

**EDUCATIONAL CHALLENGES FACED BY PARENTS AND TEACHERS  
OF HEARING IMPAIRED STUDENTS OF SPECIAL SCHOOLS IN  
AIZAWL DISTRICT**

BY

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Submitted

In partial fulfilment of the requirement of the Degree of Master of Philosophy in  
Education of

Mizoram University, Aizawl.



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**CERTIFICATE**

This is to attest that the research reported in the project entitled **“Educational Challenges faced by Parents and Teachers of Hearing Impaired Students of Special Schools in Aizawl District”** submitted by Lalrinchhana (Registration No. **MZU/M.Phil./513 of 08.05.2019**), an M.Phil Scholar of Department of Education, Mizoram University, is a bona fide research work carried out under my guidance and supervision. To the best of my knowledge and belief, the project is an original piece of work in the field of education and has not been submitted in support of an application for any degree or diploma in any institute of learning.

Dated Aizawl

The.....

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**DECLARATION**

I, Lalrinchhana (Registration No. **MZU/M.Phil./513 of 08.05.2019**) do hereby declare that the subject matter of this dissertation entitled “**Educational Challenges faced by Parents and Teachers of Hearing Impaired Students of Special Schools in Aizawl District**” is the record of work done by me, that the contents of this dissertation did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the dissertation has not been submitted by me for any research degree in any other University/ Instituted.

This is being submitted to the Mizoram University for the degree of master of Philosophy in Education.

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Dated: Aizawl

(LALRINCHHANA)

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## **ABBREVIATIONS AND ACRONYM**

HI	:	Hearing Impaired
RCI	:	Rehabilitation Council of India
PWD	:	Persons With Disabilities
RPWD	:	Rights of Persons With Disabilities
MHRD	:	Ministry of Human Resource Development
DA	:	Disability Act
APD	:	Auditory Processing Disorder
ABR	:	Auditory Brainstem Response
OAE	:	Otoacoustic Emission
dB	:	Decibel
CBR	:	Community Based Rehabilitation
SCERT	:	State Council of Educational Research and Training
SSOM	:	Spastic Society Of Mizoram
HIPSOM	:	Hearing Impaired Parents' Society Of Mizoram
CCE	:	Continuous and Comprehensive Evaluation
NGO	:	Non- Governmental Organization
IED	:	Improvised Explosive Device
EMR	:	Electronic Medical Records
PSI	:	Parental Distress Subscale
D/HH	:	Deaf/ Hard of Hearing

PCHL	:	Permanent Congenital Hearing Loss
SRQ	:	Self Reporting Questionnaire
ECCE	:	Early Childhood Care and Education
OPD	:	Out Patient Department
NPPCD	:	National Programme for Prevention and Control of Deafness

**CHAPTER - I**  
**INTRODUCTION**

## **Chapter - I**

### **INTRODUCTION**

#### **1.1. Historical and Contemporary perspectives to Disability**

Special education is associated with the term exceptional children since it is a programme arranged to meet the needs of exceptional children. Exceptional children differ from the majority of children in areas of physical, mental, behavioural or sensory characteristics. An exceptional child requires special education and related services to develop to their maximum capacity. The category here includes children having disabilities like hearing impairments, speech disorders, visual impairments, physical disabilities, learning disabilities, mental retardation, behaviour disorders, multiple handicaps, and creative as well as gifted children.

In the past, the handicapped were considered to be the impact of curse and were at times abused and oppressed. They were then the victim of persecution till Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against the disabled in the employment accessibility to education, facilities, and other social services. The NPE (National Policy on Education) 1986, which was revised in the year 1992, Government of India, Ministry of Human Resource Development (MHRD), emphasizes the removal of disparities and to equalize educational opportunities by attending to the specific needs of those who have been denied equality so far. The objectives were set to integrate the physically and mentally disabled to cope within the general community as equal partners. To help them prepare for normal growth with a positive outlook, and to foster courage and confidence. The Programme of Action for the implementation of the National Policy on Education has stressed the needs that strengthen the scheme of integrated education for disabled children. The Disabled Act 1985 proclaimed "equalization of opportunities and protection of rights for children with disabilities. No child is uneducable; every child has the fundamental right to educate oneself, the right to occupation or profession, the right to independent reading and the right to love".

The significant issues about special education include labelling; normalization; assessment; individualize instruction; cultural diversity; child abuse and neglect; and access to the community. Normalization can be termed as the

philosophy that all disabled people should have the opportunity to access as close to the normal as far as possible, with norms and patterns that exist in mainstream society. All exceptional children should receive Individualized Education Programme from the special educational services. These principles are the foundations on which the child's education is built upon. Special educators should be particularly aware of the unique characteristics and needs of exceptional children from minority cultures. They should ensure that the assessment is not biased by conflicts between the criteria they established and the culture of the child being tested.

## **1.2. Hearing Impairment**

Hearing is an act of perceiving sound by detecting vibrations. It is one of the five senses of human beings, which plays a vital role in the process of communication. We heard sounds through our ears in various forms of solid, liquid and gaseous matter. Primarily, the functions are performed by the auditory system. Partial or total inability to hear is termed as Hearing Impairment.

Hearing Impairment includes both the hard of hearing and the deaf. The hard of hearing refers to a person with mild to severe hearing loss. Hearing capacity may still be present in the hard of hearing when benefited with hearing aids, cochlear implants and other assistive devices. Deafness, on the other hand, refers to profound hearing loss, which implies very little or no hearing at all. Non- verbal communications like body language, facial expressions and sign language are commonly used for communicating with the deaf persons.

The main impact of hearing loss is on the individual's ability to communicate with others. It has an adverse effect on the academic performance of the child due to late identification and diagnosis. Therefore language assessment is necessary for young children who show signs of delayed speech, which could be due to hereditary and environmental factors. It is done to established language problems relating to phonology, grammar and semantics. This may be observed by oral testing. Dictation may be used as a method of testing as well as listening comprehension and receptive expression. Other methods include: Test of pronunciation, articulation, vocabulary, grammatical structure, transformation of pattern, complete sentence by re-arrangement of words, etc. By using all these techniques, the teacher can prepare a

profile of language ability which eventually will help to plan for language intervention.

### **1.3. Classification of Hearing loss**

1. Conductive Loss - It is the malfunctioning of the outer or middle ear, which is related to the transmission of sound. It generally results in a slight or moderate hearing loss, although some severe losses are also found.
2. Sensory – Neural loss - It is the type of hearing loss due to the damage of the Inner ear or the sensory organ. Damage can also be caused to the auditory nerve, which extends from the brain centre to the inner ear. This type of hearing loss is considered permanent.
3. Mixed hearing loss - Persons with mixed hearing loss have both conductive and sensory dysfunction. The mixed hearing loss is due to the disorders that can affect the middle ear and the inner ear simultaneously, trauma resulting in temporal bone fractures may be associated with conductive, sensori-neural and mixed hearing loss.
4. Auditory processing disorder (APD) - This auditory problem affects more complex auditory processes, like understanding speech when there is background noise. The results of hearing sensitivity and physiological tests e.g., otoacoustic emissions (OAE) and auditory brainstem response (ABR) can detect central auditory disorders in children.

### **1.4 . Identification of Hearing loss**

Due to the advancement in technology recently, the identification of Hearing Impairment has become easier. The following are some essential techniques for identifying impaired children:

- Developmental scale: It is applied to know the child's current status with regards to sensorimotor development. "Bailey Scale of Infant Development" is helpful for this purpose.
- Neuropsychological Test: Owing to cerebral dysfunction and brain damage, a good number of hearing-impaired children have additional percepto- motor deficiencies.

- **Medical Examination:** Here, the relationship between the auditory deformities and personality disorder is also sought. A physician takes the general medical history of a child, taking the functioning and dysfunctioning of various organs related to audition.
- **Case Study:** It is a collection of data relating to the identification of the child, statement of the present problems, the child's health history, developmental history, as well as family history. The psychiatrist collects the data from the child directly or from a close relative of the child.
- **Systematic Observation:** This method is useful for assessing the hearing impaired. The symptom shows when frequent ear eggs are observable, or when one turns head on one side to hear better, or when the child has difficulty in following directions, or when a child always requests repetition instructions and questions etc., they often hesitate to participate in group discussions and possess restlessness, inattention and speech difficulty.
- **Audiometry:** It is diagnostic testing for knowing the degree of hearing loss where hearing is measured using an audiometer. This auditory stimuli is presented to the individual in a specially designed non-reflective and free echoic room. The stimuli presented and the responses vary with the degree of hearing loss of the individual.

