Chapter - I

Introduction
CHAPTER I

INTRODUCTION

"I am just as deaf as I am blind, the problems of deafness are deeper and more complex if not more important than those of blindness. Deafness is a much worse misfortune, for it means the loss of most vital stimulus, the sound of the voice that brings language sets through astir and keeps us in the intellectual company of men". — Helen Keller

The ears and the eyes are the gates of learning for the mankind. The ability to communicate is a crucial factor to human thriving, working ability and emotional well-being. Man is highly dependent on senses. From these he builds his world, learns to conceptualize and to reason. The five basic sense organs play an important role in personality of an individual. Of all the five senses, audition is perhaps the most important sense organ since it is the primary means by which we monitor or interact with the linguistic environment.

"Through education life skills, academic expertise and socialization process are mastered".

"The better the hearing the better the language. And the better the language the better the progress for academic achievement".

The report of W.H.O. (1980) has also stated that the main causes of Hearing Impairment in India are poverty, negligence and infection.
Education is a fundamental right enshrined in the 1948 universal declaration of human rights, yet today, a large number of individuals deprived of basic education and are still unaware that this is a right they can demand.... (World Education Forum, 2000).

The most vulnerable group is children with disabilities. Prior to Education For All (EFA) movement few segregated institutions concentrated in urban localities. The Janshala report (Jan-March 2003) shows that of the 200 million children in 6-14 years of age group, approximately 12 million children are with special needs (about 6%), of which only one million are attending to the schools. The NSSO Survey (Disabled Persons in India, 58th Round, 2002) shows that 9029 children are with any kind of disability per 1,00,000 children in the age group of 5-14 years.

The Integrated Education for Disabled Children (IEDC) scheme started in 1974 to cover children with disabilities under the regular system of education, is presently being implemented in 27 states and 4 UTs through over 41,875 schools and the scheme is benefiting more than 13,30,000 disabled children (MHRD Project, 2002-03).

During 1994-95, District Primary Education Programme (DPEP) was launched in 42 districts of 7 states. The guidelines on Integrated Education of Disabled Children in DPEP were developed in 1997. IED became operational in DPEP in 1998. After action plans on IED developed by different states then state specific strategies were evolved differently on every state depending on their specific vision and needs. In each state, interventions were broadly made in the
areas of teacher training, material development and provision of resource support that children with special needs often need for teaching and learning. As a result, there has been a substantial expansion of IED in terms of number of disabled children identified and enrolled in DPEP schools.

The Govt. of India launched Sarva Shiksha Abhiyan (SSA) during 2000, a historic stride towards achieving the long cherished goal of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the constitution of India making free and compulsory education to the children of 6-14 years age group as a fundamental right. SSA is being implemented in partnership with state governments to cover entire country and address the needs of 192 million children. SSA has a special focus on girls’ education and children with special needs. SSA has adopted 'Zero Rejection Policy' by ensuring that every child with special needs, irrespective of the kind, category and degree of disability is provided meaningful and quality education.

(Amitav Mishra, 2005)

1.1 SPECIAL EDUCATION:

The very term "Special Education" includes all aspects of education which are applied to exceptional children, physical, Mental, Disadvantaged and gifted children. But these methods are not usually adopted for average children. Special education if not a total programme which is entirely different from the education of ordinary children. Rather it includes those aspects of education which are specific in addition to the regular programme for all children.
Special education means specially designed instruction which meets the needs of an exceptional children. It is distinguished from regular educational programme for non-exceptional children by some unusual quality, something uncommon, note worthy. It is something special – special materials, special training techniques, special equipments, special help and special facilities may be required for special categories of children having special needs. For example,

1. Hearing Impaired children may required hearing aids, auditory training, speech reading etc.

2. Visually Impaired children may required reading materials in large print or Braille.

3. Orthopedically Handicapped Children may require wheel chairs and removal of architectural barriers.

4. Mentally Retarded children may need skill training, related service, such as special transportation, medical and psychological assessment, physical and occupational therapy and counseling be required in special education is to be effective.

1.2 OBJECTIVES OF SPECIAL EDUCATION:

Special Education has the same objectives as those of regular education – human resource development through providing appropriate education to children, national development, social reconstruction, civic development, vocational efficiency etc. In addition to these objectives special education has certain special objectives such as the following.
1. Early identification and assessment of special needs of handicapped children.

