Chapter - I

INTRODUCTION

1.1 Background of the study
1.2 Need and Significance of the Study
1.3 Statement of the Problem
1.4 Definition of Key Terms
1.5 Objectives of the Study
1.6 Hypotheses of the Study
1.7 Methodology in Brief
1.8 Scope of the Study
1.9 Limitations of the Study
1.10 Organization of the Report
1.1 Background of the study

Education can be considered as a system of instruction established to impart knowledge, develop skills and inculcate values in individuals especially in young people through varied practices. The basic aims and objectives of education include acquisition of knowledge, behaviour modification, preservation, transmission and transformation of culture, vocational training for livelihood and self realization. Education is the tool which helps in the process of socialization of individuals. Hence education is an inevitable aspect of the life of a person in the modern world.

Realizing the importance of education in the progress of citizens and in the development of the country, ‘education for all’ is taken as one of the cherished goals of the nation. It has become a fundamental right of citizens. Thus it is the responsibility of the society to provide opportunities to all for formal education. According to the Census 2001, there are 2.19 crore persons with disability in India, who constitute 2.13 % of the total population (Cited in Gulati, 2009). This includes, persons with visual, hearing, speech, loco-motor, and mental disabilities.

To provide appropriate education for the children with special needs considering their nature and requirements, there are various types of instructional practices in India. The present educational opportunities for disabled children can be broadly classified into two: special education
and integrated education. Special education is a specialized instructional system according to the needs and nature of the children with special needs, to help them to achieve the greatest possible personal outputs such as self help skills, communication, literacy, physical skills, vocational skills and success in present and future life. In integrated education, the children with special needs are accepted and educated in general schools with normal students.

Of the above mentioned models of instruction for the disabled children, the widespread practice is the special education programme. In India the special education programmes are usually carried out in special schools. These special schools are meant exclusively for children with special needs. Various types of disabled children - children with blindness, hearing impairment, mental retardation, loco-motor disabilities, autism, etc. are admitted in special schools.

In special schools, full time regular classes are arranged under professionally qualified experts in special education and rehabilitation. Programmes such as speech therapy, occupational therapy, physiotherapy, vocational training, psychological assistance, and training in the use of special aids and appliances are provided in special schools along with individualized education programme.

The sense of hearing is a crucial aspect of a person. Hearing impairment is an invisible handicap. In the state of Kerala there are a
number of special schools exclusively for educating the hearing impaired children. These institutions impart formal education to hearing impaired pupils at various levels such as pre-primary, primary, secondary, higher secondary. These schools are equipped with man material resources needed for the instruction of hearing impaired. The curriculum is transacted usually by employing sign language. Special teachers well versed in using sign language are appointed here to educate the hearing impaired students.

1.1.1 Psychological and Social Perspectives of Hearing Impairment

Hearing impairment may influence an individual’s behaviour and induce inferiority feeling or complex or lack of self-confidence. In children, hearing loss can lead to social isolation, particularly if no one takes time to explicitly teach them social skills that other children acquire independently by virtue of having normal hearing.

The type of inferiority experienced by the individual and loss of confidence may have far reaching effect on the personality of the individual. Hearing impaired children evoke conflicting reactions among their parents. Hearing impairment often causes stress within relationships with families, friends and colleagues. Parents of hearing impaired children experience difficulty in accepting their children and may unconsciously tend to reject or punish them and ultimately, loss of confidence eventually results in loss of self-esteem. Delay in social
behaviour is one of the most debilitating outcomes of hearing impairment.

Lack of communication between the child and the parents also results in overprotection which can cause the development of negative self-esteem and feeling of shame and doubt. Instead of supporting their kids to express themselves, the parents tend to control them. As the child grows, their surroundings change from family to school and neighbourhood settings. They start interacting with peers and begin to realize the differences they possess. Then they start to compare themselves with the normal people and become aware of their weaknesses, which causes the development of a sense of inferiority. In the school setting, towards achievement, expectations of the hearing impaired are less than that of their potential. This puts the hearing impaired at a major disadvantage in competition for professional jobs since they are not given opportunities. Another problem of the hearing impaired students is the inability to receive the special education programmes they might need (Hallahan & Kauffman, 1997).

