CHAPTER - V
## CHAPTER-V

**DISCUSSION**
(Major findings, Discussion on the findings
Implications and suggestions)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Contents</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1. a)</td>
<td>MAJOR FINDINGS</td>
<td>211</td>
</tr>
<tr>
<td>5.1. b)</td>
<td>DISCUSSION ON THE FINDINGS</td>
<td>218</td>
</tr>
<tr>
<td>5.2</td>
<td>IMPLICATION &amp; SUGGESTIONS</td>
<td>230</td>
</tr>
<tr>
<td>5.3</td>
<td>TASK AHEAD</td>
<td>234</td>
</tr>
<tr>
<td>5.4</td>
<td>SCOPE FOR FUTURE RESEARCH</td>
<td>237</td>
</tr>
</tbody>
</table>
5.1 Major findings, Discussion on the findings, Implications and suggestions.

5.1.a) Major Findings:

On the basis of the analysis and interpretation of the data presented in the previous chapter, the major findings of the present study have been presented in this chapter. The sequence of the findings of the study has been done on the basis of the objectives of the study.

1. Academic Achievement of VI children:

i) Out of 7 (seven) number of schools meant for VI children, 100% academic achievement had been recorded in respect of Assam Sishu Andha Vidyalaya, Bihpuria, Guwahati Blind School, Guwahati, Ghilamara Blind School, Ghilamara and Monfort School, Guwahati during the period from 2000-2008.

ii) Out of 7 number of Schools, lowest rate of academic achievement was found in respect of Moran Janamangal Adarsha Blind School, Moranhat, Dibrugarh, during the period from 2000-2008, which was 72.7%.

iii) During the period, total 117 number of students were appeared in the examination, out of which 109 number of students were
successful. The average academic achievement of the VI children was 93.16%, which showed a very high academic achievement of the VI children.

iv) Out of 109 successful students -
* 37 or 31.62% secured 1st division,
* 49 or 41.88% secured 2nd division and,
* 23 or 19.66% number of students secured 3rd division respectively.

v) During the period from 2000-2008, 39 number of students secured distinction marks i.e. more than 80% marks in different subjects.

vi) On the basis of Q-norm, the perfect parameter of academic achievement of VI children were determined. Accordingly highest rate i.e. 83.71% of academic achievement was recorded under very high academic achievement level, 11.6% in high level and 4.7% in very low level of academic achievement. This proved that Academic Achievement of Visually Impaired children was very high.

2. Academic achievement of Hearing Impaired children:

i) Out of the 2(two) number of schools meant for HI children, highest average pass percentage i.e. academic achievement had been recorded in respect of Saraswati Bagdhani Prasikshan Kendra, Guwahati which was 83.33% and 31.87% was recorded
in respect of Govt. BDS Deaf and Dumb School, Kahilipara, Guwahati.

ii) During the period from 2000-2008, total 257 numbers of HI students have appeared in the H.S.L.C. Examination out of which only 85 members of students are successful. The average academic achievement of the HI students is only 33.07% which shows a low academic achievement of HI students.

iii) Out of 85 successful HI students -
* No one secured 1st division during the period from 2000-2008.
* 12 or 4.67% secured secured 2nd division, and
* 73 or 28.4% number of students secured 3rd division during the period from 2000-2008.

iv) During this period (2000-2008), total 10 number of HI students secured distinction marks i.e. more than 80% in subjects like Needle and Tailoring (NT) and Computer Science.

v) Perfect parameter of academic achievement of HI children had been calculated by Q-norm. Accordingly highest rate i.e. 50% had been recorded under very low level of academic achievement, 33.33% as very high and 8.33% as high and 8.33% as low level of academic achievement respectively. These observations proved that academic achievement of Hearing Impaired children during the period was very low.
3. **Comparison of Academic Achievement between VI and HI children:**

i) The average academic achievement of VI and HI children had been recorded as 92.77% and 33.07% respectively during the year from 2000-2008 in their H.S.L.C. examination.

ii) 100% academic achievement was recorded in respect of VI children in the years 2002 and 2006. But in case of HI children, only 80% academic achievement was recorded as highest achievement rate in the years 2008.

iii) Following Q- norm it was found that, 83.71% VI students secured highest level of academic achievement whereas, only 33.33% HI students secured highest level of academic achievement in their HSLC examination during the period 2000-2008.

iv) Significant difference was found between the Mean academic achievement of VI and HI children by applying 't-test'. Means academic achievement were 92.78 (VI) and 31.44 (HI) with a difference of 61.34.

