-concept, emotional intelligence and academic anxiety on scholastic achievement of female students (irrespective of school setting).

**Hypotheses**

On the basis of the above mentioned objectives the investigator hypothesized that:

1. There exists no significant difference between visually challenged students studying in inclusive and exclusive school settings on self-concept.

2. Self-concept of male students does not differ significantly from their female counterparts.
3. There exists no significant difference between students of the two school systems on emotional intelligence.

4. Male and female visually challenged students do not differ significantly on emotional intelligence.

5. The level of academic anxiety of students placed in two school settings does not differ significantly.

6. There exists no significant difference between male and female students on academic anxiety.

7. Inclusive school students’ self-concept, emotional intelligence and academic anxiety do not significantly correlate with their scholastic achievement.

8. Self-concept, emotional intelligence and academic anxiety do not correlate significantly with scholastic achievement of exclusive school students.

9. For total sample self-concept, emotional intelligence and academic anxiety do not significantly correlate with scholastic achievement.

10. Self-concept, emotional intelligence and academic anxiety of male students do not correlate significantly with their scholastic achievement.

11. Female students’ self-concept, emotional intelligence and academic anxiety have no significant correlation with their scholastic achievement.

12. Self-concept, emotional intelligence and academic anxiety when combined do not serve as significant predictors of scholastic performance of visually challenged students in inclusive schools.
13. All the three variables i.e. self-concept, emotional intelligence and academic anxiety do not contribute significantly to the variance in scholastic achievement of the students placed in exclusive schools.

14. Self-concept, emotional intelligence and academic anxiety together do not influence the school performance of the total sample.

15. Similarly male students’ self-concept, emotional intelligence and academic anxiety do not contribute significantly to the variance in achievement.

16. Self-concept, emotional intelligence and academic anxiety while pooled do not play a significant role in predicting the scholastic performance of female students.

**Delimitations**

Following are the delimitations of the present investigation:

1. There is a variety of factors that may affect the scholastic achievement of visually challenged students but due to the limited resources and time available only the impact of self-concept, emotional intelligence and academic anxiety has been studied.

2. A composite of scores obtained by the students in different subjects has been employed as a measure of scholastic achievement. Other measures such as standardized tests in different subjects could not be employed because of the paucity of time and resources.

3. The study was confined to the visually challenged students of Delhi only. Other regions could not be included as it was not feasible to the investigator.

4. Modified version of the tools was used by the investigator as suitable tools were not available exclusively for visually challenged students.
5. A variety of statistical techniques is available for analyzing the data but the investigator has employed only t-test, coefficients of correlation and multiple regression analysis.

**Population**

The population of the present study consisted of all the visually challenged students studying in inclusive and exclusive secondary schools of Delhi region. But due to limited resources it was not feasible for the investigator to contact this vastly scattered population. Moreover it seemed that it would be a wasteful exercise to conduct the study with whole population, when only a small representative sample could furnish the required information and the expected results.

**Sample**

The problem of selecting a sample is of the paramount importance in the design of research studies and investigations in the behavioural sciences. The sample of the present research work was selected through two non-probability sampling methods i.e. Accidental/Incidental technique and purposive technique of sampling. The Accidental/Incidental technique refers to a sampling procedure in which the investigator selects the subjects according to his/her convenience. It is also known as convenient sampling because subjects are selected due to the convenient accessibility to the researcher. This technique is easy, fast and usually the least expensive and troublesome. The sample units were selected with a definite purpose in view and it was up to the investigator what to pick up and what not to include in the sample. The investigator had to follow both these sampling techniques because of the scattered population of the visually challenged students. The investigator in this regard has seen that the sample
would be the true representative of the population to which the results of the study are sought to be applied. The emphasis on the availability of participants until the required sample size has been obtained was considered as a very important aspect. 282 visually challenged secondary school students, 125 enrolled in inclusive and 157 in exclusive i.e. special schools of Delhi region were selected for the sample.

Variables Used

Independent Variable

It is the variable supposed to produce probable outcome or generate possible outcomes on the dependent variable. Thus self-concept, emotional intelligence and academic anxiety are the three independent variables in the present study, as these have been used to make the required predictions and to draw conclusions.

Dependent Variable

It is the variable about which the experimenter makes a prediction or it is a probable outcome i.e. likely to arise from some treatment. It is called dependent variable because the effect of independent variable/variables is seen on this variable. In the present investigation scholastic achievement has played the role of a dependent variable as the effect of the three other variables has to be seen on it.