2. Early intervention to prevent a handicapping condition from becoming a serious one for remediation of learning problems and compensation by teaching the child new way of doing things.

3. Parent Counselling about prevention and remediation of defects, care and training of handicapped children in daily living skills, self-help skills, pre-academic skills and communication skills.


(Alice Rajkumari. M et al, 2004)

1.3 SPECIAL SCHOOLS FOR THE HEARING IMPAIRED:

Special schools for the Hearing Impaired are those in which only Hearing Impaired students are provided with education facilities based on their needs and abilities.

There are three types of special schools for the Hearing Impaired are functioning in India. Those are

1. Residential Special Schools for the Hearing Impaired Students.
2. Day special schools for the Hearing Impaired students.
3. Partially Residential and Partially Day Special Schools for the Hearing Impaired students.
1. RESIDENTIAL SPECIAL SCHOOLS FOR THE HEARING IMPAIRED STUDENTS:

In this type of schools all the students are Hearing Impaired residing in Residential School setup.

2. DAY SPECIAL SCHOOLS FOR THE HEARING IMPAIRED STUDENTS:

In this type of schools all the students are Hearing Impaired provided education in day time only.

3. PARTIALLY DAY AND PARTIALLY RESIDENTIAL SPECIAL SCHOOLS FOR HEARING IMPAIRED STUDENTS:

In this type of schools the Hearing Impaired Students whose native place is too far from the school are kept in residential setup and whose native place is nearer to the school are kept as day scholars.

In special schools for hearing Impaired all the teachers are specially trained in that disability. Audiologist cum Speech Therapist, Psychologist, Social Worker etc., professionals services are available. Each and every class room is equipped with aids & appliances and amplification systems.

1.4 TYPES OF AMPLIFICATION SYSTEMS OR DEVICES AVAILABLE:

Different types of Amplification Systems or Devises are available in the special schools. There are different types of amplification systems depending on whether they are used by a single user or by a group. According to this, they can be classified as:

1. Group amplification systems or Classroom Amplification Devises include
a. Hardwire system
b. Loop induction system
c. FM system
d. Infrared system

2. Individual amplification devices include
   a. Bodyworn Hearing Aid (pocket model)
   b. Behind the Ear Hearing Aid (BTE)
   c. In the Ear Hearing Aid (ITE)
   d. In the Canal Hearing Aid (ITC)
   e. Completely in the Canal Hearing Aid (CIC)
   f. Spectacle Hearing Aid

1.5 INTEGRATED EDUCATION:

Integrated education is an educational programme in which disabled children attend classes with normal children on either a part or full-time basis. Such a combination may be taken and social integration or academic integration or both. Some educationalists think that integrated education is the placement of the disabled children in ordinary schools with some specialized educational help and services.

Basically "Integrated Education" is the result of "Mainstreaming movement" in America. This movement makes provision for mainstreaming the disabled children. In other words, mainstreaming refers to integrating handicapped or disabled children into regular classes and helping them through specialized techniques.

(Chintamani Kar, 1992)
1.6 INTEGRATED SCHOOLS:

Integrated schools are general schools in which disabled children are provided education along with normal students.

There are four models in integrated schools those are given below.

1. Resource Model
2. Itinerant Model
3. Combined Model
4. Co-operative Model

1. Resource Model:

This is a common model used in integrated education. The resource room is equipped with some basic appliances needed for educating usually one category of disabled children, wherever the child is unable to comprehend the lesson in a regular class room he/she is taken to the resource room and a skilled teacher or a resource teacher or a specially trained teacher provides remedial tutoring or the extra assistance that a child needs. A resource teacher is one who is specially trained to teach children with disabilities. He/she can either equipped to teach single category or may be given broad based skills to teach children with all types of impairments.

RESOURCE TEACHER:

The resource teacher in integrated school can take care to correct Hearing Impaired students speech to make it intelligible. He can make group practice for common pronunciation and individual practice for developing spoken skills. Resource teaching helps the hearing impaired children to overcome their lack by
learning the oral and manual skills of language. The sensitization of their residual hearing and visual channels also help them to participate suitably in IED settings.