### 1.5. Classification of Hearing Impairment

Depending on the extent of hearing loss, the hearing impaired can be classified as,

**Table. No. 1.1**  
**Classification of Hearing Impairment in Decibel, Educational Placement and Special Needs.**

<b>CLASSIFICATION</b>	<b>Levels of Hearing loss in decibel (dB)</b>	<b>Educational Placement</b>	<b>Special Needs</b>
Mild Hearing impairment	26-54db	Required modification in	Hearing Aids

		sitting arrangements	
Moderate Hearing Impairment	55-69db	Amplification of Auditory material and use of visual aids	Adaptation of instructional and methodologies and More visual cues
Severe Hearing Impairment	70-89db	Special Class and limited integration	Use of special technique and Special attention in learning and speech.
Profound Hearing Impairment	90 db and above	Special day school, facing the difficulty of integration into academic areas	Intensive special Instructor

0 dB in Audiometer is the lowest decibel. The number that is after a decibel from 0 dB indicates the degree of hearing loss.

Children with mild and moderate hearing loss can be placed in inclusive classrooms with special assistance and help. They are considered to be able to utilize their residual hearing with the help of a hearing aid. Hearing losses can range from mild to profound. The severity of the loss is described in terms of decibels. Therefore, the degree of hearing loss results from the faintest decibel which the child heard through audiometer. Hearing losses of varying degrees may be present in one ear (unilateral) or both ears (bilateral).



## **1.6. Educational Implications of the Hearing Impaired**

### **1.6.1. Communication**

“Hearing impairment is primarily a communication problem” (Champie 1986). The degree and kind of hearing impairment greatly affect the ability to communicate. For people who have considerable hearing loss, there are several approaches to communication. The basic approaches are oral, manual and total communication.

The oral method of communication requires the student with a hearing impairment to use a combination of residual hearing, a hearing aid, and speech reading in order to comprehend. For self-expression, the student using the oral approach is able to verbalize. Verbal communication enables the hearing-impaired to communicate with hearing people who do not use the manual system.

The manual method includes fingerspelling and sign language. Fingerspelling has a movement for each letter; words are spelled using particular movement for different letters.

Total communication consists of the simultaneous presentation of signs (including fingerspelling) and speech (through residual audition and speech reading). Learning through oral and manual codes is considered as the best form of learning for registration, retention, recall and recognition.

### **1.6.2. Academic Achievement**

It can be considered that student awareness towards language mostly deals with the student’s academic achievement. “Students with hearing impairment are at risk for reading and writing difficulties because the hearing loss affects their ability to construct an accurate representation of sound-letter correspondence” (Wray, Hazlett, Flexer, 1988). Due to the limitations of conceptual ability, the hearing-impaired student will have problems in interpreting the language and face difficulty expressing themselves in oral or written modes.

### **1.6.3. Social Integration**

Social integration needs to be encouraged among hearing impaired students since language development is critical to students with hearing impairment. Providing an appropriate seat arrangement inside the classroom and making the environment friendly to adapt for the hearing impaired students is a must.

### **1.7. Mizoram and Hearing Impairment**

In Mizoram, the total population of the disabled person according to the CBR network's database reported is 24,253 persons (male: 12515, female: 11739). Out of which 38.13% of persons reside in Aizawl district. The total Hearing Impaired population in Mizoram is 3395 (male: 1752 Female: 1643), and out of that, 1295 persons with hearing impairment reside in Aizawl district. (Status of Implementation of Disability Legislation in North East States of India, Volume 3, 2005). The percentage of deaf persons in the state was 14-15% from the total disabled population. The percentages were much higher than the national average 8.36%. (Status of deaf children in Mizoram- a VANNI report, p. 13)

The State Council of Educational Research & Training (SCERT) was set up in January 1980. It was the academic wing of the Directorate of School Education. It monitors the school education from primary to higher secondary school, non-formal education and teacher education for a qualitative improvement. One of its functions was to provide training programmes related to different areas of disability and promote inclusive education at secondary schools. This study was undertaken by observing the range of services that were provided to them by the Government under the Disability Acts such as education, health care, transport and other entitlements. Thus, attempts were made to find out the educational challenges faced by Parents and Teachers of Special School in Aizawl District. (Status of deaf children in Mizoram- a VANNI report, p. 13)

The investigator conducted the study among three Special Schools within Aizawl District; namely, The Gilead Special School Bawngkawn, Redeem Garden situated at Durtlang and Ephatha Special School, Vaivakawn.

## **1.8. Schools for children with Hearing Impairment**

The Spastics Society of Mizoram (SSOM), the organization was established in 1989. It was considered to be the first and oldest institution in Mizoram that offered services to children with disabilities. The SSOM has conducted community based rehabilitation camps, established proper parents' organizations and often organises training programmes and courses for the caregivers. The Gilead special school run by the SSOM received sanction from the State Government for the salaries for five teachers and one peon.

Majority of students who were admitted in the Gilead special school were mentally challenged children, but the school had a special section for the hearing impaired. The school reserved 24 seats for hearing impaired children who were under the care of 3 teachers and two caregivers. Training in block making, tailoring and making paper plates were offered by the school. Earlier on, the school used a mix of Indian sign language and Mizo. At present, they use American Sign Language for communication. They frequently conducted workshops for parents, and parents of newly admitted students were expected to attend at least a week at a time in classrooms to understand their children better. (Status of deaf children in Mizoram- a VANNI report, p. 20)

Redeem Garden, one of the schools among the study is a private Special School run by Mrs. R. Lalhmachhuani (Audiologist and Speech-language pathology). The school was established in May 2018. At present, there are three trained teachers and three other staff with the registration of 16 numbers of hearing-impaired students (2020). Communication with the children is done through American Sign Language, and the school often conducts a variety of contact programs with parents. The school even makes a schedule for occupational therapy once a week.

Ephatha Special School which is situated at the heart of Vaivakawn was established in 11<sup>th</sup> May 2016 by Hearing Impaired Parent Society of Mizoram (HIPSOM). The school has four Special Teachers who all trained under SCERT, Aizawl. At present, there are fourteen (14) students (2 male and 12 female). The school followed the CCE courses offered by the State Government.

Parents lack the knowledge about sign languages or other modes of communication which would help them to participate in educating and training their H.I children. Through the implemented CBR programmes, “parents will receive support to manage their deaf children as field workers will provide some degree of support to the families who will certainly need it. Services for deaf children and their families are only at a developing stage in Mizoram”.(Status of deaf children in Mizoram- a VANNI report, p. 23).The government should realize the need for the expansion of diagnostic and testing services to reach all families having hearing impaired children within Mizoram.

“There is a need for teachers with a special skill set. This should include the ability to work with the hearing impaired students. In this respect, the importance of sign language cannot be overemphasized. Emphasis needs to be placed in addressing the educational needs of hearing impaired children. A state which has the distinction of having the second highest literacy level in the country cannot afford to ignore the educational requirements of such children.

Special schools in Aizawl district were found to offer not more than primary education for deaf children at the moment. The Government, NGOs, different organizations and experts/ professionals from Mizoram should work together and take necessary steps to control the increasing rates of disability with organising rehabilitation services, awareness and information in various centres in Mizoram. Informing the victims’ families about the disability rights and entitlements guaranteed to them under the Indian Constitution.Acquaint them with the new laws and acts related to child’s education, child protection and social justice through the national-level agencies like, the RCI, the National Trust, the SCERT and the National Institutes that have been setup by the Government of India for the welfare of the persons with disabilities.”(Status of deaf children in Mizoram- a VANNI report, p. 24)

### **1.9. Rationale of the Study**

Communication through language is necessary to bridge the gap between two or more individual's conversations of the message in a meaningful manner. It is well known as a foundation of life. Bearing this in mind, there can be enormous disadvantages for hearing-impaired children in different areas like sociological,

psychological as well as educational, etc. About 1 out of 1000 children had a bilateral profound hearing impairment. This figure will surely rise with time. To consider that if an individual turns 15 years of age, 5 out of 1000 children are likely to suffer from a moderate, severe or profound peripheral or central hearing impairment in one or both ears. This can adversely effect communication, learning, psycho-social development and academic achievement. Without appropriate diagnosis and early intervention, a child having a hearing disability will lag in learning and social-emotional development, which will hamper his/her social interaction as well as his/ her vocational career.