The family, school and society generally show disproportionate love or rejection to the hearing impaired children on the basis of wide generalization. Hearing impaired children can become socially and emotionally competent if given opportunities as normal children to develop self awareness, independent thinking and problem solving skills
over the course of their development. Hearing impairment leads to problems only when the individual accepts it as a condition of inadequacy. If hearing impaired students are considered as normal individuals in all respects except in that realm where the auditory channels place some limitations on the capability of the individual, then hearing impairment is not a barrier for realizing the potentialities of the individual.

1.1.2. Psychological and Social Impact of Hearing Impairment

Family and society are the most important agencies in the personality development of the hearing impaired children. They are expected to provide opportunities which include teaching social and emotional skills and promoting social competence through peer groups, parents and processionals. When families, schools and hearing impaired community become more connected, a sense of togetherness and recognition can develop which may bring the optimal development of hearing impaired children.

Unlike normal adolescents, hearing impaired adolescents have a harder time in finding independence because they have to depend more on others. The handicap of the hearing impaired affects their lives and significantly reduces their opportunities for social integration in various settings. This lack of integration not only results in worsened opportunities in general, but also causes deterioration of the mental
fitness and well-being of the hearing impaired. The problems of the hearing impairment in relation to the surroundings have significant consequences for the individual. Impaired hearing can influence a child’s behaviour and socioemotional development. The extent to which a hearing impaired child successfully interacts with family, friends, and people in the community depends largely on others’ attitudes and the child’s ability to communicate in some mutually acceptable way (Hewett & Forness, 1984).

Usually the hearing impaired children tend to be maladjusted because they live in two worlds, one of the disabled and the other of the normal. They are expected to come up to the level of the normal and feel internally frustrated as they cannot possibly reach the level of the normal people in their attainments. Gradually they develop negative self-concept.

To be successful member of the society and gain full access to its richness and opportunities, they have to learn and live at least to some extent in both the worlds that of normal and the hearing impaired. Thus family and community, both play important roles in promoting healthy social and emotional development with hearing impaired children.

1.1.3. Adjustment Problems and Potentials of Hearing Impaired Children

The hearing impaired carry the burden of many social disadvantages such as feelings of inferiority, fear of social ridicule and
embarrassment, inability to compete with normal people, lack of will and self confidence. The social, personal, familial and psychological problems vary with time, place and individual as well as with economic condition and social attitudes. Persons with hearing loss frequently express feelings of depression, withdrawal, and isolation, particularly those who experience adventitious loss of hearing (Meadows, & Orlans 1985). A study of more than 1000 deaf adolescents who were considered disruptive in the class room (Kluwin, 1985) found that the most frequently related factor was reading ability: that is, students who were poorer readers were more likely to exhibit problem behaviours in schools. Hearing impaired, display a large number of personality problems, frustrations, and difficulties in their attempts to solve their problems and encounter many situations of non-acceptance and misunderstandings. Life adjustment of the hearing impaired is complicated as they feel they are unequipped when compared to normal children.

To a great extent, psychological growths are dependent upon environmental condition, cultural taboos, social norms and family structure. Researches in the field have emphasized that parental status and attitude may be more significant factors in the development and performance of the hearing impaired children because they are more likely to spend more time in the home and are more dependent on the family for social contacts.
Handling the problems of the hearing impaired is a challenging task. The importance of a central role of families, teachers and professionals is demonstrated by a number of studies that indicate parents’ attitude, social support, expectation and problem solving skills are related to the academic and social development of the hearing impaired children. Similar to normal children, hearing impaired children with parents who are involved in the child’s early formal education program show higher levels of academic success and social and emotional functioning as measured by early reading assessment and teacher and parental ratings of externalizing symptomology. Intimate attachments on one’s social group can be valuable resource for coping with stress by providing a variety of functions including emotional support, validation, information, advice, feeling of solidarity, and actual financial or physical assistance.

In recent years many steps have been taken by the government and various organizations to bring the hearing impaired to main stream of society through school programmes, recreational programmes, organized activities, training and rehabilitation.

1.1.4. Impact of Hearing Impairment on Academic Achievement.

Hearing impaired children, due to their inability to pick up auditory social clues, experiences delayed social development that is in large part tied to delayed language acquisition and can lead to social
isolation. Research conducted by hearing review in late 2007 found that there are a number of the life issues faced by hearing impaired. Researchers have found that hearing impaired children had issues in a number of areas like social interaction, language and communication, education, behavioural problem, mental health and safety. Language and communication develop within the first two years of life. Hearing impaired children often have delays in, as well as poor, speech and language development hindering their ability to communicate effectively. They have poor mental acuity due to poor speech and language development. They do not have the skills to ask the questions to get help because they do not know what they do not hear.