The resource teacher is the key person with the integrated system for teaching the hearing impaired. In this situation the resource teacher should be a specialist on hearing impaired children. He should have the following competencies:

1. knowledge of different types and degree of hearing impairments.
2. Methods and instruments used in measuring hearing loss.
4. Problem of speech development in hearing impaired children.
5. Process of communication and the tools used in it.
7. Different psychological tests used to assess language, intelligence and adjustment of hearing impaired children.
8. Articulatory phonetics used to correct the speech of the hearing impaired.
9. Different supportive services and
10. Resource room and facilities.

He / She can handle maximum 8 to 10 hearing impaired children and keep a record of entry behaviour, functional hearing potentiality, level of language acquisition, level of intelligence, and psychological problems of the child. He is in fact, a remedial teacher of the hearing impaired. He looks after all the curriculum and social development of the hearing impaired child.
2. **ITINERANT MODEL**:

The Itinerant or travelling teacher is usually used in those area where the population of children with special needs is widely scattered. There are certain functions and competencies that are expected of the itinerant teacher. These include understanding the problems of the children with a disability, using appropriate methods to teach this child, to assist the child to perform those activities which might be difficult for him/her to perform and to advice the class room teachers on the use of those practices that can be used with all the children. An Itinerant teacher covers 6 to 8 schools. The state of roads and terrain may influence the frequency of visits of an Itinerant teacher to a particular school.

3. **COMBINED MODEL**:

This model can also be called as Resource – cum – Itinerant model. The combined model too is ideal but it’s implementation depends upon availability of disabled children in sufficient numbers to justify the starting of the combination of resource and itinerant model.

4. **CO-OPERATIVE MODEL**:

This model is adopted “Self-contained class-room” approach. This is an educational plan in which the disabled child is enrolled with a special trained teacher and instruction will be provided in a special room from where he goes to the regular class rooms for a portion of his day. The special teacher plans and is responsible for the programme in co-operation with regular class room teacher.
Most of the resource plans work as co-operative models when the children enrolled are severely handicapped and need individualized care.

In this present study special schools and integrated schools (Resource Model) for the Hearing Impaired Children are taken to compare the achievement of Hearing Impaired Students.

**INCLUSIVE EDUCATION**

Inclusive Education means to welcome all children without discrimination into the regular school. Accordingly to international conventions, such as Salamanca Declaration from 1994 inclusive education is a human right.

**1.7 HEARING IMPAIRMENT**

The term Hearing Impairment has different meanings for different authors. For some, a hearing impairment describes a slight to moderate hearing loss (Moores, D.1987). Others use hearing impairment to describe any hearing loss, mild or severe (Paul & Quigley, 1990). Many use the term Hearing Impairment generally to refer to all types, causes, and degree of Hearing Loss.

As defined in the PWD Act, 1995 Hearing Impairment means loss of sixty decibels or more in the better ear in the conversational range of frequencies. The classification of Hearing Impairment as adopted by the Ministry of Social Justice and Empowerment, Govt. of India is as given below.
Categories of Hearing Impairment

<table>
<thead>
<tr>
<th>Category</th>
<th>Type of Impairment</th>
<th>dB Levels (in better ear)</th>
<th>Speech Discrimination (in better ear)</th>
<th>Percentage to Impairment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mild</td>
<td>26-40 dB</td>
<td>80-100%</td>
<td>&lt; 40%</td>
</tr>
<tr>
<td>2</td>
<td>Moderate</td>
<td>41-55 dB</td>
<td>50-80%</td>
<td>40-50%</td>
</tr>
<tr>
<td>3</td>
<td>Severe</td>
<td>56-70 dB</td>
<td>40-50%</td>
<td>50-75%</td>
</tr>
<tr>
<td>4</td>
<td>a. Profound</td>
<td>71-90 dB</td>
<td>&lt; 40%</td>
<td>75-100%</td>
</tr>
<tr>
<td></td>
<td>b. Near total deafness</td>
<td>91 dB and above</td>
<td>No discrimination</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>c. Total Deafness</td>
<td>No hearing</td>
<td>No discrimination</td>
<td>100%</td>
</tr>
</tbody>
</table>

*(Singh J.P., Manoj K. Dash, 2005)*

The speech, language and educational achievement of mild, moderate hearing loss children are better than those severe, profound hearing loss children.