Therefore, great emphasis should be placed on the importance of early detection, reliable diagnosis and timely intervention. Children having mild or unilateral permanent hearing loss often experience difficulties in understanding speech when exposed to a crowded environment. These problems are usually associated with educational and psycho-social development. Children with hearing-impairment experience speech language deficit. They are found to experience a lower academic achievement as compared to their peers of the same age having the normal hearing ability.

Starting from the time of birth till the child reaches the age of 3-4 years, it has been considered as the most critical period for the development of normal speech and language skills. Hence, early identification and an appropriate intervention within the first six months of life demonstrate the prevention and can reduce many of the unfavourable consequences and further facilitate language acquisition.

In fact, there are numerous children between the ages 5-14 years who have hearing problems. Unfortunately, these children do not usually receive education since there were many ignorant parents who do not feel the need of educating their unfortunate children. Parents of hearing-impaired children are often unaware of the fact that early diagnosis of children's impairment is necessary to help them face their challenges.

Awareness towards identification and proper guidance of hearing-impaired children is still very low among individuals, organizations and governments. However, there are many children, even in Mizoram, who have problems in this regard. There are only three special schools for hearing-impaired children in Aizawl,

the capital of Mizoram, which were set up by organized individuals out of necessity. Government officials, as well as educated persons, must unite and move forward for the welfare of these children.

Also, there are some educational challenges faced by parents of hearing-impaired students. Hence, it is crucial to identify such issues and challenges to solve their problems for their further development. Similarly, teachers are equally important in determining various obstacles that come along in educating children with hearing impairment. Hearing-impaired children will not develop if proper care and guidance is not given. It is indeed our responsibility to help them overcome their physical challenges with utmost care and sympathy. Many children with hearing impairment could be uplifted if they receive the right treatment and guidance accordingly.

Children having hearing impairment go unnoticed for several years within Mizoram, and if this issue remains unrecognized for years, it might result in a higher rate of dropouts on students having such kind of problems.

Are the three special schools in Aizawl adequate to cater the needs of the hearing impaired within the district? Are the trained teachers and facilities, aids and appliances available at the schools facilitating the teaching learning process? In viewing the above discussion, the following research questions arise;

1. What are the problems faced by the parents and teachers of hearing-impaired students towards their educational development?
2. Does the present curriculum and methods used for educating the hearing impaired students' result in a positive outcome?
3. Do the presently available materials in the institution help the hearing impaired students for their educational development?
4. Do trained teachers and workers facilitate the needs of hearing-impaired students in the institution?
5. How can a new technology or methods replace the present/existing system of educating the hearing-impaired students?

### **1.10. Statement of the Problem**

The problem of the present study is stated as,

#### **EDUCATIONAL CHALLENGES FACED BY PARENTS AND TEACHERS OF HEARING IMPAIRED STUDENTS OF SPECIAL SCHOOLS IN AIZAWL DISTRICT**

### **1.11. Operational Definition of Key Terms**

**Hearing Impaired Students-** In this study, the meaning of 'hearing-impaired students' refers to those students who have a hearing impairment and studying in the special schools of Aizawl district.

**Special School-** A special school is a school catering for students who have special educational needs due to learning difficulties, physical disabilities or behavioural problems. Special schools may be specifically designed, staffed and resourced to provide appropriate special education for children with additional needs.

**Aizawl District-** Aizawl district is one of the eleven districts of Mizoram state in India. The district is bounded on the north by Kolasib district, on the west by Mamit district, on the south by Serchhip district, on the southwest by Hnahthial and Lunglei district, on the east by Saitual, Khawzawl and Champhai district and on the south by Lawngtlai and Saiha district. The district occupies an area of 3,577 square kilometres (1,381 sq mi). The headquarters of the district is Aizawl, the capital of Mizoram.

### **1.12. Objectives**

1. To find out the infrastructural facilities and educational resources available for hearing-impaired students in/the special schools of Aizawl district.
2. To find out the educational challenges faced by the parents of hearing-impaired students of special schools in Aizawl district.
3. To find out the educational challenges faced by teachers of hearing-impaired students of special schools in Aizawl district.

4. To suggest measures to address the challenges being faced by parents and teachers of hearing-impaired students

### **1.13. Delimitations of the Study**

The study will be delimited to Special Schools within Aizawl city only.



**CHAPTER – II**  
**REVIEW OF RELATED LITERATURE**

## CHAPTER – II

### REVIEW OF RELATED LITERATURE

A literature review is the effective evaluation for related documents selected on a research topic which forms an essential part of the research procedure or may constitute a research project in itself. It can also be considered as a critical synthesis of earlier studies. The review of related literature includes two parts;

- i. The theoretical background of the problem
- ii. The research work already carried out in the area

If the area selected was somewhat new and the concept involved were unknown or not had been explored at length, then the researcher should describe in itself. The investigator had to make it clear that the problems for study had roots in the existing literature, but need further discovery. It was an essential stage at the beginning of the research activity which examined what kinds of studies had already been conducted in both one's own country and overseas, and what were the findings.

**Saini (1981)** studied on the topic 'Revaluation of the deaf 'Social Welfare' observes that:

1. Many of the problems of hearing impairment can be taken care of by early detection, proper treatment and diagnosis.
2. The hearing impaired people needs opportunity needs integration into the society.
3. The findings of the study reveals that the parents need to provide a healthy and harmonious atmosphere in the family for the development of the handicapped child under normal circumstances.

**Holcomb (1990)** studied 'Deaf students in the mainstream: A study in social assimilation' observed that,

1. Two distinctly different sequences reflected in the findings. Social interactive behaviour occurred before social assimilation for students with normal hearing,

2. Inverted pattern of social assimilation is shown among the hearing impaired students in mainstreaming settings. Support services like sign language instructions for students with normal hearing and interpreting services for hearing impaired students was found playing an important role in participation of school activities.

**Mandke (1991)** studied “the effect of single modality stimulation upon speech and language development of hard of hearing children” observed that using a single stimulation modality in teaching under a carefully structured individualized approach would enhance to develop language skills in hearing impaired children.

**Swarsha (1990)** studied “the differences between normal and deaf children on perceptions of parental behaviour, perspective taking ability and cognitive functioning”. Investigator found whether the institutionalization and multiple births of deaf children make any difference on grounds of their performance on academic achievement. The major findings are that,

1. Deaf and normal children did not differ from perceptions of parental behaviour and perspective-taking abilities.
2. Non institutionalized children were found to be significantly on perspective ability in academic achievement,

**Panda (1991)** studied “the attitude of parents, teachers and community members towards disability of different categories of children” and observed that,

1. Gender varies in attitudes among teachers, parents or community members.
2. On the evaluative dimension, female showed favourable attitude towards normal, hearing impaired, visually-impaired and severely mentally retarded children whereas male showed more favourable attitude towards the educable, mentally retarded and speech impaired.
3. Female parents have significantly more favourable attitudes towards them than the male parents.
4. Sex had no differential effect on attitudes towards disability on the activity factor. On the dimension of strength, the females were slightly more favourable towards EMR and hearing-impaired than the males.

**Sharma (1992)** assessed “the effectiveness of adapted instructional material in science on hearing impaired from IED and special schools” observed that,

1. The post-test was better than on the pre- test on the performance of the hearing impaired from IED and special schools
2. Significant differences were not found on gender variables among the hearing-impaired in both the settings but were found on age variables. It indicates that when patient had a slight hearing with the help of hearing aid, it helps them to developed residual hearing of speech.
3. While implants supply a fuller spectrum of sound frequencies it was observed that hearing aids are better at giving temporal speech cues.