Hearing impaired children need others to repeat themselves or may need sign language for communication. If a child is to attend a mainstream school then oral and written communication are necessary. However a hearing impaired child may not have the skills to allow them to keep up with their peers. Hearing loss of any degree appeared to affect psycho educational development adversely, leading to the conclusion that even minimal hearing loss places children at risk for language and learning problems. Hearing impaired children had difficulty in maintaining attention and is behind in educational achievements and their grades lower than their hearing peers (Furth, 1973).
Reading developments in hearing impaired children are delayed and need help in the classroom to interpret the teacher’s instruction. Children need to learn copying mechanisms, such as sitting in the front of the class or positioning themselves on the best hearing side or learning lip reading.

Academic achievements are affected due to delayed speech and language development, delayed reading development, difficulty in maintaining attention and not having the skills to ask questions. Many drop out early because they cannot cope with normal classroom resulting in a poor education and this means fewer job opportunities.

1.1.5. Vocational Aspiration of the Hearing Impaired

Vocational aspiration in the formation years of life are supposed to determine success in later life with regard to job satisfaction, personality adjustment, etc. Some of the variables which may influence vocational aspirations are parental occupation and social background, intelligence, school achievements, peer group experiences, vocational guidance, etc. The challenging task of employment of the hearing impaired is that of deciding the continuing education and possible career. This requires the individual to be aware of his or her interests, values and abilities that relates to specific occupations. Career maturity is to be developed most intensively during adolescent period. Educational strategies increase the capacity and willingness to plan the future.
The career development process occurs through a number of life stages. An individual’s career pattern is determined by socio-economic levels, mental ability, personality characteristics and also by opportunities. They may face a lot of conflicts like tension, frustration, ambiguity and uncertainty before making any decision. Trice (1991) reported that children were more likely to maintain their early career aspirations if they wished to hold identical or similar occupation as their father.

The problem of vocational guidance has also been linked with the problem of vocational placement. Thomas and Ferguson (1964) noted the need for further opportunities for vocational training and the need for ‘specialized assistance’ to the deaf and recommended that local education authorities should be urged to give consideration to the establishment of vocational training centers on a regional basis. Residential courses of general education are considered as a preliminary to vocational training of the physically handicapped. Drewry (1958) advocated the need in some areas for a better co-coordinated placement scheme, including vocational guidance, is an urgent one. Boys and girls leaving some schools have little idea about their vocation and are ignorant about the countless openings available for the deaf in a complex industrial society or of the different kinds of training schemes available or the general organizations of factories and other industrial units (Cited in Taylor 1988).
To attain full participation and equality in society for a hearing impaired person, it is imperative to have a guarantee for the means of livelihood. Only through occupation and economic independence they can participate in social life without any stigma and use the benefits available to them.

It is obvious that the limitations in the use of language make the hearing impaired people incompatible for a number of vocations. However the development of aspiration for an appropriate employment is a desirable outcome of educating the hearing impaired along with academic success.

1.2 Need and Significance of the Study

The broader objective of the present study is to find out the psychosocial adjustment of hearing impaired students at higher secondary level with respect to variables like self-esteem, interaction, social adaptability, anxiety, alienation and depression and its relationship with their vocational aspirations. The problems of the hearing impaired are not only those caused by their disability but also those of adjustments to the external world. Often the hearing impaired persons are regarded as inferior due to their physical limitation. Those who are unfortunately became hearing impaired have a feeling of being unwanted and are often found to cause tension in the family members.
Most people with normal hearing ability have little idea about the emotional and behavioural consequences of hearing loss. An understanding of these consequences is important for people who suffer from hearing loss and also for people with normal hearing ability. A right understanding of the consequences will help the hearing impaired child adjust better to the society and environment and also will help the family and friends to give more constructive help to these children.

Psychological problems, blocks and barriers put up by disabled condition results in personality changes, which largely depend on the fact that how disability has been internalized by the hearing impaired persons. This internalization of one’s own nature is influenced by the varied experiences one receives from others. Life at home, school and work of the hearing impaired will certainly be reflected and affected by the inner world. Inner world would comprise of their attitude, self, aspiration, values, mental health, personality and job satisfaction.