Hearing loss is further classified under three types. The defect in external and middle ear which causes hearing loss is known as **conductive hearing loss**. The defect in inner ear which causes hearing loss is known as **sensory neural hearing loss**. The defect in both conductive and sensory neural systems which cause hearing loss is known as **mixed hearing loss**.

The children with conductive hearing loss have better speech and language abilities than children with sensory neural or mixed hearing loss. Their academic education performance is also better.

Hearing Impaired children’s speech, language and educational development also depends on onset of hearing loss. **Onset of hearing loss** is of two types.
1. Congenital Hearing Loss
2. Acquired Hearing Loss

Congenital hearing loss is hearing loss by birth. Acquired hearing loss is hearing loss which comes after birth. Acquired hearing loss is further divided into two types

1. Pre-lingual Hearing Loss
2. Post-lingual Hearing Loss

Pre-lingual hearing loss is a hearing loss which occurs before acquisition of speech and language. Post-lingual hearing loss is a hearing loss, which occurs after speech and language acquisition.

The congenital and pre-lingual deaf children’s speech and language is very poor when compared to post-lingual acquired hearing loss children.

The children with severe to profound pre-lingual hearing loss are backward in speech, language and academic education as compared to post-lingual severe and profound hearing impaired children.

DEAF : Deaf are those in whom the sense of Hearing is non-functional for the ordinary purposes of life.

HARD OF HEARING :- The hard of hearing are those in whom the sense of hearing, though defective, is functional with or without a hearing aid.

PERSONS WITH DISABILITY :- Means a person suffering from not less than 40 percent of any disability certified by a medical authority.
Several terms have been used to describe exceptionality: subnormal, handicapped, disabled, exceptional, special, impaired etc. These are added confusion to understanding and placing the children who are different from the average. As a result of widespread debate, discussions and research, the world Health organization has clearly distinguished the use of three terms. Those are impairment, disability and handicap.

Impairment means, abnormalities of body structure and appearance and organ or system function resulting from any cause in principle. Impairment represents disturbances at the organ level (WHO, 1976).

Disability reflects the consequences of impairment in terms of functional performance and activity by the individual (WHO, 1976).

Handicap on the other hand, refers to disadvantages experienced by the individual as a result of impairments and disabilities; handicaps this reflect intervention with an adoption to the individual's surroundings (WHO, 1976).

These terms are based on an organic model having functional interrelationship.

Impairment → Disability → Handicap

(Panda K.C, 1997)

1.8 NEED OF SPECIAL SCHOOLS:

Special education needs the identification of exceptional children and some provision made for experts to take them into account. This special education may be imparted in the regular classroom, special classroom or in a combination of both. Previously it was primarily confined to special classes.
But now, a special education programme development for exceptional children is a part of total general education.

However, exceptional children require special education which include three elements, and those are:

1. Trained professionals including teachers, educationists, physiotherapists and others are required.
2. Special curriculum is made for the children which suit different areas of exceptionality such as mental retardation, giftedness, deafness, blindness, orthopedic handicap, cerebral palsy, social and emotional problems.
3. Some facilities including special building features, study materials and equipments are also collected for this purpose.

(Chintamani Kar, 1992)

1.9 IMPORTANCE OF SPECIAL SCHOOLS:

It is true that normal children and Hearing Impaired children need specific facilities for their development. So educationalists feel the importance of Special Education.

1. Special classes are necessary for Hearing Impaired children because they require specific teaching methods.
2. Hearing Impaired children develop a feeling of equality while studying along with Hearing Impaired Children in Special Schools.
3. Special teaching facilities, group Hearing Aid System and Loop Induction System required to meet the personal and social needs of Hearing Impaired children. So additional facilities enable the children
to realize their potentialities and to minimize the handicaps arising from their anomalies.

4. There is no scope of social maladjustment of Hearing Impaired Children in Special Schools. Because all the students are Hearing Impaired.

5. In special school all the Hearing Impaired Students will get proper stimulation.

6. In Special Schools all the teachers are specially trained in the education of Hearing Impaired children. So they can teach well.

7. There is no scope for inferiority complex to the Hearing Impaired Children, because the students belong to one disability.

8. Regular assessment of Hearing Impaired Children are done in special school by professionally qualified experts like Audiologist cum Speech Therapists, ENT Doctors, Psychologists, Pediatricians etc.,

9. In Special School teacher pupil ratio is 1 : 8. So there is a possibility to give individual attention to each and every Hearing Impaired Child.