4. **Involvement of VI and HI children in co-curricular activities:**

i) The average involvement of VI students in co-curricular activities was ranged from 58% to 71% and in case of HI students it was ranged from 72% to 81%.

ii) VI children were found to be interested in games like cricket, chess etc. They used a special ball having sound to play cricket.
Almost all the VI children were found to be very interested either in instrumental or vocal music and sometimes in both.

iii) Almost all the HI children were found to be involved in Needle work and Tailoring (NT) and they loved to play all kinds of Athletics. They showed their interest in drawing or painting also.

iv) During the period from 2000-2008, 5 (five) VI students secured distinction marks in Music from different schools meant for VI children. Total 9 (nine) HI students during the period secured letter distinction marks in Needle & Tailoring (NT) from Govt. BDS Deaf and Dumb School, Guwahati, one HI student in 2007, secured distinction marks in Computer Science from Saraswati Bagdhani Prasikshan Kendra, Guwahati and one VI student in 2007 secured distinction marks in Economics (for the VI only) from Montfort School, an inclusive school situated in Kamrup district.

v) Some students from both the VI and HI School earned name and fame for their respective schools by participating in national level sports competitions. During the period from 2000-2008, Debasis Das, a student from Jorhat Blind Institution secured Gold Medal in a national level chess competition held in Kolkata.

5. Parental Behaviour and Parental Awareness (PBA) regarding Education and Needs of their Impaired and Normal Children:

i) PBA was found to be very high regarding the education of both the impaired and normal children. The result of the chi-square
test (.676 in 3df) also proved that there was no significant difference of Parental Behaviour and Awareness regarding Education between their Impaired and Normal children.

ii) But regarding the Needs of the children, PBA towards their normal children was found to be higher than the PBA of Impaired children which showed that parents gave first preference in fulfilling the needs of the normal children than the impaired children. The result of the chi-square test (10.44 in 3df) also proved that there was a significant difference of Parental Behaviour & Awareness regarding Needs between Impaired and Normal children.

6. **Influence of Teachers' Effectiveness (TE) on the Academic Achievement of the VI and HI children:**

i) Highest Teachers' Effectiveness Score (TES) was recorded in respect of HI school from Saraswati Bagdhani Prasikshan Kendra, Guwahati (84%) and from Monfort School (inclusive school), Guwahati (83%) in respect of VI School. Academic Achievement of the students was also found to be high in both the school, i.e. 83.33% and 100% respectively.

ii) Out of total 275 TE score, the average TE scores in respect of Guwahati Blind School and Ghilamara Blind School were found to be 224 (81%) and 207 (75%). But in these two schools 100% academic achievement of VI students was recorded during the period from 2000-2008.

iii) Female Teachers were found to be more effective in both the
schools than the male teachers (table 34). The average TE scores in respect of Female teachers were 220.73 from VI schools and 224.53 from HI schools. But in case of male teachers, these were found as 214.86 (VI schools) and 219.46 (HI schools) respectively.

iv) The TE scores depicted that, average TE scores of HI Schools was higher (222 out of total 275 score) than the average TE score of VI School (217.8 out of total 275 score). Whereas, the academic achievement of VI Schools was higher than the HI Schools.

v) Pearson's Product Moment Method was applied to test the hypothesis No. 6. The result of Pearson r showed that there had been a negligible positive correlation (r = .19) between the teachers' effectiveness and academic achievement of VI and HI children.

7. The wastage and stagnation rates of VI and HI children:

i) While collecting the data for this objective No. 7 it was found that there was no wastage rates in school level now-a-days. Therefore, failure rates had been taken into consideration as stagnation rates of VI and HI children.

ii) The stagnation rates of HI children were more than the VI children during the period from 2000-2008 which were found to be 68.85% in respect of HI children and 7.23% in respect of VI children.
iii) No stagnation rate was recorded in respect of VI children in 2002 and 2006 respectively.

iv) Highest stagnation rate was recorded in respect of HI children in 2002 and 2003 as 96.3% and 89.29% respectively. In case of VI children the highest stagnation rate was recorded as 12.5% in the year 2002.

v) Although the stagnation rate was found to be high in case of HI children, but there had been seen a decreasing trend of stagnation rates in respect of HI children in H.S.L.C. Examination result in the last two years. In 2007 it was 22.23% and in 2008 it was 20% only which was a encouraging point to be noted.

