

C O N T E N T S

CHAPTER ONE	:	THE CONTEXT	1 - 71
CHAPTER TWO	:	METHODOLOGY	72 - 102
CHAPTER THREE	:	A MODEL OF SCHOOLING FOR HEARING IMPAIRED	103 - 180
CHAPTER FOUR	:	ANALYSIS AND INTERPRETATIVE DISCUSSIONS	181 - 410
CHAPTER FIVE	:	SUMMARY	411 - 451

REFERENCES

APPENDICES

CHAPTER ONE : THE CONTEXT (1 - 71)

1.1	INTRODUCTION	1
1.2	CONCEPT OF SEPCIAL EDUCATION	2
1.2.1	The New Conceptualization in Special Education.	4
1.3	HISTORICAL BACKGROUND	4
1.3.1	Developments in the West .	4
1.3.1.1	UNESCO and the Education of the Disabled..	7
1.3.1.2	The Education for All .. Handicapped Children Act(1975). 7	
1.3.1.3	The Warnock Committee Report (1978).	8
1.3.2	Developments in India.	9
1.3.2.1	The Present Scenario.	13
1.4	ESTIMATES OF DISABLED PEOPLE IN INDIA	14
1.5	ESTIMATES OF DISABLED PEOPLE IN GUJARAT	16
1.6	OVERVIEW OF THE STUDY	18
1.7	HEARING IMPAIRED - THE BACKGROUND	20
1.7.1	Education of the Hearing Impaired.	22
1.7.2	Hearing Impaired, Disability, and Handicap.	23
1.7.3	Definitions of Hearing Impairment.	24

1.7.4	Types of Hearing Loss.	25
1.7.5	Causes of Hearing Impairment.	26
1.7.6	Measuring Hearing Loss.	27
1.7.7	Identification and Assessment.	28
1.7.8	Different Degrees of Hearing Loss and Corresponding Implications and Needs.	30
1.7.9	Effects of Hearing Impairment.	32
	1.7.9.1 Language and Speech Development.	32
	1.7.9.2 Language Pattern.	34
	1.7.9.3 The Speech Pattern.	34
	1.7.9.4 Voice Control.	35
	1.7.9.5 Cognitive Abilities.	35
	1.7.9.6 Reading Ability and Comprehension.	36
	1.7.9.7 Academic Achievement.	37
	1.7.9.8 Personality .	38
1.7.10	Special Modes of Communication.	39
	1.7.10.1 The Oral Approach.	39
	1.7.10.2 The Manual Approach.	40
	1.7.10.3 Total Communication Approach.	41
1.8	REVIEW OF RELATED STUDIES	42
1.8.1	Research Trends in Special Education in U.S. and Europe.	42
1.8.2	Review of Related Studies done Abroad.	43

1.8.3	Research Trends in Special Education in India.	48
1.8.4	Review of Related Studies in India.	51
1.8.5	Overview of the Researches Reviewed.	59
1.9	THE PRESENT STUDY.	61
1.9.1	The Conceptual Framework.	61
1.9.2	Need and Significance of the Study.	64
1.9.3	Statement of the Study.	67
	1.9.3.1 Explanation of the Terms.	67
1.9.4	Objectives of the Study.	68
	1.9.4.1 Elaboration of the Objectives.	68
1.10	Chapterization.	71

CHAPTER TWO : METHODOLOGY

(72 - 102)

2.1	POPULATION.	73
2.2	SAMPLE.	74
2.2.1	Schools.	74
2.2.2	Vocational Rehabilitation Centres.	79
2.2.3	Teacher Education Centres.	80
2.3	SOURCES OF DATA.	80
2.3.1	Objective - I	80
2.3.2	Objective - II	81
2.3.3	Objective - III	81
2.4	TOOLS.	81
2.4.1	Description of Tools.	82
2.4.1.1	Information Schedules.	82
2.4.1.2	Interview Schedules.	82
2.4.1.3	Questionnaires.	84
2.4.1.4	Observation Framework.	85
2.4.2	Construction of Tools.	88
2.4.3	Finalization of Tools.	90
2.5	PILOT STUDY.	90

2.5.1	Tests to Study Communication and Language Skills.	92
	2.5.1.1 Construction of Tests.	93
2.6	DATA COLLECTION.	93
2.6.1	Schools.	94
	2.6.1.1 Observation of Classrooms.	94
	2.6.1.2 Observation of Hostel Functioning.	97
	2.6.1.3 Interview of Principals, Hostel Wardens, and Teachers of Schools.	97
	2.6.1.4 Collection of Data from Students and Parents.	98
	2.6.1.5 Collection of Data from Advanced Vocational Training Centres.	98
2.6.2	Collection of Data from, Teacher Education Centres.	99
2.6.3	Collection of Data from Vocational Rehabilitation Centres.	99
2.7	ANALYSIS OF DATA.	100

CHAPTER THREE : A MODEL OF SCHOOLING FOR THE HEARING IMPAIRED-

(103 - 180)