10. Pre-lingual severe and profound Hearing Impaired Children faces difficulty in understanding lessons in general schools. They can easily understand lessons in special schools.

11. In Special schools syllabus or curriculum is adopted as per requirement of Hearing Impaired Children.

1.10 NEED OF INTEGRATED SCHOOLS:

1. More Hearing impaired children are in rural areas. They can able to study on their own places through integrated schools.
2. Based on severity Hearing Loss is classified into mild, moderate, severe and profound. There are more children come under mild, moderate Hearing Loss category. For their education Integrated Schools are needed.

3. Integrated schools are suitable for the post-lingual or acquired Hearing Loss children's education.

4. To develop speech and language skills in hearing impaired children integrated schools are suitable.

5. Integrated education is relatively a recent development of special education. In developed countries integrated education or inclusive education is given more importance. So there is need to impart integrated education in our country also.

6. There is a need of educating Hearing impaired children along with normal children in general schools.

7. There is a need to provide equal opportunity for education of Hearing Impaired children.

8. There is a need to remove a feeling of different at on among Hearing Impaired children and normal children.

1.11 IMPORTANCE OF INTEGRATED SCHOOLS:

Integrated education be introduced in our school system to provide equal opportunity for education of Hearing Impaired children. Importance of integrated schools are given below.
1. Normal Mental Growth is Possible:

The Integrated Schools saves the disabled children from developing psychological complexes. Every child feels that he is, in no way, inferior, to anyone. Thus, the integrated educational system leads to normal mental growth of children.

2. Social Integration is insured:

Certain social equalities are very much pertinent with the Hearing Impaired when they tend to get education with normal children. They can learn social virtues like affection, co-operation, sympathy and adjustment etc. They not only get special attention but are also taught in a wider educational areas.

3. Integrated Education is less Expensive:

Integrated education is less expensive and advantageous. To establish a special school, generally one seek the assistance from various corners i.e. Special trained teachers, Audiologist cum speech therapists, ENT Doctors etc. Again, Keeping Hearing Impaired children in a normal school is less expensive than placing him in a special school.

4. Social Integration is Possible through Integrated Education:

Social integration is pronounced in integrated education set-ups in comparison with special education set-ups. A natural environment is created for interaction of the disabled with non-disabled peers. Learning to adjust in their environment to accept and to be accepted by their friends are possible through integrated education. The students in normal setups also acquire a sense of competency and emotional adjustment.
5. **Academic integration is possible:**

The students in the special schools of Hearing Impaired children are under achievers owing to the placement of children in special schools, they fail to score well in academic studies. In a way, we can say that with a sophisticated environment and up-to-date curriculum, integrated education brings academic integration.

6. **Principle of equality maintained:**

Particularly in India, constitutional provisions were made to universalize the elementary education and to provide educational facilities to the Hearing Impaired Children. The very objective of equality should be maintained through integrated set-ups, so that no students would think himself inferior to the other.

7. **An All Round Development is Possible:**

With integrated education Hearing Impaired Children can get all round development such as educational, physical, psychological, emotional etc.,

1.12 **ACHIEVEMENT:**

Achievement is also known as scholastic or academic achievement. It is of paramount importance particularly in the present socio-economic and cultural contests. Great emphasis is placed on achievement right from the beginning of special and integrated education. A considerable number of students from school go to colleges and Institutions of Higher learning. It is very important to ensure that such students acquire the requisite competences as to benefit more out of higher education. Setting the stage for achievement of the youth is a fundamental obligation of the educational system.
Achievement is a multi-dimensional phenomenon and is affected by two main types of factors viz., subjective and objective factors. Subjective factors are related to the individual himself, intelligence, learning ability, aptitude, self-concept, perception of school, study methods, interact in activities, level of aspiration, motivation, attitude towards teachers and courses and adjustment with in the self and society. Objective factors lie with in the environment, socio-demographic status, family traits, value system, educational system, system of evaluation, special or integrated school situation and environment, number of students in the class and size of the school.

The importance of achievement raised several important questions for educational researchers. What factors promote achievement in Hearing Impaired students? How far do the different factors contribute towards academic achievement? Many factors have been hypothecated and researched upon.