**Meadow- Orlans (1994)** studied the stress among 20 parents having a 9-month-olds diagnosed of a mild - profound hearing loss. The findings were,

1. In parenting stress scores, statistically significant differences were not found between hearing and the deaf. However, the 25% mothers among the deaf group were compared with 5% of the sample among the hearing.
2. It was realizable that due to the unavailability of sufficient powers for detecting the statistically significant differences, the results might vary depending on early identification of deafness and knowledge of parents about the hearing impairment.
3. Due to communication gap that existed between parents and children, stress in parenting might increased as the children grows older.

**Roopashri (1994)** found factors that influence the parental cognitive stimulation in three areas of child development i.e. academic aspects, social aspects and extracurricular activities and found that,

1. Academics are positively influenced by parental cognitive stimulation.
2. The use of corporal punishment by non-violent mode of discipline by parents could reduce the risk of anti-social behaviour among children and reduce the level of violence in society.

**Ysseldyke and Algozzine (1995)** studied “problems faced by the hearing impaired students in integrated classes” found out that,

1. People who are deaf have a hearing loss that prevents understanding speech through the ear and do not use hearing as their primary sense for

gaining information even if they have little functional hearing even with a hearing aid.

2. It is possible for the hard of hearing person to get information from sounds and profit from amplification provided by the hearing aids.

**Mary (1998)** investigated “The effect of factual information for hearing-impaired student using multimedia and multimedia options during classroom teaching” and results indicate that,

1. Students understood the concepts better in the classrooms using multimedia appliances while teaching classroom lessons.

**Eleweke and Rodda (2000)** reported two case studies that – “the hearing parents of children who had severe to profound hearing loss. Children were diagnosed after they had reached 2 years of age, where one only used speech for communication and the other one used sign only. Qualitative analyses of semi-structured interviews disclosed that, the type of information provided about functionality of hearing devices and communication options to parents influenced the parent’s decisions. Additionally, the philosophies or competence of professionals who provided information to parents had influenced parent’s decisions. Parents had reported that, unbalanced information were presented to them, and thus resulted to annoyance and unrealistic presumptions.

The study revealed the need of pertinent, impartial and accurate information to be conferred to parents which will help them support for decision making.

**Jane Mutasa (2000)** studied “challenges that educators meet when teaching children with hearing impairment at resource units was aimed at developing further the understanding of practices that either promoted or caused barriers to the learning of the pupils with hearing impairment and indicate achievements and failures of the programme”.

The study was conducted through focusing on the main educational activities and features that characterise pupils learning at resource units.

These features were related to organisation of the pupils’ learning, meeting pupils’ academic and developmental needs, communication, co-operation among

educators and educators and parents, and satisfying the educator knowledge needs. Educators cited a variety of challenges on the above named themes which adversely affected progress in the teaching/learning process. They also reported that the main achievement of educating children with hearing impairment at resource units was of developing the child socially and raising awareness in the society on the nature of hearing impairment.

**Lederberg and Golbach (2002)** studied parenting stress among mothers of deaf related to the developmental changes for a number of 23 parents and number of 23 hearing children. The study also observed parenting stress with the impact of their educational support. Higher levels of stress were found in mothers of 2 years old. However they observed that,

1. At the age group of 3- 4 years, group differences were not found. This was to find out the stress among the parents of deaf children through a longitudinal study. However, the findings were complicated with selecting of the context-specific measures designed for parents of children with disabilities.

**Pipp-Siegel, Sedey and Yoshinaga (2002)** studied “Predictors of parental stress in mothers of young children with hearing loss” found out that,

1. Mothers having young children with the age between 6 months to 5½ years differed from the normative sample on one subscale of the PSI.
2. Parents having deaf children were reported to have less stress than the normative sample; however, the differences lies (0.23 effect size).
3. From the previous study, no differences were found in general parenting stress among parents of hearing children comparing with parents of deaf children from the majority of research. (Quittner and colleagues (1990).
4. Nevertheless, despite the Pipp-Siegel found lower levels of parenting stress among parents of hearing children, the sample scored was found to be 13% which was above the clinical cut-off for the measure.

**Steinberg et. al. (2003)** used semi-structured interviews with 27 Hispanic families, and the reported result shows that the different communication modes were rarely discussed,

1. The combination of sign language and speech was the only options given by the school or the country in which they recite. All the cases reached 63% that was 17 out of 27.
2. Hyde and Punch (2011) had reported their observations which were taken through interviewing 27 parents of children with the age ranges from 1.5 to 2.5 years after using cochlear implants. The result showed that placing a premium on communication through any means proved to be helpful for their child with hearing impairment.
3. Some of the parents considered that using sign language helped their children to have better spoken language communication even if they were not using cochlear implants. This will increase the chance to socialize them.

**Zait (2005)** studied on problems of deaf /hard of hearing (D/HH) students and observed that,

1. Parenting stress may occur due to the fact that parents having deaf or hard of hearing children for a unique long term can be a challenging task.
2. No significant differences were found between mothers and fathers regarding parenting stress, child acceptance, or parental support systems. However, mothers reported significantly higher self-efficacy than their counterparts.
3. It was found that a higher coping resource in parents decreases parenting stress levels.

**Crowe (2006)** studied on ‘Time Use of Mothers with School-Age Children: A Continuing Impact of a Child's Disability’explored that,

1. Mothers of children with disabilities spent notably more time in childcare activities and notably less time in recreational activities.
2. Mothers of a disabled children reported fewer typical days and rated the quality of days as poorer. As children grew up, the gap between the time mothers devoted to child care increased between the two groups.

**Dellve (2006)** studied “stress and well being among parents of children with rare diseases; a prospective intervention study” and found out that,

1. High parental stress, physical and emotional strain is common among a single mother.
2. Fathers showed high stress related to incompetence, which decreased after the intervention.
3. After the intervention, a decreased strain was found among full-time working mothers and fathers. Parents’ perceived knowledge and active coping while mothers’ perceived social support were increased at follow-up.

**Douma (2006)** worked on ‘Supporting parents of youths with intellectual disabilities and psychopathology’ revealed that,

1. Many of the Parents (88.2%) needed some support, especially a friendly ear, respite care, child mental health care and information.
2. Parents who consider both emotional and behavioural problems in their child needed to be supported the most.
3. Parents of children with moderate ID or physical problems especially needed ‘relief care’, i.e. respite care, activities for the child and practical/material help. The need for a friendly ear was met most often (75.3 :%), whereas the need for parental counselling was met least often (35.5%).

**Asberg, Vogel, and Bowers (2008)** studied the correlation of parenting stress in parents of deaf children. The result of the study indicates that 17% of the sample scored i.e., ( $Mean = 72.71$ ) above the clinical cut-off on the PSI but it was not different in statistically from the normative sample.



**Johnston (2009)** studied “effect on vocabulary of congenital and acquired hearing loss” found that,

1. The impact of impairment depends on type, extent and timing of hearing loss. Students who were deaf from birth or as the result of illness in childhood may lip-read or use sign language.
2. Students who use SL as a first language of communication may have difficulty with grammatical and syntactical structure of English and have a limited vocabulary.
3. Some deaf students are non-verbal while others may speak differently as they cannot hear their own voices.

**Davies (1998)** also studied “Parents intervention towards their hearing impaired children in rural and urban areas” observed that,

1. Parental encouragement and educational development towards the child were found positively correlated.
2. Parental encouragement was found to have a convincing influence on the educational development of high-development group, nevertheless of gender, district and urban rural variations.

**Valorie (2009)** worked on “single and residential parenting on children’s motivation” found that,

1. Children from single parent families unquestionably can have long term problems. However, single parenting isn’t necessarily being the cause, there are a host of circumstances that can help guide and shape a young child into a successful adult in every given situation
2. Including the child’s relationship with the residential parent, the child’s own personal tendency towards resiliency, as well as other adults plays a crucial role in the child’s life.

**John Wiley and Sons (2009)** studied whether “the entire service delivery model for deaf and hearing impaired students could be improved”. Results showed that, a high level of satisfaction was found in with Visiting Teacher of the Deaf services; although, parents did report that contact regarding their child's needs, progress and

accessibility to services could be improved straight through more regular and longer visits by Visiting Teachers of the Deaf.

