



A Study On The Available Support Systems For The Students With Hearing Impairment In Inclusive Set Up

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ABSTRACT

The study is specially directed towards finding out the support systems for the hearing-impaired students in Government primary schools. 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 acquiring the support from the teachers and other staff and children for adjustment, social activities and social relationships, 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 utilised 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 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 there by the nation as whole would be benefited.

Though the study is conducted in the geographical entity of Hyderabad and Secunderabad, it has wide application in different states, nation and universe at large. Various organisations, authorities, government and the community as a whole should become aware of the influence of the psychological 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 supporting problems of the hearing impaired which may enable the authorities to organise 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.

In the finding of the present study are there is no difference between Government and NGOs schools in Academic support for the hearing impairment students in inclusive set up. Because NGOs are giving special attention in the academic area $P = 0.013$ hence the hypothesis is accepted. There is significant difference between Government and NGOs schools in Social support for the hearing impairment students in inclusive set up. Because

NGOs are conducting special cultural and more awareness programmes for the special children $P=0.886$ hence the hypothesis is rejected.

Introduction

The importance of hearing is often underestimated largely because; for the most part it is an invisible disability. The lack of understanding of hearing loss is further compounded by tendency to classify the ability to hear into two categories hearing and deaf. It is important to note that many individuals have at least some residual hearing. Even though deafness and hard- of-hearing are considered "Low-incidence" disabilities. A hearing loss of any type or degree is problematic but a minimal hearing impairment can seriously affect the overall development of a child who is in the process of learning language, developing communication skills and acquiring knowledge. If we include the hearing impaired children in the inclusive setup they will improve very much for that we need support systems to educate them with normal children.

Inclusive education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners with or without disabilities being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services. This is possible only in flexible education system that assimilates the needs of diverse range of learners and adapts itself to meet these needs.

Inclusion is not an experiment to be tested but a value to be followed. All the children whether they are disabled or not have the right to education as they are the future citizens of the country. In the prevailing Indian situation resources are insufficient even to provide quality mainstream schools for common children, it is unethical and impracticable to put children with special needs to test or to prove anything in a research study to live and learn in the mainstream of school and community (Dash, 2006).

The principle of inclusive education was adopted at the "World Conference on Special Needs Education: Access and Quality" (Salamanca, Spain 1994) and was restated at the World Education Forum (Dakar, Senegal 2000). The idea of inclusion is further supported by the United Nation's Standard Rules on Equalization of Opportunities for Person with Disability Proclaiming Participation and equality for all. Of late, a consensus has emerged among Indian intellectuals and pedagogues for adopting inclusive education in mainstream schools.

Need and Significance of the Study

The service delivery model for the persons with disabilities has undergone drastic changes when we look at the history of rehabilitation. We find the charity based model of persons with disabilities 18th century has been changed to right-based model in the present era. Similarly the attitude of the community also undergoing changes due to the national and

international legislation, principles of normalization and advancement of technology. When we examine the Indian scenario we find that ours is always an inclusive society. We will find that the hearing impaired students were part of the society, which continues even today. The families take the major responsibility of these persons in our country. Evidences are from Ramayana, Garba Upanishad, and mythology of Patnaji and of Vishnu Sharma stories of Panchatantra. Historically, being an agrarian country India is endowed with a large population living in rural area. Indian villages are traditionally known for their culture of community living.

Persons with disabilities were treated as equals and part of the community living. Persons with disabilities were treated as equals and part of the community and they are eventually included. They were provided due care and rehabilitation services through the institution of family and village. The institution of family used to be a major strength in the care of persons with severe and profound disability in the rural India, which is seen to be wanting now. Rehabilitation services for the persons with disability in an organized manner started as a movement after independence. In the subsequent times many developmental programmes have been launched in which both the government and non-government organizations have worked together to create facilities for the rehabilitation services for the person with disabilities. Gradually, a paradigm shift (Rao, 2002) is taking place.

Normally many students challenges have historically driven their placement in classed which are specific to a particular disability however, the goal is for all student placed in a learning environment that is the least restrictive for each individual learner. In the past ten years. that has come to mean inclusive environments; all students learning together with each individuals specific learning needs being met within a typical classroom environment (Gupta 2007).

The key objective of Sarva Shiksha Abhiyan (SSA) is Universalization of elementary education (UEE). This goal of UEE has further been facilitated by the constitutional (86th amendment) Act, making free and compulsory elementary education a fundamental right for all the children in the age group of 6-14 years. This amendment has given a new thrust to the education of children with special needs. Without their inclusion, the objective of UEE can't be achieved.

Inclusive education is a flexible and individualized support system for children and young people with special educational needs (because of disability or for other reasons it forms an integral component of the overall education system, and is provided in regular schools committed to an appropriate education for all.

Objectives of the Study

- To find out the Academic support system available for the students with hearing impairment in Government schools and NGOs in inclusive set up.
- To find out the social support system available for the students with hearing impairment in Government schools and NGOs in inclusive set up.