1.13 NEED OF THE PRESENT STUDY:

In our country there are two types of schools for the Hearing Impaired students are functioning. They are special schools and integrated schools.

Special schools for the Hearing Impaired students are of old type and functioning in our country from 1884. Integrated schools are functioning in our country from 1974.

There is a great need to do research in both types of schools to find out what actually going on in both types and what is the achievement of Hearing Impaired Children studying in special schools and in integrated schools.
There is a great need to find out in which type of schools the achievement of Hearing Impaired students is better.

1.14 IMPORTANCE OF THE PRESENT STUDY:

This study is important in the field of education of Hearing Impaired students to find out which type of school is suitable in Indian conditions.

Probably this is the first research study of this kind in our Country comparing achievement of Hearing Impaired students studying in special schools and in integrated schools.

To suggest the appropriate steps to the education department and educationists to bring better achievement both in special and integrated schools for the Hearing Impaired students.

Based on the achievement, the parents of Hearing Impaired children can join their children either in special school or in integrated school. With this study parents of the hearing impaired children can rightly guided.

1.15 WORLD HISTORY OF EDUCATION OF HEARING IMPAIRED CHILDREN:

The early history of special education started with the Hearing Handicapped as early as 1555 when the Spanish Monk Pedro Ponce de León (1520-1584) taught a small number of deaf children to read, write and speak and learn academic subjects. Jnan Pablo Bonet in 1620 wrote the first book on the education of the deaf and developed a one handed manual alphabet that is being used even today. In England John Bulwer published another book on the education of the deaf in 1644, followed by the deaf and dumb man's Tutor by George Dalgarno in 1680 which set out instructional methods.
The first school for the deaf in Great Britain was established in 1767 in Edinburgh by Thomas Braidwood. Braidwood's method combined oral and manual method teaching alphabets and signs.

At about the same time Samuel Heinicke (1729-1784) developed the oral method emphasizing lip reading and speaking skills in Germany at Leipzig in 1778 which was further developed by E.M. Hill (1805-1874).

In France, Michel del' Epee (1712-1789) who established the first school in Paris in 1755, and Ambroise Sicard (1742-1822) were developed sign language. The French system also emphasized training of the senses of sight and touch which became the forerunner to Montessori's sensory training approach.

Education of deaf children in USA started with Gallandet (1787-1851) using the French method. Gallandet established the first school of the deaf in 1847 (which is today known as the American School for the Deaf). The New York School for the deaf opened in the next year. By 1863 there were 22 schools for the deaf in USA. The first oral school of the deaf in Massachusetts was established in 1867. Day school classes for the deaf were started in 1869 at Berton. Adult education for the deaf began in New York city in 1874.

Subsequently Graham Bell (1847 – 1922) worked tirelessly for the deaf. Helen Keller (1880-1968) who was deaf and blind herself from early childhood, was a living example of the effectiveness of special education in overcoming the disability. The development of services for the deaf were hindered because the conflict over oral and manual method of instruction. But these have been reconciled over the years. In 1880, an international Congress of education of the deaf was held in Milan, Italy. It made two recommendations.
1. Oral method must be preferred to the manual method.

2. Oral method must be preferred to lip reading / sign language.

In Europe, oral method continued to prevail unchallenged during more than half the 20th century. After World War-II the progress in electro acoustic technology gave new impetus to oralism. The increased belief that early education and intervention would allow most deaf children to attend ordinary schools for normal hearing or special units to these schools. The main streaming movement progressively gathered more and more strength in great Britain, then in the United States, and continental Europe.

1.16 HISTORY OF THE EDUCATION OF HEARING IMPAIRED IN INDIA:

The first attempt at educating disabled children were made in India in the last two decades of the nineteenth century with the establishment of the first school for Hearing Impaired in Bombay in 1884. Founder of this special school was Dr. Heaurue and first principal was Rev. Gold smith. Name of this school is "Bombay institute for the deaf and mute".

Then in 1893 second school for the deaf was started at Calcutta with name "Calcutta Deaf & Dumb School". This school first principal was Zameninadh Benergy. There he had started first teacher training programme for the teachers of the deaf in India.