**Borum (2012)** explored afro-centric cultural influences on communication choices among 14 parents using semi-structured interviews. The age group from 2 to 17 years of age who had been diagnosed with hearing loss were observed. Thus concluded that,

1. A strong preference was expressed by parents for their hearing child to acquire the oral language tradition in their culture.
2. All they wanted for their child was to be capable of interacting with hearing and Deaf communities.
3. To understand the written English language, so as to share their ethnic, racial as well as cultural heritage. It was observed that this study strengthened the influences of cultural, values, and aspect of socialization, on parents' decisions.

**Decker et. al. (2012)** studied on “communication modes for children with PCHL and effect of sources of information, parental values and knowledge on it”. The findings of the study are as follows;

1. Parental values significantly predicted the communication choices of children with PCHL.
2. Parents who used speech alone to communicate with their child received information from audiologists/speech pathologists significantly more often than those parents who were using signs to communicate.
3. It was also found that the parents, who used speech alone, wanted that deafness needs to be treated.

**Driessche et.al (2014)** studied whether parents of children with hearing impairment are at increased risk of mental health morbidities. They observed that,

1. Domestic violence and Low educational attainment were observed to be associated with care giving strain after adjustment, whereas strongly predicted psychological morbidities results disappointment with social

support from family, problems in behaviour of children, as well as domestic violence

2. If parents were addressed with the mental health care needs, it might have helped to shrink the impact of psychological morbidities on the hearing impaired children.

**Katoch & Sharma (2016)** studied on “Problems faced by teachers in special schools of Himachal Pradesh” and reported that

1. Institutions lack proper infrastructure, teaching staff and shortage of teaching-learning materials. Teachers were not satisfied with their knowledge about the subjects they offered and have to take classes for other subjects out of their expertise.
2. Teachers also reported non-availability of extra teachers like wardens for students who are in the hostel.
3. The majority of the teachers were not satisfied with the infrastructural facilities and equipments for the students.

**Saeed (2016)** tried to find out the problems of special needs students with disabilities in special schools and found that,

1. The challenges faced by the special schools for the special needs students are attitudinal, structural and the organizational in nature.
2. The investigator observes some similarities and some dissimilarity in opinion regarding the challenges faced by special needs students with disabilities in special schools.

**Murat Eyuboglu et.al. (2019)** The study tried to investigate the relationship between the psychosocial problems, quality of life and parenting styles in hearing impaired children. 84 children (Out of which 42 H.I. children and 42 normal children) were selected with their parents. Major findings of their studies were,

1. Problems related to emotional, behavioural, peers at the schools were remarkably higher, while self-esteem levels were remarkably lower in the case group as in comparison with the healthy children.

2. The study even determined that over protective and authoritarian styles of parenting were common among parents of hearing impaired children as compared with the healthy children.
3. A significant correlation was found between the emotional problems of children with the overprotective and authoritarian styles of parenting. The findings showed that the intervention should not only focus on the existing disabilities of these children.
4. Attitude of parents were important and had been highlighted on both protection and treatment of mental health of the children.

### **Statement of the Problem**

To get answers to the above questions, the following research topic is proposed to be undertaken,

### **Educational Challenges faced by Parents and Teachers of Hearing Impaired Students of Special Schools in Aizawl District**

#### **Operational Definition of Key Terms**

**Hearing Impaired Students-** In this study, the meaning of ‘hearing impaired students’ refers to those students who have hearing impairment and studying in the special schools of Aizawl district.

**Special School-** A special school is a school catering for students who have special educational needs due to learning difficulties, physical disabilities or behavioural problems. Special schools may be specifically designed, staffed and resourced to provide appropriate special education for children with additional needs.

**Aizawl District-** Aizawl district is one of the eleven districts of Mizoram state in India. The district is bounded on the north by Kolasib district, on the west by Mamit district, on the south by Serchhip district, on the southwest by Hnahthial and Lunglei district, on the east by Saitual, Khawzawl and Champhai district and on the south by Lawngtlai and Saiha district. The district occupies an area of 3,577 square kilometres (1,381 sq mi). The headquarters of the district is Aizawl, the capital of Mizoram.

### **Delimitations of the Study**

The study will be delimited to Special Schools within Aizawl city only.

### **Objective of the Study**

The study will be conducted with the following objectives:-

1. To find out the infrastructural facilities and educational resources available for hearing impaired students in the special schools of Aizawl district.
2. To find out the educational challenges faced by the parents of hearing impaired students of special schools in Aizawl district.
3. To find out the educational challenges faced by teachers of hearing impaired students of special schools in Aizawl district.
4. To suggest measures to address the challenges being faced by parents and teachers of hearing impaired students.

**CHAPTER – III**  
**METHODOLOGY AND PROCEDURE**

## CHAPTER - III

### METHODOLOGY AND PROCEDURE

The research methodology is the systematic, theoretical analysis of the procedures applied to a field of study (Kothari, 2004).

“It involves procedures of describing, explaining and predicting phenomena to solve a problem; it is the ‘how’s’, the process or techniques of conducting research. A methodology does not set out to provide solutions but offers the theoretical underpinning for understanding which procedure, set of procedures can be applied to a specific case. Research methodology encompasses concepts such as research designs, target population, sample size and sampling procedure, data collection instruments and data analysis procedure” (Kothari 2004, Kenpro.org).

This chapter discusses the plan and procedure adopted by the investigator in the present research study. The followings are the methodology and procedure that the investigator had followed.

#### 3.1 Methodology

#### 3.2 Population, Sample and Sampling Technique

#### 3.3 Sources of Data

#### 3.4 Tools used for Data Collection

#### 3.5 Procedure of Tools Construction

#### 3.6 Procedure for Data Collection

#### 3.7 Statistical Treatment of Data

### **3.1. Methodology**

The descriptive survey method was adopted in the present study. The major purpose of descriptive research is to give a description of the state of affairs as it exists at present. Descriptive research is more than just a collection of data; it involves measurement, classification, analysis, comparison and interpretation

(Koul, 2014). The descriptive survey method focuses on the fact that the investigator has no control over the variables. The investigator can only report what had happened and what was happening. Therefore this method has the advantages of investigating a variety of educational problems and issues.

### **3.2 Population, Sample and Sampling Technique**

A population is an entire pool from which a statistical sample is drawn. A population may refer to an entire group of people, objects, events or measurements. A population can thus said to be an aggregate observation of subjects grouped together by a common feature (Kenton, 2020).

The population of the study comprised of all the special schools for hearing impaired students of Aizawl city (The Gilead Special School, The Deaf School of Mizoram and The Redeem Garden). The population includes,

- i. All special schools of Aizawl district for H.I. students
- ii. All the teachers of special schools for hearing impairment.
- iii. All the parents of hearing-impaired children studying in special schools.

A sample is defined as a smaller set of data that a researcher chooses or selects from a larger population by using a pre-defined selection method (Fleetwood, n.d). Sampling procedures deliver generalities based on a relatively small proportion of the population (Koul, 2014)

To select the suitable and representative number of samples, all three (3) special schools of Aizawl district were selected. To select parents of H.I. students, simple random sampling was adopted, and 50% of the total population of parents were selected. To select the representative sample of teachers, incidental sampling was proposed, but as there were only 12 teachers in all the special schools for H.I. students, therefore all the teachers who were teaching in these schools were selected as sample.



**Table No. 3.1**  
**Sample Size and Sampling Technique of the Study**

S.N.	Respondent	Sample Size	No of the Selected Sample	Sampling Technique
1.	Parents of hearing-impaired students	50% of the total population	27	Simple Random Sampling
2.	Teachers of hearing-impaired students	All teachers of the special schools for hearing-impaired students in Aizawl district	12	Census

### 3.3. Sources of Data

For conducting research in some area, the investigator had to rely on two types of data sources; one is the primary sources, and the other is the secondary sources. The investigator collected the data from both the sources.

**a) Primary data:** Data that is collected by a researcher from first-hand sources, using methods like surveys, interviews, or experiments. It is collected with the research project in mind, directly from primary sources (Stephanie, 2018). In the present study, sources of data involved were special schools of H.I. students, parents, and teachers.