Hypothesis

- There will be no difference between Government and NGOs schools in Academic support for the hearing impairment students in inclusive set up.
- There will be no difference between Government and NGOs schools in Social support for the hearing impairment students in inclusive set up.

Operational Definitions

Support systems: In this study support system means provided by peer group, teachers and other staff, physical facilities and access. In this study, the support system will be divided into two types of support that are

- Academic support system
- Social support system

Academic support system deals with the resource teacher and resource room facilities, specific assessment procedures for students with intellectual disability, individualized education Programme (IEP) curricular adoptions, teaching learning materials, teaching strategies, reinforcements, peer tutoring etc.

Social Support system deals with the social skills like greeting others, waiting for his turn, interaction with peer group, play activity, group activity, and participation in the functions.

Inclusive setting: Inclusive" means that anyone can participate. In education, an inclusive setting is a place such as a school or college where children of all abilities learn together. In an inclusive classroom, children with learning disabilities such as dyslexia, and physical disabilities, such as deafness, learn alongside children of both average and exceptional ability. In this study inclusive setting means Government primary schools under Sarva Shiksha Abhiyan (SSA) of Hyderabad.

Students with hearing impairments: The loss of hearing temporarily or permanent ranging from mild to profound and sometimes total Deaf belonging to this category in the integrated or inclusive education programmes are called 'students with hearing impairment'.

Tool

The objective of the study is to find the difference between the government schools and special available support systems for hearing impaired. It was necessary to formulate an appropriate questionnaire for the research. Demographic data has prepared by researcher which include the items such as name, age, level of hearing impaired. A questionnaire has been developed regarding the support systems consists of 20 questions with of yes or no to collect the data. The questions and were related to academic, social supports in an inclusive setup. It was closed ended questionnaire for the purpose of collecting data. In section I; there

will be 10 questions related to academic support system; in section II 10 questions related to social support system. Total 20 questions will be there in the questionnaire.

Variable-wise Distribution of the Scores of Available Support System

The various variable considered for the study were type academic support and social support the scores of all the groups with all possible variables were discussed in this chapter.

Difference in Academic support in inclusive setup.

To examine whether there is any significant difference in the Academic Support providing for e Children with Special Needs (CWSN) by the Government Schools and N.G.O's. The data to Independent Sample T-Test and the results of the test are given in Table-1.

Table -1 Independent Sample T-Test on Social Support

Schools	Number	Mean	Standard deviation	T-value	significance
Government	25	7.3600	.86023	2.569	.013
NGO's	25	7.9600	.78951		

Interpretation of the data:

It can be observed from the Table-1 and Figure 1 that the Mean value and standard deviation of Government was (7.3600) and (0.86023) and NGO's was (7.9600) and (0.78951) and the t value was 2.569 and difference is 0.013 that is not significant.

Hence the formulated Hypothesis is "there will be no difference between Government and NGOs schools in Academic support for the hearing impairment students in inclusive set up" is accepted. To examine whether there is any significant difference in the Social Support providing for the Children with Special Needs (CWSN) by the Government Schools and N.G.O's. The data was subjected to Independent Sample T-Test and the results of the test are given in Table-2.

Table -2 Independent Sample T-Test on Social Support

Schools	Number	Mean	Standard deviation	T-value	significance
Government	25	7.6800	.80208	.144	.886
NGO's	25	7.7200	1.13725		

Interpretation of the data:

It can be observed from the Table-2 and Figure 2 that the Mean value and standard deviation of Government was (7.6800) and (0.80208) and NGO's was (7.7200) and (1.13725) and the t value was 0.144 and the difference is 0.886 that is significant.

Hence, the formulated hypothesis is “There will be no difference between Government and NGOs schools in Social support for the hearing impairment students in inclusive set up” is rejected.

Findings

1. There is no difference between Government and NGOs schools in Academic support for the hearing impairment students in inclusive set up. Because NGOs are giving special attention in the academic area. $P = 0.013$ hence the hypothesis is accepted.
2. There is significant difference between Government and NGOs schools in Social support for the hearing impairment students in inclusive set up. Because NGOs are conducting special cultural and more awareness programmes for the special children. $P=0.0286$ hence the hypothesis is rejected.

Implication

- From this study most of the teachers expressed the need to know about inclusive practices and management of children with disabilities in classroom set up.
- Teachers can be given skill training programme in inclusive practices and skill training programme about different disabilities to make them more aware of various types of disabilities and its management.
- Teachers can be given more input on above by audio-video mode to develop better understanding of inclusive practices.

Conclusion

In the finding of the present study, there was no significant difference between Government and NGOs schools in support systems used for the hearing impairment students in inclusive set up. The following are some suggestions towards inclusive set up.

1. There is a need for conducting awareness programmes on inclusive education.
2. Training programme in the inclusive education should be conducted.
3. There should be consistent support and effective communication among parents, special educators, regular educators, NGOs and other professionals.

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