There is urgent need for short-term training programmes to prepare professionals to address the needs of persons with hearing impairment. A part of these services in the psychological assessment, the study aims at providing a comprehensive, psychosocial profile of the individual in the context of his or her life situation. Psychologists can provide valid information about the developmental status, intelligence, aptitude, social-emotional aspects, personality and achievements of the
hearing impaired child to the family and rehabilitation team. There are many variables that shape the individual. While genetic and biological factors provide the blue-print, exogenous factors play a very crucial role in giving shape to the emerging self.

The role of the family, influence of socio-cultural factors and parental expectations play an important role in the selection of a vocation for persons with hearing impairment. In this context, a venture to study the psychosocial adjustments and vocational aspirations of hearing impaired assumes major importance, since it contributes directly or indirectly towards improving the position and status of the hearing impaired individuals in the society.

At present the hearing impaired adolescents are given formal education in various special schools. They have limited exposure to the outer world since all the students admitted in these schools are hearing impaired. This segregated atmosphere may hinder the overall development of the students. There is every possibility for the hearing impaired students to develop anxiety, alienation, or depression as they are ‘disabled.’ Also this ‘disability’ may prevent them from building up self-esteem, interaction, or social adaptability to a great extent. Persons with hearing loss frequently express feelings of depression, withdrawal, and isolation, particularly those who experience adventitious loss of hearing (Meadows, & Orleans, 1985).
Vocational aspiration of a person at his/her adolescent age is highly significant as it indicates one’s future way of life. The role of the family, influence of socio-cultural factors and parental expectations play an important role in the selection of a vocation for persons with hearing impairment.

The review of related studies revealed that only very few studies have been conducted on hearing impaired higher secondary school students in India especially in the area of psychosocial adjustment and vocational aspiration.

In this context, a venture to study the psychosocial adjustments and vocational aspirations of hearing impaired students assumes major importance, since it contributes directly or indirectly towards improving the position and status of the hearing impaired individuals in the society. The investigator tried sincerely to conduct this study on the hearing impaired students at higher secondary level and pinpoint the psychosocial problems they face and relate it to their vocational aspirations and highlights the need for collaborative and integrated effort among institutions and individuals to pursue systematic research in this area.

1.3 Statement of the Problem

The major aim of the present study is to assess the psychosocial adjustments of hearing impaired students at higher secondary level in
Kerala and their relationship with their vocational aspirations. Hence the study is entitled as “PSYCHOSOCIAL ADJUSTMENTS AND VOCATIONAL ASPIRATIONS OF HEARING IMPAIRED STUDENTS AT HIGHER SECONDARY LEVEL.”

1.4 Definition of Key Terms

The operational definitions of the terms used in the title are given below.

**Psychosocial Adjustment**

Generally, psychosocial is the term used to cover any situation in which both psychological and social factors are assumed to play a role (Dictionary of Psychology, 2001).

In the present study, psychosocial adjustment refers to social or psychological adjustment in terms of possession of positive variables such as self-esteem, interaction and social adaptability and lack of possession of negative variables such as anxiety, alienation and depression that help the hearing impaired students to adjust with their environment.

**Vocational Aspiration**

A person's desired occupational or career aim. The term vocation implies a job at which one works to earn a living and the aspiration means, feel earnest to desire (Dictionary of Psychology, 2001).

In the present study vocational aspiration denotes the desire, ambition and expectation of hearing impaired students for employment.
Hearing Impaired Students

The term hearing impairment refers to a stress producing hearing loss rendering a person incapable of effecting meaningful and a substantial auditory contact with the environment. Hearing impairment indicates a hearing disability that may range from mild to profound; it includes the subsets of deaf and hard of hearing. (Roda, 1970).

In the present study ‘hearing impaired students’ refers to the pupils having mild to profound hearing loss studying at higher secondary level.

1.5 Objectives of the Study

The objectives of the present study are enumerated below.

1. To find out the extent of psychosocial adjustment in hearing impaired students at higher secondary level.

2. To find out the extent of psychosocial adjustment in hearing impaired students with respect to total and each of the positive psychosocial adjustment variables.

3. To find out the extent of psychosocial adjustment in hearing impaired students with respect to total and each of the negative psychosocial adjustment variables.
4. To compare the psychosocial adjustment in hearing impaired students on the basis of gender, domicile and socio-economic status.