Measuring Instruments

In the present study the researcher has employed the following tools to collect the data:

Self-Concept Questionnaire (SCQ):
The self-concept questionnaire (SCQ) has been developed by Dr. R. K. Saraswat for use among secondary school students.

**Mangal Emotional Intelligence Inventory (MEII):**

The emotional intelligence inventory has been constructed by Dr. S. K. Mangal and Mrs. Shubhra Mangal to measure emotional intelligence.

**Academic Anxiety Scale for Children (AASC):**

The Academic Anxiety Scale has been developed by Dr. A.K. Singh and Dr. (Km.) A. Sen Gupta to measure students’ academic anxiety.

**Scholastic Achievement:**

In the present study the investigator has recorded the composite of marks obtained by the visually challenged students in final examination. The raw scores were converted into percentage and these percentages represent students’ scholastic achievement.

**Data Collection:**

Data collection is a term used to describe a process of preparing and collecting data. Its purpose is to obtain information to keep on record to make decisions about important issues and to pass information on to others. Data may be collected through different techniques like, classroom achievement tests, interviews, schedules and standardized tests etc. To serve the purpose the present investigator contacted the Principals/Heads of both types (inclusive and exclusive) of the schools of Delhi region and explained the purpose of the study to seek their co-operation. They were requested to allow the investigator for contacting the students of their schools. First the inclusive schools were covered for data
collection and then the same procedure was followed for exclusive schools. Before the test administration, the investigator established rapport with the subjects, explained the purpose of the present investigation and read out the instructions and necessary guidelines to the respondents for each test. The data were collected through interview technique as the tests used in the present study were not available in Braille script. First the students were asked to provide personal information as name, class, gender etc. to fill in the personal data sheet printed on the first page. Then after all the three modified tests, namely Self-Concept Questionnaire (SCQ), Mangal Emotional Intelligence Inventory (MEII) and Academic Anxiety Scale for Children (AASC) were administered. The questions were asked by the investigator from one student at a time and the responses were recorded simultaneously. A break of 10 minutes was given in between two tests. The time taken to record responses for all the three tests was approximately 90 minutes per student. The process was repeated for all the visually challenged students selected for the study. The achievement scores of all the students under study were noted down from the school records. All these procedures have taken approximately nine months to complete the process of data collection.

**Statistical Techniques Used:**

The analysis of the data means studying the organized material in order to discover inherent facts, which further helps to determine sound conclusions and valid generalizations. In the present study the data has been statistically treated in the following ways:

- Mean, median, standard deviations, skewness and kurtosis were calculated to carry out further calculations.
• In the light of the objectives of the study, analysis of the data was carried out in three phases. Phase I consists of the comparisons of two groups (inclusive and exclusive), Phase II is based on the correlations between dependent and independent variables and Phase III involves prediction of dependent variable from the combination of three independent variables.

• ‘t’ test has been employed to compare the significance of difference between mean scores of group I and group II on self-concept, emotional intelligence and academic anxiety. Moreover total sample of male and female students were also compared on the same variables.

• Since the product moment co-efficient of correlation is one of the standardized techniques used for describing the degree of association existing between two variables. Therefore in the present research the investigator employed the product moment co-efficient of correlation to find out the nature of relationship between dependent and independent variables. Moreover this technique has also been employed to know the degree of interrelationship among all the independent variables used in the study.

• Multiple regression analysis is a statistical technique which deals with the problem of estimating dependent variable/variables by using a weighted linear combination of several independent variables in order to evaluate their relative contribution in determining the dependent variable. The present study aims to find out the combined predictive value of self-concept, emotional intelligence and academic anxiety for scholastic achievement of visually challenged students.
placed in inclusive and exclusive schools therefore the step-wise multiple regression analysis has been employed to serve the purpose.

Findings, Conclusions and Educational Implications:

Based on ‘t’ test

Self-concept
It has been found in the present study that the self-concept of group I (the visually challenged students studying in inclusive schools) is significantly higher than group II i.e. students placed in exclusive schools. The findings also indicate that the male students of group I also have significantly higher self-concept than their counterparts in group II. The result on the self-concept of female students (group I and II) is also in the same direction. So the investigator concluded that the inclusive school ambience exerts a positive impact on the self-concept of visually challenged students.

Result regarding the impact of gender on the self-concept of visually challenged students reveals that there exists no significant difference between male and female students (irrespective of school setting) on self-concept. Thus it can be said that gender has no significant impact on the self-concept of visually challenged students.