**b) Secondary data:** Data gathered from studies, surveys, or experiments that have been run by other people or for other research. Typically, a researcher will begin a project by working with a secondary data. This allows time to formulate questions and gain an understanding of the issues being dealt with before the more costly and time-consuming operation of collecting primary data (Stephanie, 2018). The investigator had gathered data from secondary sources such as documents and records from all the special schools, the library of SCERT Aizawl, materials of a foundation course on distance

education, ECCE handbook of Social Welfare Department Govt of Mizoram, books and journals (printed and online).

### **3.4. Tools used for Data Collection**

To find out the objectives of the study, the investigator developed the following tools with the help of the supervisor.

**Table No. 3.2  
Tools for Data Collection**

<b>S.N.</b>	<b>Tools</b>	<b>No of items in the final draft</b>
1.	Checklist	48
2.	Interview schedule for parents	28
3.	Interview schedule for teachers	22

#### **3.4.1. Description of Tools**

The major objectives of the study were to find out the availability of infrastructural facilities and educational resources for hearing-impaired students in the special schools of Aizawl district; and to find out the educational challenges faced by the parents and teachers of hearing-impaired students of special schools in Aizawl district. It was also proposed to suggest some measures to address the challenges being faced by parents and teachers of hearing-impaired students. As per the objectives of the study, the investigator decided to collect the data using a semi-structured interview schedule. The checklist comprised of 48 items, the interview schedule for parents comprising 28 items and the interview schedule for teachers consisting of 22 items. Since the investigator collected the data through an interview schedule, each item was fully covered and cleared. The closed-ended questions included in the schedule were of 'Yes', 'No' and 'Available', 'Unavailable' type options.

### **3.5. Procedure of Tools Construction**

The investigator prepared 12 interview questions related to general information of special schools for Hearing Impaired students in Aizawl district and also to find out the present status of the special school.

The investigator prepared a checklist to find out the availability of infrastructural facilities and educational resources for the hearing impaired students, and interview schedule to find out the educational challenges faced by both parents and teachers of hearing impaired students of special schools.

#### **3.5.1. The Checklist:**

The investigator developed a checklist keeping in mind the required infrastructural facilities, educational services, equipment, appliances and teaching aids to run a special school for the hearing-impaired students. The items in the first draft consist of 63 items. The investigator sent the items to six (6) experts to establish the content validity. As per the suggestions of the experts, some items were removed. The final draft comprised of 48 items where all the questions were constructed with 'Available', 'Unavailable' option. The investigator recorded all the responses. The 48 items covered the following dimensions;

- Infrastructural facilities available in the schools of hearing impaired students
- Educational services available in the schools
- Availability of appliances in the school
- Availability of teaching aids

#### **3.5.2. Interview schedule for Parents;**

The investigator developed a semi-structured interview; keeping in mind what parents might face in educating their hearing-impaired children. All responses were recorded by the investigator, and the language of the items was English. The first draft consists of 50 items and it was sent to six (6) experts to establish the content validity. As per the suggestions of experts some items were added and modified. All the open ended questions were removed. All the questions were constructed with 'Yes', 'No' option. The final draft of interview schedule developed for the parents had 28 items covering the following dimensions;

- Case history of the student
- Educational areas- studies pertaining to the institution
- Educational areas- studies pertaining to the child

### **3.5.3. Interview schedule for Teachers;**

A semi-structured interview was developed by the investigator keeping in mind what teachers might face in teaching their hearing-impaired students. The investigator recorded all responses, and same as parents one the language of the questions used in the interview schedule was English only. The first draft consists of 25 items and it was sent to six (6) experts to establish the content validity. As per the suggestions of experts some items were added, removed and modified. All the open ended questions were removed. All the questions were constructed with 'Yes', 'No' option. The final draft of interview schedule developed for the parents had 22 items covering the following dimensions;

- Perception of teachers regarding their ability in teaching the H.I. students
- Perception of teachers in teaching the H.I. students
- Perception of teachers' attitude towards special school

### **3.6. Procedure for Data Collection**

After developing the checklist and interview schedules, the investigator visited all schools to get the required data for the present study. Permission for investigation was taken from all the Head of the school. With the consent of the Head of each institution, the interview was conducted with the teachers. The same was done in the process to collect data from the parents.

The investigator gave surety to parents, teachers and of the school that the collected data would be used for research purposes only, and it would be kept confidential.

### **3.7. Statistical Treatment of data**

The investigator analysed the collected data by using frequency and percentages. For each 'Yes'/'Available' investigator allotted 1 and for 'No'/'Unavailable' 0 was given.

**CHAPTER – IV**  
**ANALYSIS AND INTERPRETATION OF DATA**

## Chapter – IV

### ANALYSIS AND INTERPRETATION OF DATA

Previously in the last chapter, the investigator discussed the population, sample and sampling technique assumed to select a representative sample, sources of data collection, tools used for the collection of data, the procedure of data collection, organisation of data and the statistical tools and techniques used for analysing the data.

In this chapter, the investigator analysed and interpreted the data collected from the selected sample. The collected data were analysed by using frequency and percentage. This chapter presents the analysis and interpretation of data in order to find out objectives of the study.

#### OBJECTIVES

Following were the objectives of the study:

**4.2. Objective No. 1:** To find out the infrastructural facilities and educational resources available for hearing- impaired students' in the special schools of Aizawl district.

**4.3. Objective No. 2:** To find out the educational challenges faced by the parents of hearing-impaired students of special schools in Aizawl district.

**4.4. Objective No. 3:** To find out the educational challenges faced by teachers of hearing-impaired students of special schools in Aizawl district.

**4.4. Objective No. 4:** To suggest measures to address the challenges being faced by parents and teachers of hearing-impaired students.

#### 4.1. General Information of Special Schools for Hearing Impaired Students in Aizawl District

**Table 4.1  
Related to School Administration**

ITEMS	YES	NO
Admission to the school is open throughout the year		3 (100%)
Any discrimination regarding their disability		3 (100%)
Admission fee is collected	3 (100%)	
Monthly fees are collected	3 (100%)	
Number of teachers are sufficient to run the school	3 (100%)	
All students can participate in school activities	3 (100%)	
Parent-Teacher Association (PTA)	3 (100%)	
The school gets funding from the State/ Central Government	1 (33%)	2 (67%)
The school receives regular financial aids and funds from some other organizations		3 (100%)
The monthly school fees facilitate all the needed facility of the school?		3 (100%)
Does the school have history/ records about parents who could not afford to pay school fees due to financial problem.		3 (100%)
Will proper and regular supply of funds from Government or NGOs helps the school for better results and outcome?	3 (100%)	

From the above table (**Table no. 4.1**), the investigator found that students' admission in the schools was opened with a fixed deadline only as other schools. There was not any discrimination reported to give admission as per the severity of hearing impairedness. The schools also collected admission fee and monthly tuition fees. All the special schools had a sufficient number of teachers to run the institution. The curriculum, along with the co-curricular activities carried out at the school, was designed to access the hearing-impaired students.

All the schools had the Parent-Teacher Association, where active cooperation existed between the schools and parents of H.I. students. Majority of the schools were generating funds for the teachers' salaries by themselves as it can be seen from the table that only 1 (33%) school within Aizawl district received funds for teachers' salary from the State Government, while in other 2 (67%) schools the salaries of the teachers were paid from the school management. As role of community is very crucial for the schools and it is considered as a very prominent stakeholder of education. Sometimes some financial assistance is also provided by these organizations.

When it was asked to the schools that do they get any type of financial aid or funds for other organization. All (100%) school responded that no financial aids or assistance is received from any organization. So, the community or other type of support was also nil for these special schools. But none of the school was receiving funds regularly. All the schools have also reported that the monthly tuition fees collected by the school were not sufficient to purchase all the required facility and equipment to run special school. 3 (100%) special schools have no history/ records of parents who could not afford to pay fees on time and added that proper and regular supply of funds would definitely result a better outcome.



**4.2. Objective Number 1-** To find out the infrastructural facilities and educational resources available for hearing-impaired students' in the special schools of Aizawl district.

