CHAPTER - VI
SUMMARY AND CONCLUSION
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We live in a world of diversities and individual differences. None of us is even identical in true sense, each child has his own peculiarities which present him as a separate individual from the others. Some are very bright, some are dull, some are unable to cope with the normal situation inspite of having the talents. These categories of children are in need of some extra special care, attention and measures for their adequate adjustment, welfare and progress in their lives. They find it difficult to learn without special inputs. Among them, the fortunate ones like the gifted, talented and creative possess capacities & potentials in abundance in one or other fields of life and the unfortunate ones, called the disabled or impaired are found to suffer a lot from one or the other deficits, deficiencies and inadequacies with regard to their potentialities, growth and development.

Amongst the disabled or impaired group, the VI and HI group of children are the most unfortunate in the sense that inspite of having the mental capacity, they could not attain academic success due to poor educational facilities provided to them. Besides, the number of special schools meant for the VI and HI children are also very limited and inclusive education programme is yet to be fully implemented throughout the country on the other. By considering all these factors in mind, the investigator felt the need of studying the academic achievement of VI and HI children of Assam in HSLC Examination. Thus the present study undertaken has been justified and entitled as “A Study on the
Academic Achievement of the Visually and Hearing Impaired children of Assam.

In chapter I, the whole conceptual framework of the special children had been elaborately stated. Classification and identification of special children had been systematically given one by one. Then VI and HI children’s classification along with their causes of impairment, identification and educational provisions were elaborately written in that chapter. The concept of integration, mainstreaming & inclusive education had also been given. On the basis of objectives formulated for the study, the hypotheses were framed and variables both dependent and independent were identified. The objectives of the study were -

1. To study the Academic Achievement of Visually Impaired (VI) children.
2. To study the Academic Achievement of the Hearing Impaired (HI) children.
3. To have a comparative study of the Academic Achievement of the VI and HI children.
4. To study the involvement of VI and HI children in co-curricular activities.
5. To study the Parental Behaviour and Awareness (PBA) regarding the Education and Needs of their Impaired and Normal children.
6. To study the influence of Teachers’ Effectiveness on the Academic Achievement of the VI and HI children.
7. To study the wastage and stagnation rates of the VI and HI children.

8. To prepare a paradigm of action about the problems as perceived by the Teachers, Students & Parents.

A good number of related literatures had been reviewed for the present study & given in chapter II. Altogether 29 international studies, 36 national and 6 regional studies were reviewed. Besides, the investigator had also incorporated 26 Indian studies done in the field of integrated, mainstreamed and inclusive education.

For the present research work survey studies and causal comparative studies (interrelationship studies) under the Descriptive Research were followed. As the investigator took into account of the annual examination result of the students (VI and HI) from class VIII to see the wastage and stagnation rates, so, the study also followed the longitudinal method under developmental studies of Descriptive Research.

For the present study 7 (seven) number of schools meant for VI and 3 (three) number of schools meant for HI students were selected by using purposive sampling technique. Total 374 students (117 VI and 257 HI) were selected by using the same sampling technique. By following quota sampling method 60 (sixty) number of parents of VI and HI children were selected from all 10 (ten) number of special schools. 60 (sixty) number of teachers were also selected through stratified random sampling procedure and out of 60
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teachers, 30 (15 male and 15 female) were from VI school and 30 (15 male and 15 female) were from HI schools.

Following tools were used by the researcher for the study -

i) Inquiry Form (for students’ Academic Achievement record).

ii) A self developed questionnaire for HI children.

iii) A self developed Interview Schedule for VI children.

iv) Interview schedule for the parents (self developed).

v) Teacher Effectiveness Scale (self developed).

vi) Observation Method.

In analyzing and interpreting the collected data, following statistical techniques were employed -

a) Simple frequency analysis

b) Simple percentage analysis

c) Graphical Representation viz., Bar graph.

d) ‘Q-norm’ had been followed to show the actual level of academic achievement of VI and HI children.

e) ‘t-test’ was applied to test the significance of mean difference of academic achievement and involvement in co-curricular activities of VI and HI children

f) Chi-square test was applied to find out the Parental Behaviour and Awareness regarding the education and needs of impaired and normal children.
g) To test the correlation between teacher effectiveness and academic achievement of VI and HI children, Pearson's Product Moment Method was applied.

The findings related to the different objectives of the study were given below -

**Academic Achievement of Visually Impaired children:**

Academic Achievement of VI children was found to be very high. The pass percentage of VI students in HSLC examination from the period 2000-2008 in aggregate was 93.16% which showed a very satisfactory result. The 'Q-norm' indicated a very high academic achievement level of the VI children. Highest 83.17% academic achievement had been recorded under Very High level (75-100%) of achievement.

**Academic Achievement of Hearing Impaired children:**

The average pass percentage of HI children in HSLC Examination from the period 2000-2008 was only 33.07% which showed a very low academic achievement of HI children. The 'Q-norm' also indicated low academic achievement level of HI children. Highest 50% academic achievement had been recorded under Very Low level (0-25%) of achievement.