5. To find out the extent of vocational aspiration in hearing impaired students at higher secondary level.

6. To compare the vocational aspiration in hearing impaired students on the basis of gender, domicile and socio-economic status.

7. To find out whether there exist any significant relationship between psychosocial adjustment and vocational aspiration of hearing impaired students at higher secondary level.

8. To compare the vocational aspiration in hearing impaired students with respect to their level of psychosocial adjustment.

9. To find out whether there exist any significant relationship between total and each of the positive psychosocial adjustment variables and vocational aspiration of hearing impaired students.

10. To find out whether there exist any significant relationship between total and each of the negative psychosocial adjustment variables and vocational aspiration of hearing impaired students.

11. To find out whether there exist any significant relationship between psychosocial adjustment and vocational aspiration of
different categories of hearing impaired students based on gender, domicile and socio-economic status.

12. To compare the extent of relationship between psychosocial adjustment and vocational aspiration of
   a. male and female hearing impaired students
   b. rural and urban hearing impaired students, and
   c. hearing impaired students of different socioeconomic status

13. To find out whether there exist any significant relationship between psychosocial adjustment and academic achievement of hearing impaired students

14. To find out whether there exist any significant relationship between psychosocial adjustment and academic achievement of different categories of hearing impaired students based on gender, domicile and socio-economic status.

15. To compare the extent of relationship between psychosocial adjustment and academic achievement of
   a. male and female hearing impaired students
   b. rural and urban hearing impaired students, and
   c. hearing impaired students of different socioeconomic status
1.6 Hypotheses of the study

Keeping in view the objectives of the study following hypotheses were formulated.

1. The hearing impaired students at higher secondary level possess low psychosocial adjustment.

2. The hearing impaired students at higher secondary level possess low psychosocial adjustment with respect to total and each of the positive psychosocial adjustment variables.

3. The hearing impaired students at higher secondary level possess low psychosocial adjustment with respect to total and each of the negative psychosocial adjustment variables.

4. (a) There will be significant difference between the psychosocial adjustment of male hearing impaired students and that of female hearing impaired students.

(b) There will be significant difference between the psychosocial adjustment of rural hearing impaired students and that of urban hearing impaired students.

(c) There will be significant difference between and among the psychosocial adjustment of hearing impaired students of high, average and low socio-economic status.

5. The hearing impaired students at higher secondary level possess low vocational aspiration.
6. (a) There will be significant difference between the vocational aspirations of male hearing impaired students and that of female hearing impaired students.

(b) There will be significant difference between the vocational aspirations of rural hearing impaired students and that of urban hearing impaired students.

(c) There will be significant difference between and among the vocational aspirations of hearing impaired students of high, average and low socio-economic status.

7. There will be significant relationship between psychosocial adjustment and vocational aspiration of hearing impaired students at higher secondary level.

8. There will be significant difference among the vocational aspirations of hearing impaired students possessing high, average, and low level of psychosocial adjustment.

9. There will be significant relationship among total and each of the positive psychosocial adjustment variables and vocational aspiration of hearing impaired students.

10. There will be significant relationship among total and each of the negative psychosocial adjustment variables and vocational aspiration of hearing impaired students.
11. There will be significant relationship between psychosocial adjustment and vocational aspiration of different categories of hearing impaired students based on gender, domicile and socio-economic status.

12. There will be significant difference in the relationship between psychosocial adjustment and vocational aspiration of
   a. male and female hearing impaired students
   b. rural and urban hearing impaired students, and
   c. hearing impaired students of different socioeconomic status

13. There will be significant relationship between psychosocial adjustment and academic achievement of hearing impaired students.

14. There will be significant relationship between psychosocial adjustment and academic achievement of different categories of hearing impaired students based on gender, domicile and socio-economic status.

15. There will be significant difference in the relationship between psychosocial adjustment and academic achievement of
   a. male and female hearing impaired students
   b. rural and urban hearing impaired students, and
   c. hearing impaired students of different socioeconomic status
1.7 Methodology in Brief

The present investigation is meant to assess the psychosocial adjustments and vocational aspirations of hearing impaired students at higher secondary level. Normative survey method was adopted for the conduct of the study. The sample consisted of 200 hearing impaired students selected from six revenue districts of Kerala, viz – Thiruvananthapuram, Kollam, Pathanamthitta, Kottayam, Ernakulam, and Kozhikode. The sample was selected using random sampling technique. To collect the data required for the study, tools and techniques such as psychosocial adjustment scale and vocational aspiration scale prepared and standardized by the investigator, socio-economic status scale developed by Kuppuswamy, et al. (1978) with slight modifications, and achievement test scores were used. The tools were administered by the investigator herself by personally visiting the selected schools.