**Table No.-4.2**  
**Availability of Infrastructural Facilities in the Schools of Hearing Impaired Students**

ITEMS	YES	NO
Availability of own school building	2 (67%)	1 (33%)
School has a barrier-free environment	1 (33%)	2 (67%)
Availability of playground	1 (33%)	2 (67%)
Availability of drinking water facility	3 (100%)	
Availability of toilets (For boys and girls/ Toilets for disabled/ Toilets for Staff)	3 (100%)	
Classroom with ventilation	3 (100%)	
Availability of Staffroom	3 (100%)	
Recreational Room	1 (33%)	2 (67%)
Multipurpose Hall	1 (33%)	2 (67%)
Resource Room		3 (100%)
Ear mould Laboratory		3 (100%)
Transport Facility	2 (67%)	1 (33%)
Noise-free Classroom		3 (100%)
Computer Lab		3 (100%)

Referring to the above table (**Table No. 4.2**), the investigator observed that, 2 special schools in Aizawl district ran their institution in a building which they owned, while only 1 school for H.I. students was being run in a rented building. As the above table is showing, only one school had a barrier-free environment, so even the school which were being run in their own building had not the barrier-free

environment. Only 1 school for hearing impaired students reported having a playground and a barrier-free environment for their students. At the same time, all the schools were well equipped with infrastructural facilities like a classroom for each standard, staff-room along with separate tables and chairs for every teacher, safe drinking water facility and separate toilet for boys and girls. It was also observed that there were separate toilets were available in the schools for disabled teachers and students. 2 (67%) special schools in Aizawl district have a vehicle rented or owned for the transportation of students. At the same time only 1 school reported regarding not having any school vehicle to give transportation facility to the students.

The table also shows that 2 (67%) schools in Aizawl district were unable to have a facility of recreational room and multipurpose hall. It was observed that only 1 (33%) special school was equipped with such an infrastructural facility. Resource rooms, ear mould laboratory, computer laboratory and noise-free classrooms were unavailable in all the schools.

**Table No. 4.3**  
**Educational Services available in the Schools**

ITEMS	AVAILABLE	UNAVAILABLE
Early identification services		3 (100%)
Early intervention services		3 (100%)
Outpatient department treatment (OPD)		3 (100%)
The school organised a regular medical check-up	2 (67%)	1 (33%)
Outreach services	1 (33%)	2 (67%)
Community-based rehabilitation	1 (33%)	2 (67%)
Sign language trainers		3 (100%)

In relation to the educational services (**Table No. 4.3**) carried out at the school, the investigator observed that early identification services, early intervention services and outpatient department treatment (OPD) services were unavailable at all the schools. All the special schools for hearing impairment within Aizawl District

followed the same curriculum framework of Early Childhood Care and Education (ECCE) published by the Social Welfare Department, Govt. of Mizoram. Student's age in the school ranges from 5-12 years old, and the standard of education of the school were Pre- Primary to Primary level.

On the other hand, 2(67%) schools within Aizawl district organized a regular monthly medical check-up of students, whereas 1(33%) school reported about not a medical check-up of students. Only 1(33%) school within the district organised outreach services and community-based rehabilitation for students but at the same time other 2(67%) schools were not organising such services other than the regular activities of the school. The sign language trainers were very important for H.I. students for proper training of sign language but no school had such type of trainers.

**Table No. 4.4**  
**Availability of Appliances in the Schools**

ITEMS	AVAILABLE	UNAVAILABLE
Audiometer		3 (100%)
Audiological Testing		3 (100%)
Hardware System	3 (100%)	
Speech Assessment Room		3 (100%)
Speech Correction Devices/ Softwares		3 (100%)
Standard Language test like LPT, PPV etc.		3 (100%)
Photo Articulation Test	3 (100%)	
Hearing Aid	3 (100%)	
Model and Charts		3 (100%)
Speech Kit	3 (100%)	
Different Ear Moulds	3 (100%)	
Slide Projector	2 (67%)	1 (33%)

Tape Recorder	3 (100%)	
Different kinds of Test Equipment		3 (100%)
Correction Mirror	3 (100%)	
Speech Trainer		3 (100%)

The above table is related to availability of appliances in the special schools. From the above table (**Table no.4.4**), it can be seen that audiometer, facility for audiological testing, speech assessment rooms with device-related to speech correction and software were not available in all the schools. Thus, it was not possible to have a standard language test like LPV, PPV etc in the school premises which are one of the essential requirements of schools for H.I. students. (Norms & Guidelines, RCI 2009)

Other than this, the appliances like hardware systems (Laptop/ Computer, CD/DVD player, Hard disk/Hard drive for quick storage of records), photo articulation test, hearing aids, different ear mould, speech kit, correction mirror, and tape recorder were available in all the special school. 2 (67%) special schools within Aizawl district had slide projectors. Whereas, 1 (33%) school was not equipped with such appliances. In relation to test equipment, all (100%) special schools do not have such appliances to evaluate the sensitivity of student's sense of hearing.

**Table No. 4.5**  
**Availability of Teaching Aids in the School**

ITEMS	AVAILABLE	UNAVAILABLE
Soft boards	3 (100%)	
Black/White board/	3 (100%)	
Vibrotactile Aids	1 (33%)	2 (67%)
Toys/ games	3 (100%)	
Educational toys	3 (100%)	
Maps	3 (100%)	
Picture/ Storybooks	3 (100%)	
Flashcard	3 (100%)	
Television	1 (33%)	2 (67%)
Textbook	3 (100%)	
Geographical models	3 (100%)	

From the table (**Table no. 4.5**), the investigator found out that, various teaching aids like soft board, black/ white board, educational toys, maps, picture/story books, flashcard, textbook and geographical models were all available in all Special school.

Only 1(33%) school within the district have Vibrotactile aids which helps H.I. students to detect and interpret sounds through their senses of touch. Other 2 (67%) special schools at present have reported that they could not afford to buy the teaching aid for all the students at the moment. Regarding the television, 1 (33%) special school had this facility, but other 2(67%) schools did not have a television at the school. This is a normal and cheap aid which can be afforded by all the schools.

**4.3. Objective No. 2:** To find out the educational challenges faced by the parents of hearing-impaired students of special schools in Aizawl district.

**Table No. 4.6**  
**Case History of the Student**

ITEMS	YES	NO
Child is disabled from birth	24 (89%)	3 (11%)
Child's hearing problem is Congenital / Acquired.	24 (89%)	3 (11%)
Child uses a hearing aid.	15 (56%)	12 (44%)
Child has a disability certificate?	26 (96%)	1 (4%)

The above table (**Table No. 4.6**) is about the case history of the H.I. student. From the table, the investigator observed that 24 (89%) parents had hearing-impaired children who were disabled from birth (congenital) and 3 (11%) parents have acquired hearing-impaired children. From the population of 27 parents, 15 (56%) parents had reported that their child used a hearing aid (Behind the ear hearing aid/ In the canal hearing aid), while 12 (44%) students were without a hearing aid. 26 (96%) hearing-impaired students had a disability certificate. Only one student among H.I. students in school does not have a disability certificate.

**Table No.4.7**  
**Educational Areas- Studies pertaining to the Institution**

ITEMS	YES	NO
Satisfied with the infrastructural facilities available in school	23 (85%)	4 (15%)
The school informs child's progress to parents	27 (100%)	0
Recognised positive changes in child after admitted to school	27 (100%)	
Satisfied with the type of education imparted at school	25 (93%)	2 (7%)
Satisfied with the academic progress in child	25 (93%)	2 (7%)
Any recapitulation of what has been learned in schools at home	22 (81%)	5 (19%)
Differences found in child's progress towards vocabulary development/ pronunciation before and after attending the school	27 (100%)	0
Participated in parents-teacher meeting regularly	27 (100%)	0
Vocational training courses provided at school will be helpful for child's future success	27 (100%)	0
Preferred to enrol your child in any other school	0	27 (100%)

From the above table (**Table No. 4.7**), it is clear that 23 (85%) parents were satisfied with the present infrastructural facilities available at the school whereas, 4 (15%) parents were not satisfied with the present infrastructural facilities. Each parent had reported that the progress of their child has been informed to them frequently by their teachers. All the 27 (100%) parents of hearing-impaired students had seen changes in their children after attending the school.