5.1.b) Discussion on the findings:

On the basis of the analysis and interpretation of the data presented in the previous chapter, the discussion of the findings has been presented here in the context of theoretical background presented in the Introduction and Reviewed literature. The sequence of the discussion has been done on the basis of the objectives of the study mentioned in the begining of this chapter.

In the present study, the main objective was to find out the Academic Achievement of VI and HI children of Assam on the basis of the HSLC Examination result, during the period from 2000-2008. This major objective was studied in relation to academic achievement of VI and HI children separately and then their academic achievement was also compared. The result of the study depicts that the average Academic Achievement of VI children has been
found to be 93.16%, whereas the average academic achievement of HI children during the period from 2000-2008 in HSLC Examination is 33.07%. 83.7% of VI children have been categorised under very High level of Academic Achievement which has been calculated on the basis of Q-norm. But only 33.33% of HI children's academic achievement rate has been recorded under this very High academic achievement level. To compare the result of the academic achievement of VI and HI children, the 't test' has been applied the result of which shows a significant difference between the Mean academic achievement score of VI (i.e. 92.78%) and HI (i.e. 31.44%) children of Assam in their HSLC Examination (2000-2008).

Elizabeth K Chapman (1978), in her study on 'assessment of the intellectual, social and educational attainments of Visually Impaired children', found that there was no significant differences in regard to intellectual, social & educational attainment between the Visually Impaired and normally sighted children. She used intellectual scale to assess the intellectual and educational attainment which she found very successful.

On the other hand, Gail Webel (1980), also did a study on 'Visual disabilities, their identification & relationship with academic achievement'. But he found 50-50 chances of high and low academic achievement of Visually Impaired and found the reason that because of low visual or no visual functioning, academic achievement had been affected.

Robyn Denise Fillman (2000), studied on the 'relationship among Rebellion syndrome, Academic Achievement and cognitive performance of deaf students'. The purpose of the study was to investigate the effects of Congenital Rebella
Syndrome (CRS) on the performance of the deaf students. Academic Achievement and cognitive performance score showed significant differences between the group affected with CRS and the unaffected group.

In a recent study done by Simms Laurene (2007), on 'In search of a new, linguistically and culturally sensitive paradigm in deaf education', the researcher viewed that for more than a century either researcher or educators were blaming the pathological reason for the low academic achievement of deaf children but actually it was not like that. If stress was given on appropriate pedagogic, i.e. the teaching methodologies, the deaf could also show excellence in academic matter.

Findings of the study done by Sandy Persons (1987), Sushan Skinner (1988), M R Mandaravalli (1991), Karen Warffe (1997), Marc Masschark (2001), Harry G. Lang (2002), regarding the academic achievement of VI & HI children, indicate that due to certain barriers of these students, they face certain problems in gaining access to proper knowledge in the classroom which is reflected in their final examination result or final achievement. If proper methodology is applied then, there will not be any significant difference in educational attainment or academic achievement of VI and HI children with the normal children.

From the above studies it is clear that either VI or HI children are not inferior in regard to academic achievement or educational attainment, They possess some extra capability for which they may also show their superiority over others in this field. But in the present study, the result shown in table no 22 reflects that there is a significant difference in respect of academic
achievement of VI and HI children. But if we see the yearwise result, in the last three years, an improving trend in the academic achievement of HI children has been observed. In 2006, the average pass percentage of HI children was 44.73% and in 2007 and 2008, it had been raised to 77.77% and 80% respectively. From the observation made by the investigator during the study and also from the informations gained by the investigator from the students, parents and teachers, it may be stated that, now the teachers of HI schools are more conscious about the education of the HI children. More number of trained teachers are being appointed during the period and now the teachers are using a lot of new pedagogical approaches to teach the HI children. The overall administration of the schools are becoming strict than the previous years which has been reflected in the last few years HSLC Examination results positively.

It can be stated that the findings of the present study can be generalized with the findings of the study which have been gathered through the review of the related literatures. In the present study, the findings of the first objective doesnot support the hypothesis, but the findings of the 2nd objective supports the hypothesis set for the objective no.2. In a nutshell it can be said that academic achievement of VI children is very high compared to the academic achievement of HI children of Assam in their HSLC Examination during the period from 2000-2008.