Emotional Intelligence
The investigator found a significant difference between group I and group II on emotional intelligence in favour of group I. The results of the present study also show that group I males have significantly better emotional intelligence than group II males. Moreover, the finding on the emotional intelligence of female students of both the groups did not differ from the above mentioned results. It leads the investigator to conclude that
students placed in inclusive schools are emotionally more intelligent than their counterparts in exclusive schools.

So far as the impact of gender on the emotional intelligence of visually challenged students is concerned, the investigator found no significant difference between male and female students (irrespective of school setting) on this variable. Thus it is concluded by the investigator that male and female visually challenged students are indifferent on the emotional intelligence.

**Academic Anxiety**

The results of the study indicate no significant difference between group I and group II on academic anxiety. The male students of group I and group II are also equal so far as their academic anxiety is concerned. On the contrary female students placed in exclusive schools (group II) were found to be academically more anxious than their inclusive counterparts (group I). Thus, it can be concluded that special school environment creates anxiety for academics among female visually challenged students while educational placement plays no role in determining academic anxiety of male students in inclusive school environment

It is also clear by the result that the male and female students (irrespective of school setting) were found to be significantly different on academic anxiety in favour of female students. Thus, it can be said that gender contributes significantly to the academic anxiety of visually challenged students.
Based on Coefficient of Correlation

**Group I**

The coefficient of correlation between scholastic achievement and self-concept came out to be positively significant for group I students. Moreover the relationship between achievement and emotional intelligence is also in the same direction while the scholastic achievement and academic anxiety have not been found to be related to each other. Therefore it can be said that the visually challenged students with higher self-concept achieve better in inclusive schools. The students whose emotional intelligence is higher perform better in academic areas. The variables (academic anxiety and scholastic achievement) are independent of each other in inclusive school setting.

**Group II**

The investigator found significant relationships of scholastic achievement with self-concept, emotional intelligence and academic anxiety for group II. Thus it can be concluded that higher self-concept, emotional intelligence and academic anxiety lead to better scholastic achievement of the visually challenged students placed in exclusive schools.

**Total Sample**

The values of correlation between achievement and self-concept, emotional intelligence and academic anxiety have been found significant for the total sample (irrespective of school setting). The conclusion is that irrespective of educational placement the scholastic achievement is related to the self-concept, emotional intelligence and academic anxiety of visually challenged students.
Males

It was found that self-concept and emotional intelligence of male visually challenged students have significant relationships (at 0.01 level) with their scholastic achievement but no such correlation was found between academic anxiety and achievement of male students. Therefore, the investigator concludes that irrespective of their educational placement the male students with higher self-concept and emotional intelligence perform better in schools while relationship between academic anxiety and achievement for these students is independent of each other.

Females

It is clear from the results that no significant relationship has been found between self-concept-achievement, emotional intelligence-achievement and academic anxiety-achievement for female students irrespective of their school setting. The investigator concluded that all these variables are not related and are independent of each other.

Based on Multiple Regression Analysis

Group I

Out of all the dimensions of the independent variables only SCA and SCD came out to be the significant predictors of scholastic achievement. Similarly when combined impact of SC, EI and AA was analyzed only SC-TOT has been identified as the most important contributor to the variance in achievement of students. It leads to conclude that in the case of visually challenged students placed in inclusive school setting self-concept has a determining role in their scholastic achievement.
**Group II**

The results indicate that among all the dimensions of the variables under study only $E_4$, SCB and AA came out to be as potential predictors of scholastic achievement of students belonging to group II. When these variables taken as a whole and their combined contribution was analyzed to know the variance in achievement of students placed in exclusive schools it was found that three of them (E-TOT, AA and SC-TOT) have contributed to predict the scholastic achievement but in a different way. From this result the investigator inferred that academic achievement of visually challenged students placed in exclusive schools can be predicted on the basis of their self-concept, emotional intelligence and academic anxiety and more particularly from their intra-personal management of emotions, social self-concept and academic anxiety.

**Total Sample**

Through regression analysis the dimensions $E_4$, SCF, SCA, AA, SCE and $E_2$ have been identified as the most potential predictors of achievement. On the other hand combining all the three independent variables (taken as whole) only two i.e. emotional intelligence (E-TOT) and academic anxiety (AA) came out to be significant determiners of achievement. On the basis of these findings it can be concluded that without considering the educational placement, emotional intelligence and academic anxiety play their roles significantly in determining the scholastic achievement of visually challenged students.