3.1	THE PERSPECTIVE	106
3.2	GOALS OF EDUCATION OF THE HEARING IMPAIRED	108
3.3	BASIC APPROACH TO COMMUNICATION	110
3.4	BASIC STRUCTURE OF EDUCATION OF THE HEARING IMPAIRED	120
3.5	THE CURRICULUM	121
3.5.1	The Necessary Condition for Oral Education.	123
3.5.1.1	Early Intervention.	126
3.5.1.2	Assessment of Hearing Sensitivity.	127
3.5.1.3	Audiogram.	128
3.5.1.4	Tapping of Residual Hearing.	129
3.5.1.4.1	Amplification.	130
3.5.2	Auditory Training.	133
3.5.2.1	Use of Group Hearing Sets.	135
3.5.3	Speech Training.	135
3.5.3.1	Use of Speech Trainer.	136
3.5.3.2	Rhythm of Speech.	136
3.5.4	Speechreading.	139
3.6	DEVELOPMENT OF LANGUAGE .	141
3.6.1	Conversation.	141
3.6.1.1	The Seizing Method of Mother and Her Playing Double-Part.	143
3.6.2	Rhythm of Speech.	144
3.6.3	Pauses in Language.	144
3.6.4	Polarity of Meanings.	145

3.6.5 Reading Lessons.	146
3.6.5.1 The Didactics.	146
3.6.5.2 Contextual Meaning of Words.	148
3.6.5.3 Tempo of Reading.	148
3.6.6. Teaching of Grammar.	149
3.6.7. Writing and Reading.	149
3.7. TEACHING OF OTHER SUBJECTS.	151
3.8 GENERAL PRINCIPLES OF TEACHING.	152
3.8.1 Individual Attention.	152
3.8.2 Audiovisual Experiences.	153
3.8.2.1 Project on Preparation of Visual Aids.	153
3.8.3 Student - talk.	154
3.8.4 Lesson Plans.	154
3.8.5 Diary Maintenance.	155
3.8.6 Record of Daily Progress.	155
3.8.7 Evaluation.	155
3.8.8 Remedial Coaching.	156
3.9 CO-CURRICULAR ACTIVITIES	156
3.10 VOCATIONAL TRAINING	157
3.10.1 Pre-vocational Training.	158
3.10.2 Advanced Vocational Training.	158
3.11 GUIDANCE AND COUNSELLING OF STUDENTS	160
3.12 MAINSTREAMING	162

3.12.1	Mainstreaming After SSC.	166
3.13	PARENTAL INVOLVEMENT	166
3.13.1	Guidance and Counselling of Parents.	167
3.14	HOSTEL	169
3.14.1	Orientation of Hostel Wardens.	170
3.15	SUPERVISION BY THE PRINCIPAL	171
3.16	RESOURCES	172
3.16.1	Personnel.	173
3.16.1.1	Teaching Staff.	173
3.16.1.2	Audiologist.	173
3.16.1.3	Personnel for Vocational Training.	174
3.16.1.4	Technician.	174
3.16.1.5	Hostel Warden.	175
3.16.2	Physical Facilities.	175
3.16.2.1	Building.	175
3.16.2.2	Library Room and Reading Material.	175
3.16.2.3	Class Rooms.	176
3.16.2.4	Seating Arrangement.	176
3.16.2.5	Furniture.	177
3.16.2.6	Teaching Aids.	177
3.16.2.7	Audiology Room.	177
3.16.2.8	Equipments.	178
3.16.2.9	Funds.	179
3.17	CONCLUDING REMARKS	179

CHAPTER FOUR : ANALYSIS AND INTERPRETATIVE DISCUSSIONS **(181 - 410)**

4.1	Objective II - Structural and Functional Aspects of the Schools.	181
4.1.1	Structural Aspects.	181
4.1.1.1	Management.	182
4.1.1.2	Source of Funds.	183
4.1.1.3	Syllabus.	185
4.1.1.4	Strength of Students.	185
4.1.1.5	Enrolment and Drop-out of 5 years (1986-91).	186
4.1.1.6	Standards Offered.	188
4.1.1.7	Pre-school Education.	189
4.1.1.8	SSC Programme.	189
4.1.1.9	Vocational Training (Primary Level) (Class V - X).	189
4.1.1.10	Advanced Vocational Training.	190
4.1.1.11	Staff Composition.	190
4.1.1.12	Infrastructural Facilities.	191
4.1.2	Critical Assessment of Schools.	195
4.1.3	Functional Aspects.	199
4.1.3.1	Admission Procedure.	199
4.1.3.1.1	Responses of Principals.	199
4.1.3.2	Age of Admission into Schools.	203
4.1.3.2.1	Data from Records of School.	203
4.1.3.2.2	Responses of Parents.	205
4.1.3.3	Assessment of Hearing Sensitivity.	206