Another major objective of the present study was to study the involvement of the VI and HI children in co-curricular activities. Co-curricular activities have great values which cannot be over emphasised. The modern world has
accepted co-curricular activities as an important and indispensable part of education. Education in its broader sense, is the process of modification of behaviour and development of whole personality of the child's body mind, emotion, spirit etc., so that the child may acquire easy mastery over his powers and capacities to take part in varied pursuits of practical life. To realise this broader objective along with academic subjects, the school must be enriched by some other extra activities like games, sports, debates, music, fine arts, literacy activities, dance, drama etc. So, the investigator has made a humble endeavour to study the involvement of the differently-abled children in co-curricular activities. The result of the findings show that although the children of both the categories (VI & HI) are very interested in co-curricular activities, but due to limited facilities provided by the schools and also due to the limited capacity of these children they can not involve in or perform all the activities equally. Under six different types of co-curricular activities 58%-71% visually impaired children are found to be involved with an average of 65.68%; whereas, 72% - 81% HI children are found to be involved in six different types of co-curricular activities with an average of 76.62%. Involvement of VI and HI children in co-curricular activities is found to be significantly different which has been proved by applying the 't-test' (Table: 26). Some remarkable outstanding performances have also been listed which prove that these children are not impaired or disabled but they are differently abled.

P.C. Bhuyan (1991) in his study showed a very negative observation regarding the involvement of children (VI & HI) in co-curricular activities. He stated that the school authorities were not very aware about this important
aspect of education. He also concluded that the schools provided a very limited scope to the students to take part in co-curricular activities.

Karen Worffe (1997), in his study on 'the life style of Blind, low vision and sighted youth : a quantitative comparison', found that the performance of these three categories children in recreation, and leisure activities are significantly different.

A H Khan (1988), in one of the findings of his study, 'personality structure of blind children and it relation to their mental ability and educability' stated that achievement in S U P W increased significantly with increase in education of the blind children.

So, far as the co-curricular activities of VI and HI children are concerned, much studies have not been done either in our country or in abroad. But the findings of the present study show that there is no relationship between the academic achievement & involvement or performance of VI and HI children in co-curricular activities which was found positively by A H Khan (1988). In the present study, HI children are found to be more involved in co-curricular activities than the VI children, But when the question of academic Achievement comes, VI children showed high academic achievement than the HI Children.

One reason behind the less involvement of VI children in co-curricular activities is that in most of the co-curricular activities, the children need the vision and power or ability. So inspite of their interest, the VI children can't participate and involve actively in most of the co-curricular activities. If proper technological devices or equipments are evolved & provided to them, they may surely boost up their talents in this field also. Likewise, the HI children as they can not
speak or hear, so they also cannot participate in certain activities like vocal or instrumental music. But one important point as observed by the investigator is that compared to academic matter the HI children are more interested in co-curricular activities.

To study the Parental Behaviour and Parental Awareness (PBA) regarding the education and needs of their impaired and normal children, was another important objective of the present study. From the result it has been found that regarding Education, parents are equally highly aware for their both impaired and normal children. Data which has been gathered from 60 parents has been treated by applying $\chi^2$(chi-square) method. In 3 degrees of freedom, the critical $\chi^2$ value is found as .676 (table-29) which shows that there is no significant difference of PBA regarding the education of impaired and normal children. But regarding their (VI & HI) Needs, by applying $\chi^2$(chi-square) test for the collected data, it has been found that there is significant difference in PBA regarding the Needs of impaired and normal children. The result has been shown in Table no-31. From the interview held with the parents, it has been found that as most of the impaired children stay in Hostel for their education, and as their requirements are to some extent fulfilled by the school authority (the Social Welfare Deftt, Govt of Assam, or NGOs), so the parents try to fulfill the needs of their normal children at home. Besides, the income of these people are also very limited, so they are quite unable to meet the demands of their both impaired and normal children. But compared to impaired children, they are giving preference to their normal children. It has been felt by the investigator from the informal talks held with the parents that, the
parents firmly believe that the normal children will only shoulder the burden of them. Mishra (1991), in his study found that the normal children differed from the disabled children on their home environment.

B. K. Panda (1991) did a study on 'attitude of parents and community members towards the disabled children'. In his study he found that the parents showed favourable attitude towards their children irrespective of whether they were normal or impaired. But the female parents had significantly made more favourable attitude than the male parents towards their disabled children.