The analysis of data was carried out employing appropriate statistical techniques. Descriptive statistics such as mean and standard deviation were used wherever necessary to describe the distribution of responses and scores. Inferential statistical techniques such as ‘t’ test (critical ratio), Karl Pearson’s product moment correlation, one way ANOVA, Scheffe’s test, etc. were employed appropriately to test different statistical hypotheses.
1.8 Scope of the Study

The study is specially directed towards finding out psycho-social adjustments and vocational aspirations of hearing impaired students at higher secondary level. The study would be beneficial in the present context, since the hearing impaired need more care consideration and professional guidance by the state and society. The investigator hopes that the findings of this study would provide information regarding the difficulties in the psychological and social adjustment, social activities and social relationships, vocational interests, and the extent to which the hearing impaired children would succeed in future life.

The outcomes of the study will enable the special educators and vocational specialists to start orientation programmes for parents, employers and the general public. The results could be utilized for starting more vocational opportunities for the hearing impaired children and invite the attention of educationists and specialists in the field to conduct serious research studies in this key area of vocational training and placement of hearing impaired children. The outcome of the study may also help to revise existing teacher training programmes and will facilitate the welfare of hearing impaired children; thereby the nation as whole would be benefited.

Though the study is conducted in the geographical entity of Kerala, it has wide application in different states, nation and universe at
large. Various organizations, authorities, government and the community as a whole should become aware of the influence of the psychosocial factors on the vocational aspiration of the hearing impaired students which will help to develop more humanitarian consideration and responsibility among the public. The study may give deeper insight towards the psychosocial adjustment problems of the hearing impaired which may enable the authorities to organize adequate programmes for the welfare of the hearing impaired which can inculcate self-esteem and confidence in them.

The investigator hope that the study is significant and relevant as the results of the study gives a clear perception of the right type of environment to be provided for the development of the hearing impaired. The investigator believe that every effort should be made to understand the behaviour, personality and monitor the hearing impaired child’s social, emotional and educational development and analyze the effect of psychosocial factors on the vocational aspiration of the hearing impaired.

The information generated from the study can be used by psychologists, counselors, government and voluntary organizations to meet the needs and solve the problems of hearing impaired in our society. The investigator would feel gratified if the results and findings are of use to those involved in the welfare of the hearing impaired, and also to those involved in prospective researches in this area.
1.9 Limitations of the Study

Every attempt has been done to make the study precise and objective as possible, but minor limitations might have crept into the study. Considering the constraints on the resources the study had to be limited in the following areas.

1. The sample for the study was taken from seven higher secondary schools for the hearing impaired. More samples can produce more generalisable results. But due to practical difficulties, the investigator decided to select sample from seven higher secondary schools of six revenue districts of Kerala.

2. There can be several factors that determine the psychosocial adjustments in hearing impaired students at higher secondary level. In the present study only six variables - self-esteem, interaction, social adaptability, anxiety, alienation, and depression were taken into account.

3. The investigator selected severely hearing impaired category for the present study. The other categories such as mild and moderate do not come under the purview of the study.

4. The study was intended to throw light into the psychosocial factors and their relation with vocational aspiration and does
not cover the physiology and medical remedies for the hearing impaired.

1.10 Organization of the Report

The report has been divided into six chapters. Chapter I presents the rationale for selecting the present problem, its significance, statement of the problem, definition of key terms used, objectives and hypotheses of the study along with a discussion on the scope and limitations of the study.

Chapter II presents an overview of hearing impairment and its effect on the individual.

In chapter III a brief survey of related literature pertaining to the area of study has been attempted.

Chapter IV contains the methodology in detail, including a description of the method adopted, sample for the study, tools and techniques used for collection of data, preparation and description of various tools, and the procedure adopted for the collection of data.

In chapter V the analysis of data is given in detail followed by interpretation and discussion.

Chapter VI contains a summary of the study together with conclusions arrived at, suggestions for improvement and for further research. Bibliography is presented after the sixth chapter, which is followed by appendices.