4.1.3.3.1	Responses of Principals and Teachers.	207
4.1.3.3.2	Observation by Investigator.	208
4.1.3.4	Use and Monitoring of Hearing Aids.	211
4.1.3.4.1	Use and Monitoring of PHA.	212
4.1.3.4.1.1	Responses of Principals & Teachers.	212
4.1.3.4.1.2	Responses of Students.	215
4.1.3.4.1.3	Observations by Investigator.	217
4.1.3.4.2	Use of Group Hearing Sets.	221
4.1.3.4.2.1	Responses of Teachers.	221
4.1.3.4.2.2	Observations by Investigator.	222
4.1.3.5	Development of Communication Abilities.	224
4.1.3.5.1	Responses of Principal.	227
4.1.3.5.2	Responses of Teachers.	228
4.1.3.5.3	Responses of Students.	233
4.1.3.5.4	Observations of Development of Communication Abilities.	236
4.1.3.5.4.1	Observations in Std. I, II, III.	236
4.1.3.5.4.2	Observations in Std. IV to X.	244
4.1.3.5.5	Tests to Study the Receptive and Expressive Skills of Communication of Students.	250

4.1.3.5.5.1	Test to Study Speech-reading Skill.	251
4.1.3.5.5.2	Test to Study Intelligibility of Speech.	253
4.1.3.5.5.3	Test to Study Preference for Oral Mode.	255
4.1.3.5.5.4	Test to Study Comprehension of Students when Oral Mode is Used.	256
4.1.3.5.5.5	Test to Study Comprehension of Students when Oral and Manual Modes are Used.	258
4.1.3.5.5.6	Test to Study Comprehension of Students when Oral, Manual and Written Modes are Used.	259
4.1.3.6	Development of Language.	262
4.1.3.6.1	Observation of Language Classes in K.G.	266
4.1.3.6.2	Observation of Language Classes in Standards I to III and of Prose Lessons in IV to X.	275
4.1.3.6.3	Observation of Teaching of Grammar in Higher Classes-IV to X.	290
4.1.3.6.4	Responses of Teachers.	294
4.1.3.6.5	Tests Carried out to Study Language Abilities.	299
4.1.3.6.5.1	Test of Reading and Comprehension.	300

4.1.3.6.5.2	Written Response to Comprehension Passage.	304
4.1.3.7	General Aspects of Teaching.	322
4.1.3.8	Evaluation of Academic Achievement.	324
4.1.3.8.1	Responses of Principals and Teachers.	324
4.1.3.9	Mainstreaming.	330
4.1.3.9.1	Responses of Principals.	330
4.1.3.9.2	Responses of Teachers.	332
4.1.3.10	SSC Programme.	334
4.1.3.11	Functioning of Hostel.	336
4.1.3.12	Guidance and Counselling.	340
4.1.3.12.1	Students.	341
4.1.3.12.2	Parents.	343
4.1.3.13	Pre-Vocational Training.	347
4.1.3.14	Advanced Vocational Training.	353
4.1.3.14.1	Responses of Personnel.	353
4.1.3.14.2	Utilization of the facilities of the Centre.	356
4.1.4	Profile of School No. 4.	361
4.1.4.1	Background.	361
4.1.4.1.1	Strength (1960-91).	362
4.1.4.1.2	Strength in Each Class (1990-91).	364
4.1.4.2	Enrolment and Drop-out.	365
4.1.4.3	Retention of Xth Standard Students.	366
4.1.4.4	Resources.	366

4.1.4.5	Functional Aspects of the School.	369
4.1.4.6	Discrepancies.	375
4.2	Objective III - Adequacy of Functioning of Supportive Organizations - TEC-s and VRC-s of Gujarat.	377
4.2.1	TEC-s.	377
4.2.1.1	Auditory Training.	378
4.2.1.2	Hearing Aids.	380
4.2.1.3	Audiometer.	381
4.2.1.4	Speech Trainer.	383
4.2.1.5	Teaching of Language.	384
4.2.1.6	Teaching Methods.	385
4.2.1.7	Psychology.	386
4.2.1.8	Philosophy of Mode of Communication.	386
4.2.1.9	Practical Training.	387
4.2.1.10	Suggestions.	388
4.2.1.11	Summary and Suggestions.	389
4.2.2	VRC-s.	393
4.2.2.1	VRC-I.	397
4.2.2.2	VRC-II.	402

CHAPTER - V : SUMMARY - (411- 451)

5.1	Salient Features of the Proposed Model.	416
5.2	Major Findings of the Study.	421
5.2.1	Structural Aspects of Schools.	422
5.2.2	Functional Aspects of Schools.	423
5.2.3	Profile of School No.4.	432
5.2.4	Adequacy of Functioning of the Supportive Organisations.	439
5.2.4.1	Teacher Education Centres.	439
5.2.4.2	Vocational Rehabilitation Centres.	442
5.2.5	Emerging Picture of Schooling and Habilitation.	445
5.2.6	Guidelines for Improvement.	447
5.2.7	Areas for Further Research.	450