S.P. Pandey (1991), in his study on 'the disabled in the rural society of eastern Uttar Pradesh with special reference to Bahraich, Deoria, Pratapgarh & Ballia' in one of the findings he stated that, in certain cases, the family members are more cautious about their disabled children not because, the parents were very aware about either education or future of their children but because, the society may harm them due to their disability. So, the parents in most of the cases discouraged their disabled children from mixing in the society due to fear of harm. One of the objectives of a study done by Lata Sadashiv Paranjpe (1991) was, 'to identify the problems of the parents in accepting the handicap of their children and also to evolve a programme for developing the awareness of the parents regarding the acceptance of handicap'. The investigator found that the parents were free and open minded and gave up many wrong concepts regarding the HI children. They were more attentive and aware towards the problems of their disabled children.

Poonam Tangri (1990) did a study on 'the social and psychological factors in families with handicapped children'. She investigated about the impact of
the handicapped on the family where she found a negative impact. The parents of normal children had better marital adjustment than those of handicapped children.

In one of the objectives of a study done by Stephen Power (2002) about the 'influence of the family factors on Academic Achievement/outcomes of main stream secondary school deaf students'. The study surprisingly concluded that there is low effect of family influence on the academic outcomes of the deaf students.

From the above discussion it is found that regarding parental awareness mix findings have been gathered from the earlier studies. But in the present study, a high level of Parental Behaviour and Awareness regarding the education of both impaired and normal children has been observed. On the other hand, high awareness of PBA has been found regarding the needs of the normal children than the impaired children. The findings of the parent study get mixed support from the earlier studies. But one point is clear about the parents that although to a large extent they have showed their awareness regarding the education of their impaired children, but at the same time they are also worried about the proper rehabilitation of their impaired children. Another major objective of the present study was to find out the influence of teachers' effectiveness on the academic achievement of VI & HI children.

The Teachers' Effectiveness Scores (TES) which were collected through a self structured Teacher Effectiveness Scale, were treated by applying the Product Moment Method (Pearson r). The result of the test shows a positive but negligible correlation between the academic achievement of the VI & HI
students and teacher effectiveness score (Table: 35). The finding is quite surprising. The teachers always play a very important role in shaping and moulding the future of a child. But the finding of the present study depicts a very opposite picture. The average TES in percentage is found as 79.5% with highest 84% and lowest 75%. The average academic achievement of both VI and HI children is found as 79.7% with highest 100% and lowest 32%. Those schools, where the academic achievement of the student has been found as 100%, in one of such schools, the lowest rate of TES has been recorded. Table no 33 shows, that the average academic achievement of Ghilamara Blind School, Lakhimpur during the period from 2000-2008 is 100%, but in that school, the TES has been recorded as only 75%. On the other hand, highest rate of TES has been recorded in Saraswati Bagdhani Prashikshan Kendra, Guwahati, where the average academic achievement of students in HSLC Examination is 83%. In Moran Janamangal Adarsha Blind School, Dibrugarh, the average TES has been recorded as 80% against 73% average academic achievement of students. From Table no. 34 it has been found that female teachers are found to be more effective than the male teachers in respect of both the VI & HI schools. Female TES in respect of HI schools has been found higher than all the male & female teachers from both VI & HI schools.

V. Sharma and S. Mukhopadhayay (1990), conducted a study on ‘identifying teaching competencies specially for integrated education of the disabled children’. The findings revealed that more importance was given to competencies such as setting of a social goal, followed by planning and teaching
S. Muruganandam (1990) conducted a study on 'development of teaching, learning strategies in teaching science for VI children'. The result of the finding depicted that VI children learned more science concepts when they were taught through the specially prepared teaching-learning materials.

Sharma (1994) studied on 'the attitude and effect of teacher's educational invention in improving academic achievement of children with disabilities'. Uma Devi and Venkataramaiah (1996) attempted to know 'the effect of age, qualification, experience and place of residence of rural elementary school teachers on teacher efficiency and attitude'. They found a positive result that age, qualification experience or area of residence had a relation with effectiveness of the teachers.

Julka (1998), examined the various issues and concerns and the role of regular and special teachers related to successful education of VI children in mainstream schools.