In south India in the year 1896 at Palamcottai school for the deaf was started with name "Florence Swainson school for the deaf". Then slowly schools were started in the different places in India.
1. School for the Deaf-Mutes at Ahmedabad in 1908
2. Bhonsla Deaf & Dumb school at Nagpur in 1915
3. C.S.I. School for the Deaf at Madras in 1912
4. Little Flower Convent at Madras in 1926
5. Govt. Lady Noyce School for the Deaf at Delhi in 1931

Growth of schools for the Hearing Impaired in the sixty years until the advent of independence was extremely slow and sporadic, by 1947 India had just 38 special schools for the Hearing Impaired. But had risen to 180 by 1980. The present figure of special schools for the hearing impaired in our country is more than 500. The largest number are in the state of Maharashtra.

**ESTABLISHMENT OF AYJNIHH:**

In 1983, Ali Yavar Jung National Institute for the Hearing Handicapped (AYJNIHH) was started under the Ministry of welfare, Government of India as an apex body for the hearing handicapped. It is located at Mumbai and it's regional centres are in New Delhi, Hyderabad and Kolkata, and a state collaborated center in Bhuneshwar. They have taken up large scale man power development, research, training, early identification and assessment etc.

*(Kundu C.L, 2000)*

**ESTABLISHMENT OF RCI:**

Rehabilitation council of India (RCI), New Delhi was set up as a Registered Society in May 1986 and become statutory body on June 1993 under Ministry of Social Justice and empowerment, Govt. of India. The council has been established to regulate training programmes in the field of Rehabilitation.
OBJECTIVES OF THE COUNCIL:

1. To regulate the training policies and programmes in the field of rehabilitation of people with disabilities.

2. To prescribe minimum standards of education and training of various categories of professionals dealing with persons with disabilities.

3. To recognize Institutions / Universities running degree / diploma / certificate courses in the field of Rehabilitation of the disabled and to withdraw recognition, wherever facilities are not satisfactory.

4. To maintain central Rehabilitation Register to Register persons possessing the recognized rehabilitation qualifications.

NATIONAL POLICY ON EDUCATION, 1986:

The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. The following measures were to be taken in this regard:

(i) Wherever it was feasible, the education of children with motor handicaps and other mild handicaps would be common with that of others.

(ii) Special schools with hostels would be provided, as far as possible at district headquarters, for the severely handicapped children.

(iii) Adequate arrangements would be made to give vocational training to the disabled.
(iv) Teacher's training programmes would be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of handicapped children; and

(v) Voluntary effort for the education of the disabled would be encouraged in every possible manner.

PERSONS WITH DISABILITIES ACT 1995:

The Persons with Disabilities (Equal opportunities, protection of rights and full participation) Act, 1995 No.1 of 1996 was passed unanimously in both houses of Parliament on 22\textsuperscript{nd} December, 1995.

The President of India put his signature and gave the assent on January 1\textsuperscript{st}, 1996; and the Law came into force from 7\textsuperscript{th} February 1996.

There are 14 chapters in the Act.

In this Act Disabilities are classified into seven categories those are Total Blindness, Partially Blindness, Hearing Impairment, Leprosy Cured, Locomotor Disability, Mentally Retarded and Mentally Ill.

In Chapter 5 Education of Disabled Children is mentioned, some of the salient features of this chapter are:

- All the disabled children have right to free education in an appropriate environment till the age of 18 years.
- For the older children with disabilities the Government should make programmes for non-formal education.
• Research and designing of new teaching aids and assistive devices to be encouraged.

• The Government should set up "Teachers Training Institutions" for various disabilities to develop trained manpower for the special schools.

• The government should prepare a comprehensive education scheme for the disabled, offer free transport facilities, arrange supply of books, give scholarships and arrange removal of structural barriers for persons with disabilities – including communication barriers.

1.17 RESUME OF THE SUCCEEDING CHAPTERS:

Chapter-II deals with a brief review of related research work done in this field.

Chapter-III deals with the present study, i.e., statement of the problem, need for the study, purpose of the study, scope of the study, definitions of the terms, objectives of the study, hypotheses to be tested, variables studied and limitations of the study.

Chapter-IV gives an account of methods employed in the investigation for collection of data and the statistical techniques used in the analysis of data.

Chapter-V deals with analysis of data, results and discussion.

Chapter-VI deals with summary of the investigation, major findings, conclusions, educational implications, recommendations and suggestions for further research.

Bibliography and Appendices are kept at the end of the thesis.