**Males**

The results of regression analysis indicate that among all the dimensions of independent variables only SCB has been identified as the most potential predictor of the achievement of male students. Moreover among all the three predictor variables when taken as a whole
only SC-TOT has been found out to contribute significantly to predict achievement. This result leads the investigator to conclude that achievement of the male visually challenged students (irrespective of school setting) can be predicted on the basis of their self-concept particularly social self-concept.

**Females**

The results based on regression analysis portray that among all the dimensions of independent variables only SCF and SCA came out to be as the best predictors of achievement but surprisingly when combined no variable as a whole has been found as significant predictor of scholastic achievement for the female visually challenged students irrespective of their educational placement. Therefore the investigator concludes that the scholastic achievement of female students can be predicted on the basis of only two dimensions of self concept i.e. Intellectual Self-concept and Physical Self-concept while self-concept, emotional intelligence and academic anxiety as a whole do not determine the scholastic achievement of female visually challenged students irrespective of their educational placement.

**EDUCATIONAL IMPLICATIONS**

In the light of the findings of the present study the investigator emphasizes the need to understand the psychology of visually challenged children so that their performance at schools can be improved which will in turn become helpful for them to lead an independent and successful life.

Since self-concept has been identified as one the most important determinant of scholastic achievement among all the three independent variables, the investigator suggests the significant persons i.e. parents, teachers, peers etc. should make efforts to
raise visually challenged students’ level of self-concept. The children should be brought up with affection and care right from the beginning just to provide them a least restrictive home environment so that they can cope up with the sighted world in a better way. To serve the purpose they need to Study the Psychology of their special need child which helps a lot in overcoming the difficulties created by vision impairment.

The teachers are supposed to provide these students varied opportunities to capitalize their strengths and to compensate for failures in one area by successes in others. Teacher-child interaction is very crucial to gain and share information, learning new techniques to deal with diverse needs of students and to develop positive attitude to resolve various problems of these students. The teachers should explore abilities and potentials of visually challenged students beyond the vision disability by providing them equal opportunities to participate in different activities. It will foster the sense of self-worth among these students.

Apart from teacher-child relationship, child-to-child relationship is also very vital for sensitization as well as positive orientation of peers towards their visually challenged counterparts. It will enhance mutual co-operation, acceptance and valuing of diversities among students which leads visually challenged towards better adjustment in school and in different life situations as well. This feeling of self-efficacy will improve their level of cognitive functioning and academic performance.

Counselors ought to make efforts to develop positive thinking and help them to recognize their abilities beyond this disability. They should offer visually challenged students necessary guidance related to their personal, academic and vocational problems.
The government should promote such educational policies that ensure early educational intervention of visually challenged children. The policy of Parental Involvement in the education of children is suggested to be endorsed by the government. The policy makers are required to include special education as an integral part in general teachers’ training system. The curriculum framers should take into account vision problems of these students and modify the curriculum accordingly to their needs. Above all the monitoring of the policies becomes a must to avoid the dilution of the legislative guidelines.

The non-government organizations are suggested to be responsible to sensitize the society and spread awareness about the educational needs of these children and also how to meet these needs. In addition to this the government and voluntary agencies, have to work in a coordinated manner to bring these individuals in the mainstream and help them to find a respectable place into the society which will certainly raise their self-concept.

Further on the basis of the findings the investigator intends to recommend the nurturing of emotional intelligence in totality and some of its dimensions as well, as it is proved as one of the potential predictors of scholastic achievement for the children placed in exclusive school ambience. Parents can play the role of a major force in shaping child’s emotions that directly affects his/her output in the field of education. They must learn about Good Parenting. They should develop resilience especially in their children who have lost their vision. Moreover parents are suggested to validate these children’s feelings which help the children acknowledging and accepting their unique identity and individuality. Besides, it is essential for them to encourage the emotional honesty so that children may feel free regarding the expression of their true feelings.
Teachers need to learn strategies to boost up visually challenged children’s emotional intelligence. They should endeavor to make them heart smart not only book smart. Children should be taught at school some specific emotional abilities like how to reduce stress, deal with challenges, use humor, connect emotions, and resolve conflicts with confidence so that they can recognize and manage their own as well as others emotions.