It has been clear from the above discussion that if proper teaching-learning materials are used by the teachers, it may definitely have some influence on the academic achievement of the students. In the present study, the investigator has also collected data & informations from the students (VI and HI) by applying appropriate tools (mentioned in chapter III) to cross-examine the views and opinion of teachers. It has been observed during interview that the VI children possess high confidence level and adjustment capacity. They are very affirmative that by dint of their capability and strong will power, they will stand firmly on their own feet, which has been reflected in their HSLC
Examination result also. So, the present study reflects two things—first, teachers’ effectiveness does not have any influence on the Academic Achievement of VI children. Secondly, the teachers’ effectiveness has some sort of influence on the academic achievement of the HI children. The HI children need much care and attention from the part of the teacher because, these children cannot hear or understand anythings imparted by the teacher in the classroom, unless proper sign language or scientific method is used.

The 7th objective of the present study was to know the wastage & stagnation rates of VI and HI children. It has been clearly mentioned in the analysis part (Chapter IV) that the recent educational policy and programme like the SSA has set the target to give each and every child the 8 (eight) years of elementary education by 2010. So, one of the major aims of SSA programme is to eradicate wastage and stagnation rates upto class VIII. Therefore, no wastage & stagnation rates have been recorded in school level. Hence, the failure percentage of the students in HSLC Examination, for the period from 2000-2008, has been considered as stagnation rate of VI & HI children. The findings of the objective show that the stagnation rates of the HI children are more than the VI children. Highest 96.3% stagnation rates has been recorded in respect of HI children against highest 12.5% stagnation rates of VI children. But, there has been seen a decreasing trend of stagnation rates of HI children during the last 3 years (2006, 2007 & 2008). The reason behind is that, the Govt. BDS Deaf and Dumb School, Guwahati, for the last three years has been putting effort to increase the academic achievement level of the children appearing in HSLC Examination. Therefore, the respective authority is now
giving importance on the educational attainment of the students. The privately managed schools like Saraswati Bagdhani Prasikshan Kendra, Guwahati is also putting its effort for high academic achievement of the HI children. Inservice training or orientation of the teachers from time to time is also been given by the school authority for better understanding of the talents of the HI children.

However, the findings obtained in the present study cannot be generalized to the entire VI and HI population. Because, only 4% of children with disabilities have access to education in our country [National Sample Survey Organisation (NSSO), 2002]. Besides, academic achievement of the impaired student in general depends on some common factors like the efficiency and missionary zeal of the teachers, new pedagogical approaches to teach the differently abled children, proper training of the teachers, up-to-date knowledge on recent researches done in the area, facilities of co-curricular activities, parental behaviour and awareness, knowledge of the self, suitable environment both in school and at home etc.

5.2. Implication and Suggestions:

Education as a social science is concerned with many factors in the society. So, when the question of implication comes to the field of educational research, it is essential to analyse the whole educational system prevailing in the society by taking concern about the Aims, Objectives, Facilities, Resources as well as existing social context. Moreover, it cannot be said that whatever a particular research finding explores can be directly applicable to the prevailing system
of educational set-up. It is not easy to proceed or apply directly from theory to practice or vice-versa. Most of the research findings in social sciences thus have indirect implications also.

The present study has been done to find out the academic achievement of Visually Impaired and Hearing Impaired children of Assam in relation to their HSLC Examination result for the period from 2000-2008. In Assam only a few studies have been undertaken on the persons with disabilities and the study can be regarded as first of its kind in Assam. The findings of the present study may not be generalised to the whole impaired population. Because the Schools meant for the VI & HI children in Assam are very limited. Besides, the student-teacher ratio for the special school should be ideally as 8:1, hence there is seat limitation in such schools. Therefore, a large number of impaired children are deprived of getting education in such special schools every year. Due to this reason, all the findings of the present study can not be generalised. More research in this area is needed by taking a large number of samples drawn from the same environment. However, the present study has been found to have some educational implications for the teachers of these special schools, parents as well as the State Govt. and NGOs and researchers who are associated with the education of the VI & HI children of the state.

The findings of the present study imply that although the academic achievement of the VI children in Assam is found to be high but the investigator faced with some very traumatic situation. In one of the schools, where 100% pass percentage has been recorded throughout the years (2000-2008) only 5 number of students had appeared in the HSLC Examination from that.
school during the period. In 2001, 2002, 2004, 2005 and 2006, no single student had appeared in HSLC Examination from this school [Table : 12 (F)]. The name of the school is Ghilamara Blind School, situated in Lakhimpur District. The school is totally run by public donation. The teachers are voluntarily serving the school without getting the salary. Till the time of data collection, the school has not received any govt. grant or aid. So, the school could not accommodate more number of students. The school has to bear all the food and lodging expenses of the students.

