LIST OF FIGURES

Fig. 1.1: It shows the types of learning disabilities along with its sub-heads

Fig. 3.1: Skills and strategies

Fig. 3.2: Design of the study

Fig. 4.1: Shows district wise comparison of reading skills of experimental group

Fig. 4.2: Shows district wise comparison of writing skill of experimental group

Fig. 4.3: Shows district wise comparison of arithmetic skills of experimental group

Fig. 4.4: Shows the comparison of two groups experimental and control in these skills

Fig. 4.5: Shows comparison in strategies in the skills

Fig. 4.6: Showing comparison of experimental and control group before and after applied strategies

LIST OF TABLES

Table 3.1: District wise selection of sample

Table 4.1: School-wise identification of learning disabled children

Table 4.2: Mean academic achievement of normal and disable children of three districts in %

Table 4.3: ANOVA analyses of pre-test scores

Table 4.4: Comparison of groups in fading strategy of Cachar district

Table 4.5: Comparison of groups in fading strategy of Karimganj district

Table 4.6: Comparison of groups in fading strategy of Hailakandi district

Table 4.7: Comparison of groups in active voice strategy of Cachar district

Table 4.8: Comparison of groups in active voice strategy of Karimganj district

Table 4.9: Comparison of groups in active voice strategy of Hailakandi district

Table 4.10: District-wise comparison of reading skills
Table 4.11: Group wise comparison of cursive strategy in Cachar district
Table 4.12: Group wise comparison of cursive strategy in Karimganj district
Table 4.13: Group wise comparison of cursive strategy in Hailakandi district
Table 4.14: Group wise comparison of multi-sensory strategy in Cachar district
Table 4.15: Group wise comparison of multi-sensory strategy in Karimganj district
Table 4.16: Group wise comparison of multi-sensory strategy in Hailakandi district
Table 4.17: District wise comparison of writing skill
Table 4.18: Group wise comparison of computer assisted strategy in Cachar district (recognition of symbols)
Table 4.19: Group wise comparison of computer assisted strategy in Karimganj district (recognition of symbols)
Table 4.20: Group wise comparison of computer assisted strategy in Hailakandi district (recognition of symbols)
Table 4.21: Group wise comparison of computer assisted strategy in Cachar district (use of symbols)
Table 4.22: Group wise comparison of computer assisted strategy in Karimganj district (use of symbols)
Table 4.23: Group wise comparison of computer assisted strategy in Hailakandi district (use of symbols)
Table 4.24: District wise comparison of arithmetic skill
Table 4.25: Analysis of variance (post-test scores)
Table 4.26: Comparison of interaction mean scores
Table 4.27: Interaction of mean scores of skill and strategies
Table 4.28: Comparison of group
Table 4.29: Analysis of variance