Government should come forward to establish guidance and counseling centres at each and every school. Group counseling sessions may be arranged there which can help a lot in nurturing emotional intelligence of students. Apart from this parent-teacher association should be instituted and made mandatory so that parents may feel free expressing the problems related to the education of their wards. This will help both the parents as well as teachers in receiving the feedback regarding the emotional development and educational performance.

The glimpse of findings clarifies that combined with other factors academic anxiety has the potential to predict the scholastic achievement for the students belonging to only exclusive schools. Further its prognostic value has also been proved when the students of both the school climates were combined. This implies that this factor can never be ignored if one is concerned with the performance of students at school. It is very obvious among all the significant people in a child’s life parents and teachers become more responsible for maintaining the moderate level of academic anxiety in students.

Parents are suggested to use relaxation techniques with their children such as repetition of a specific phrase- ‘I am calm, at ease and I have an open mind’. This will help a lot the students in finding themselves in carefree educational situations and enhancing their
scholastic achievement to the optimal level. Moreover the parents are required right from the beginning to reinforce their children during and after study sessions. Besides they should know the advantages of physical exercises including deep breathing and encourage their children for doing them. Above all children should be made realized the fact that their vision impairment will not be any hurdle in their whole life unless they cooperate their parents in the form of obeying and following the suggestions given by them.

Teachers are expected to create ‘Psychologically Safe Classrooms’ where the students can be dealt according to their special educational needs. Apart from this for exposing the problems and difficulties in the field of education felt by parents and teachers it is the need of the hour to establish compulsorily the Parent -Teacher Associations by the school authorities.

The efforts made by parents and teachers for upholding the moderate level of academic anxiety may never be fruitful unless the government extends its support in this connection. The policy framers are supposed to emphasize on Parental Involvement in school activities, make mandatory for each and every university whether central or state to start Special Teacher’s Training Courses, appoint psychologists, psychiatrists, therapists and consultants in the concerned schools to meet various needs related to the personal, educational and vocational life of these children.

Hence the investigator opines that visually challenged students have to be researched psychologically first for harnessing their educational potential to the maximum level. Very obvious it is that educational policy planners may succeed only when this population’s characteristics have been explored. This may help the educationists enabling
visually challenged children to hone their academic potential which ultimately will assist in rehabilitation of these children and leading an independent life.

**SUGGESTIONS FOR FURTHER RESEARCH**

- The present study has confined itself to only the children with total vision loss. Further research may include low vision children also.
- Only three predictor variables i.e. self-concept, emotional intelligence, and academic anxiety have been employed in the present investigation while some other personality factors’ prognostic value for achievement may also be explored.
- The review of research reveals that the scholastic achievement is affected by a large number of factors. Future researchers are suggested to make attempts to control the more significant extraneous variables while studying the impact of any variable/variables on school achievement.
- The marks obtained in various subjects in the annual examination have served the purpose of dependent or criterion variable in the present study. It is suggested that standardized academic achievement tests may be employed for the same purpose.
- The sample of the present investigation is confined to secondary schools of Delhi region only. Samples from other states of the country may also be studied in upcoming research. There is a need to study visually challenged at all the levels of education, which will help them a lot in their rehabilitation.
- Future researchers need to compare the scholastic achievement of visually challenged students placed in inclusive and exclusive school setting. Comparison may also be made between these children and their sighted counterparts on the same variable.
More advanced and sophisticated statistical techniques may be employed in further research to find out some other facts about visually challenged children.

It seems that there is a great dearth of measuring tools meant for visually challenged population. Therefore the researchers while deciding thrust areas ought to give the top priority to construct psychological as well as educational tools meant for this population.

To study the impact of self-concept, emotional intelligence and academic anxiety on scholastic achievement of visually challenged students placed in inclusive and exclusive schools is quite multifaceted problem. This requires the researcher to have comprehensive and exhaustive knowledge in the field. The present investigator is conscious about the fact that no research is perfect. It is always affected by the researcher’s own way of research; his/her own educational background, respondents’ surroundings, their culture, co-operation, family background and other innumerable factors. But the research near to perfection can be produced. In fact lack of perfection always leads to ‘search again’ which is the real meaning of research. The investigator is also alert that if the research were to be perfect there will be no new facts or findings or revisions or sources for the advancement of the knowledge in a study.

So the present investigation is a humble attempt in the field to unfold the prognosis of scholastic achievement of visually challenged students. It has merely touched the tassel of the problem. Although certain limitations of the present study are in the knowledge of the investigator, it is submitted hoping that it might stimulate and generate more research in the field.