Therefore, the Govt. must wake up and needs to do a lot for these disadvantaged children. The Kothari Commission (1964-66) has observed- ‘...the education of the handicapped children should be an inseparable part of the education system’. The commission at that time recommended experimentation with integrated programmes in order to bring as many children as possible into this programme. (Alur, 2002).

Meanwhile, the NCERT joined hands with UNICEF and launched a Project Integrated Education for Disabled Children (IEDC) in 1987 to strengthen the integration of learners with disabilities into regular school. The project in 1994 found that along with increasing rate of enrolment of disabled in the common school, the retention rates among the disabled was also found to be higher than the other children. In 1997, IEDC was amalgamated with the Projects like DPEP (Chadha, 2002) and SSA (Dept. of Elementary Education, 2000).

The above discussion implies that still we are searching for a better educational plan, policy or a project which will cover the education of each & every disabled child in the region. The office of the Chief Commissioner, Person
with Disabilities, Govt. of India, stated that not more that 4% of the children with disabilities have the access to education.

The findings of the present study although reveal that there is no relation between the teachers effectiveness & academic achievement of the VI & HI children; but still, it is also found that the highest average TE score has been recorded in Saraswati Bagdhani Prasikshan Kendra, Guwahati, and the individual result of the school in the last two years (2007 and 2008) has been found as 100%. The average TE score of Montfort School, Guwahati, which has been recorded as 83% against 100% academic achievement of students. Similarly, 81% average TE Score has been found in respect of Guwahati Blind School with 100% academic achievement of the students during the period from 2000-2008. Therefore, these particular cases should be taken into account by the school authority as well as the state Govt. for the better academic achievement of the VI and HI children.

It has been observed by the investigator during the interviews held with the parents of the impaired children that, those parents whose educational status is high compared to other parents, their monthly income is also good. These parents are found to be more aware about the future of their impaired children like the normal children. So, the educational planner, teachers, community members and the authority as well as the NGOs, those who are directly involved with the welfare of the disabled persons, should re-orient the parents regarding value of education and also can provide some scope for rehabilitation of the economically weaker families.

A healthy mind resides in a healthy body. Researches have pointed out
that academic achievement and co-curricular activities possess a high positive correlation. Therefore, again the govt. and those NGOs' which are dealt with the education of the impaired children should provide better and improved facilities for co-curricular activities. The state government may also import some new devices and equipments from the advanced countries which are found to be effective for the co-curricular activities of the impaired children.

The VI children are also deprived of getting Brailled Text Books. Because the only Braille Press in Assam established near Guwahati Blind School, Guwahati is still inactive. So, proper steps should be taken by the govt. to activate the press as soon as possible. Even as a substitute, the Emboss printing machine attached with a Computer may be provided by the Govt. to every school as the number of schools are very limited. It may be mentioned here that the Jorhat Blind Institution and the Monfort School, Guwahati have already managed to purchase that machine by their own initiative. But without govt's help it is not possible to purchase the machine as it is too expensive.

5.3 The Task Ahead:

About only 11% of disabled persons between the ages of 5-18 years are enrolled in special schools in the urban areas as compared to less than 1% in the rural areas [National Sampling Survey Organisation (NSSO) 2002]. This clearly indicates that still the education for the learners with Special Education Needs (SEN) has been segregated. All legislations regarding the Inclusive Education has not been successful till date. So, to increase the rate of enrollment of impaired children in education process and help them to contribute towards
the national growth and development, the only task ahead is Inclusive education at school levels in our country. Criticising the segregation policy of the central govt., Baquer and Sharma (1997) have rightly pointed out that:

'.........separate special education system leads to social segregation and isolation of the disabled, thus creating separate worlds for them in adult life. Inclusive education has the potential to lay the foundation of a more inclusive society where being 'different' is accepted, respected and valued'.

Therefore, curricular issues and more particularly the teacher education programme needs some discussion. To make inclusive education possible and successful, and to better accommodate students with disabilities, the present education system, educational structure and educational policies need to become more flexible, more inclusive and more collaborative. The effectiveness of curriculum depends in the long run on the skills and attitudes of the teachers. A scientific teacher education programme may certainly develop skills and positive attitude towards the disabled.