**Comparison of Academic Achievement of Visually Impaired and Hearing Impaired children:**

From the analyses of first two objectives of the study, it had been found
that academic achievement of VI children was very high then the HI children in their HSLC Examination during the period from 2000-2008. ‘t-test’ was applied to see whether the difference was significant or not. The result of ‘t-test’ also indicated that there was significant difference between Mean academic achievement of VI and HI children at both .05 and .01 level of significance.

**Involvement of Visually and Hearing Impaired children in Co-curricular activities:**

More number of HI children (76.77%) were found to be involved in different co-curricular activities than VI children (62.44%). VI children were found to be interested in vocal and instrumental music, whereas, towards fine arts, needle work and tailoring and game and sports more number of HI children were found to be interested. Significant difference was found at both 0.05 and 0.01 level of significance by applying the ‘t-test’.

**Parental Behaviour and Awareness (PBA) regarding the Education & Needs of Impaired and Normal children:**

No significant difference of PBA was found regarding the Education of both Impaired and Normal children. In 3 degrees of freedom the computed chi-square value was found to be .676 which was not significant at 0.01 and 0.05 level of significance.

Significant difference of PBA was found regarding the Need of Impaired and Normal children. In 3 degrees of freedom the computed chi-square value
was found to be 10.44 which was significant at 0.05 level of significance.

**Influence of Teachers’ Effectiveness on the Academic Achievement of the VI and HI children:**

Female Teachers were found to be more effective than Male teachers in respect of both the VI and HI schools. Out of 275 total score, the average teacher effectiveness scores in respect of VI schools were 214.86 in case of male teachers and 220.73 and in case of female teachers. In respect of HI schools, the average teacher effectiveness scores were 219.46 in case of male teachers and 224.53 in case of female teachers.

But the study showed that the Teachers’ Effectiveness had no impact on academic achievement of the VI and HI students. Pearson’s Product Moment Method was applied to see the correlation between TES and academic achievement of VI and HI children which was found as negligible (r=0.19).

**Wastage and stagnation rates of Visually and Hearing Impaired children:**

No wastage rate was found in school levels during the years due to certain measures taken up by the govt. through policy implementation like DPEP and SSA. The failure rates in the HSLC Examination were counted as the stagnation rates of VI & HI students. The stagnation rates of HI children (68.85%) was higher than the VI children (7.23%) in the HSLC Examination.
Suggestions and Conclusion:

Although the teachers of VI schools are found to be less effective than the teachers of Hearing Impaired schools, but the academic achievement of Visually Impaired children is found to be higher than Hearing Impaired children. It has been observed and found during the investigation that the sheer willpower, patience, strong self-confidence and the definite goal of the Visually Impaired students have brought laurels to their respective schools through their achievement. But if the teacher increase their effectiveness through some special training on methods and techniques to teach the Impaired children it may definitely bring some impact on academic achievement of both VI and HI children.

Academic achievement of Hearing Impaired children has been found to be low. There are various reasons for the low academic achievement of these HI children. During the last few years, trained and competent teachers have been appointed, some new methodologies & pedagogical approaches have been used, which have been reflected in the last two years HSLC Result. Therefore, it may be suggested that if the self confidence and will power of the HI children are interwoven in them, they may also show their excellence in the academic field.

Involvement in co-curriculum activities has been found to be good for all round development of personality. Researches have also proved that there exists a correlation between the academic achievement and involvement inco-curricular activities. More improved and special equipments will attract more number of VI and HI children towards co-curricular activities. As these children
are suffering from different types of deficiencies, they need to be involved in various co-curricular activities for their healthy body and mind.

It has been found that like other people, the parents of the impaired children are also aware about the education of their children. But due to limited income, they can not fulfil all the requirements of their normal and impaired children equally. Due to this, the impaired children sometimes feel neglected or rejected which may create emotional problems. So, parents need to take extra care while dealing with the impaired children. Schools may also organise counselling programme for parents.

Higher academic achievement will definitely lower down the failure rates of VI & HI children. Parents, teachers & institutional heads need to adopt suitable technique for increasing the academic achievement rates.

There are a few number of special schools meant for the visually and Hearing Impaired children not only in our state, but also in the whole country. Only 11% of the Impaired children between the ages 5-18 years are getting enrollment in the special schools (Urban). In our country the total number of disabled children in primary education age group is 4.3 million. As per this criteria, about 10,000 special schools are required to enroll these children. It is shocking to note that there are only 144 schools for the VI and 153 for the HI children with a fixed enrolment facility in each school. In this context, providing educational facility is much more important than searching for academic achievement. Because it has been found that if proper educational facilities are provided to these 'differently-abled' children, they may attain bright academic achievement. Therefore, Inclusive Education is the need of
the hour. It will not only be able to mainstream the large number of impaired children, but also it has the potential to lay the foundation of a more inclusive society where being `different' or `impaired' will be `accepted' `respected' and `valued.'

With this, the investigator concludes the report. It is hoped that the study will be considered useful for those who are associated with the children with Special Education Needs (SEN).