Studying the teacher education curriculum of the District Institute of Education and Training (DIET) from the perspective of the learners with SEN, Julka (2004), has implicated a need for inclusion of theory and practice strategies of Inclusive Education in the programmes of Teacher Education. At present, there are no specific provisions in the form of trained teacher educators, resource materials and standardized inputs on learners which special education needs in the programmes of the DIET or other training institutes. In the pre-service programme (B.Ed. etc.) only one optional paper on one unit in a compulsory paper are the inputs provided. Training programmes under DPEP,
and now the SSA has covered this component. But it needs to be strengthened and made more relevant to the needs of the teachers from the perspective of inclusive education.

In this regard some of the recommendations made by National Focus Group, National Curriculum Framework, 2005 (NCERT), may be mentioned below:

* Make the curriculum flexible and appropriate to accommodate the diversity of school children including those with disability in both cognitive and non-cognitive areas.

* Make support services available in the form of technology (including ICTs), teaching-learning materials etc.

* Involve parents, family and the community at all stages of education.

* Gear all teacher education programmes (both pre-service & inservice) to develop the pedagogical skills required in inclusive classrooms.

* Correlate the style of teaching to the learning styles of all the children.

* Mobilise special schools as resource centres that provide support to inclusive schools.

* Reduce the class size to maximum 20 students, where there are children with SEN.

* Adopt single teacher class system to facilitate the acquisition of integrated knowledge in children up to class V.

* Nurture all aspects of the personality, viz, cognitive, affective and psychomotor through games, dance, drama, music, fine arts and crafts.

* Incorporate a component of human rights education in the teacher
education programme to inculcate respect for diversity and the concept of inclusive society.

* Make sign language the medium of instruction for the hearing impaired and Braille for the visually impaired children.

* Inculcate among students with SEN, critical thinking, decision-making, problem-solving and other life skills in order to promote their self-reliance and independent living capacities.

It is therefore, important to bring about a number of reforms at various levels in order to develop a ‘school for all’ having an inclusive curriculum. Flexibility in the curriculum to professional preparation of teachers are the important issues which have already been discussed to lead to an inclusive setting. Finally no initiative towards inclusive education would be completed without collaborating with the parents and without the external support of NGOs. Last but not the least, the existing special schools must be mobilized to act as resource centres for providing inputs on training, curriculum delivery, assessment, etc.

5.4 Scope for Future Research:

Research opens the advanced frontiers of knowledge in various areas of education. Research enables us in gaining insight into the problems after systematic and scientific exploration. Research on the persons with disabilities can be said to be neglected areas in Assam. Therefore, It has been found from the reviewed literature that only a few studies have been conducted which can be counted on fingers in our state. From that point of view, the
present study can be regarded as first of its kind done in our state. Therefore, the investigator feels that there is much scope of research in this important area. The following few areas can be suggested for future research -

1. In the present study the academic achievement of the VI & HI students in H.S.L.C. Examination has been taken into consideration. Limited samples were taken for the study, as limited number of students had appeared in the examination. Therefore, extensive study on academic achievement on the basis of annual examination or applying an attainment or achievement test by taking a large sample may be done.

2. A comparative study on the Academic Achievement of both Visually Impaired and Hearing Impaired children with that of a neighbouring state may be conducted.

3. Assessment of intelligence and personality characteristics of the Visually Impaired and Hearing Impaired as well as the orthopedically challenged may be conducted.

4. Study on the other disability categories like learning-disabled, slow learners, dyslexic children, cerebral palsied, autistic, ADHD etc. needs extensive research. So, research on these areas may be undertaken.

5. Influence of parental Behaviour and Awareness on the Education of the impaired and normal children was studied as an objective of the present study. An extensive and elaborate study on the topic may reveal some important facts.
6. A comparative study on self concept, adjustment capacity, emotional strength of impaired and normal children can be undertaken.

7. In an Inclusive Education setting the social and adaptive behaviour of Hearing Impaired and Normal Hearing children can be studied.

8. In primary school level, a number of cases of reading difficulty (Dyslexia) have been found. So, a longitudinal study by applying a specific tool or technique on the Dyslexic children and their further improvement can be studied by adopting experimental method.

9. Studies on socio-psychological factors in the families with the impaired children may also be undertaken.

10. Regarding mainstreaming the impaired children may be studied.

11. Comparative study of the different personality traits, interests and aspirations of the VI and HI children may be undertaken.

12. Regarding attitudes of the parents and community members towards the impaired children and its impact on the mental health of the impaired children needs a study.

13. Influence of teachers effectiveness in the development of adjustment skills of impaired children may be conducted.

14. Comparison of memory, attention and creativity between disabled and normal children may be studied.