25 (93%) parents were well satisfied with the educational status of their children, while 2 (7%) parents were not satisfied with their child's educational status. 22 (81%) parents said, there was recapitulation on what had been learned in schools,

and other 5 (19%) parents were not much aware of recapitulation on what had been learned. All parents from different schools found positive changes in their child's vocabulary development/ pronunciation before and after attending the school and cooperatively participated in the parent-teacher meetings regularly. All parents believe that vocational training courses provided at school will be helpful for their child's career. Since there were less number of special schools for H.I. students in Aizawl district, no parents were likely to shift their child to other special schools.

**Table No. 4.8**  
**Educational Areas- Studies pertaining to the Child**

ITEMS	YES	NO
Child like studying	17 (63%)	10 (37%)
Appropriate Early Intervention Services is provided	20 (74%)	7 (26%)
Essential learning material is provided	26 (96%)	1 (4%)
Faced more problems with their H.I. child comparing to his/ her siblings in teaching learning	27 (100%)	
Hired a home-tutor	6 (22%)	21 (78%)
Hired tutor for child's siblings who were considered normal		27 (100%)
Family income sustain the basic needs of the child	26 (96%)	1 (4%)
Child needs more parents' attention to learn, comparing with his/her peers	18 (67%)	9 (33%)
Members of the family helps the child in his/her studies	0	27 (100%)
Child have health problems or associated disability	0	27 (100%)
Child has the ability/capacity to develop more, if learning opportunities is given to him/ her in the coming years	27 (100%)	
Parents have basic knowledge about sign language		27 (100%)
Lip-reading helps in communicating with the child	27 (100%)	0
Less participation and cooperation between teachers and parents affect the development of the child	23 (85%)	4 (15%)



The above table (**Table No. 4.8**) shows that 17 (63%) parents reported that their children are interested in learning. While 10 (37%) parents responded as their children shows no sign of interest in learning new things. 20 (74%) parents report that they had gone for early intervention services for their child, while 7 (26%) parents reported that appropriate early intervention was not adopted for their child. 26 (96%) parents told that they can afford to purchase essential materials of learning for their child whereas, for 1 parent it was unaffordable. All parents said that they faced more problems in teaching their hearing-impaired children as compared to their siblings. 6 (22%) parents hired a home tutor for their hearing impaired child, while other 21 (78%) parents had not hired a tutor. Apart from that, all parents reported that they had not hired any tutor for other children who are considered as normal.

When it was asked to parents regarding providing basic necessity to the children; 26 (96%) parents said, they supply the basic needs like hearing aid (if needed)/ Cochlear Implants (if needed)/ learning materials/separate tutor, for their hearing-impaired child, on the other hand, 1 (4%) parent could not afford to provide their child's basic needs. 18 (67%) parents said, their child needs more parents' attention to learn, as compared to other children who were considered as normal, while 9 (33%) parents solely depended on teachers' for their child's learning. All parents said that they faced difficulty in helping their children in studies due to limitations of knowledge about hearing impairment. No parent reported about any type of disability in their child other than hearing impairment. It was also found that, all parents believed their child had the ability/capacity to develop more if learning opportunities were given to them in the coming years.

From the above table, it is also clear that all parents had no basic knowledge about sign language and the entire parents used lip-reading as one of the methods to communicate with their hearing impaired children. 23 (85%) parents believed that less participation and cooperation between teachers and parents affected the development of the child, whereas 4 (15%) parents considered less participation and cooperation were not the factors affecting child's development.

**4.4. Objective No. 3:** To find out the educational challenges faced by teachers of hearing-impaired students of special schools in Aizawl district.

**Table No. 4.9**  
**Problems of Teachers regarding their ability of teaching the H.I. Students**

ITEMS	YES	NO
Job satisfaction	12 (100%)	
Satisfied with own teaching skills and methods	8 (67%)	4 (33%)
Satisfied with salary	8 (67%)	4 (33%)
Need of training program or refresher course	12 (100%)	
Attended training programme for teaching H.I. students		12 (100%)

The above table(**Table No. 4.9**) shows that all the teachers teaching in the special school of hearing impaired in Aizawl district had job satisfaction. A teacher should be trained and skilled in teaching children and when it comes to teaching hearing impaired students, it becomes more crucial because an untrained teacher may not be able to deal with classroom conditions. When it was asked to the teachers that do they find themselves proficient in teaching H.I. students, 8 (67%) teachers were satisfied with their teaching skills and methods, while the rest 4 (33%) teachers were unsatisfied with their skills and methods.

The salary is also a major component regarding job satisfaction, but when it was asked to the teacher, a very different type of answer was revealed. 8 (67%) teachers were well pleased with their salary in contrast to their workload. Though all the teachers showed job satisfaction but 4 (33%) teachers considered that they were underpaid compared to their workload. All the teachers from special schools felt the need and importance of organising training programs and refresher courses for themselves because none of the teachers from the special schools attended the training programmes for teaching H.I. students.

**Table No. 4.10**  
**Problems of Teachers in teaching the Hearing Impaired Students in Special Schools**

ITEMS	YES	NO
Problems in teaching the H.I. students with regards to gender	9 (75%)	3 (25%)
Individual differences of students create difficulty in teaching	12 (100%)	
Communicate with the students with ease	12 (100%)	
Students seem to understand teacher's communication methods	12 (100%)	
Lip reading helps teaching and presentation of lessons in the classroom	12 (100%)	
Problems in understanding students' expression and ways of communication	2 (17%)	10 (83%)
Possibility in teaching the H.I. students based on their degree of hearing loss	4 (33%)	8 (67%)
Problems in giving home assignment/ work for recapitulation		12 (100%)
Different family background among students creates problems in teaching.	12 (100%)	
Individual differences and difference in the degree of hearing loss among students were barriers of classroom teaching.	9 (75%)	3 (25%)
Teaching style or efficiency in teaching results dropout and stagnation among the students in the middle of the courses		12 (100%)

The above table (**Table no. 4.10**) shows the difficulties faced by teachers during the teaching learning process. When it was asked to them regarding facing any difficulty regards to the gender of students, 8 (67%) teachers responded that they face problems in teaching the hearing impaired students with regards to their gender, while 4 (33%) teachers had not any difficulties in teaching with regards to students' gender. Regarding individual differences, all the teachers reported that they face

difficulty in the classroom due to this whole teaching hearing impaired students. All teachers faced problems in teaching due to individual differences among the hearing-impaired students. As a teacher of H.I. students, all the teachers proclaimed that they were able to communicate with the H.I. students with ease. Lip-readings were used by all the teachers since it was the famous approach in communicating with the H.I. students. All teachers have no problems in giving home assignment for recapitulation of what has previously been learnt in the classroom.

The teaching and learning is two way process so it is equally important to the teachers to understand the student's expression and style of communication. 2 (17%) teachers revealed that they faced difficulty in understanding students' expression and communication at some situations, while the rest 10 (83%) teachers revealed that they could understand their students' expression and communication. 4 (33%) teachers believed that teaching the hearing impaired students separately based on their degree of hearing loss will be helpful. Apart from that, 8 (67%) teachers thought that it may not be possible.

All the teachers agreed that family background had an impact on students' ability to learn new things. 9 (75%) teachers believed that individual differences and degree of hearing loss among students act as a barrier for classroom teaching while other 3 (25%) teachers disagreed that individual differences and degree of hearing loss act as a barrier for classroom teaching. Teachers teaching style and efficiency in teaching were not the cause for students drop out and stagnation.

**Table No. 4.11**  
**Perception of Teachers' Attitude towards Special School**

ITEMS	YES	NO
Teachers got parents participation and cooperation in educating the students.	8 (67%)	4 (33%)
The current school session is sufficient to cover the courses.	12 (100%)	
Teaching-learning aids available at the school are limited.	7 (58%)	5 (42%)
Difficulty in teaching due to the shortage of facilities in teaching aids.	7 (58%)	5 (42%)
Teachers make use of available materials at the school for teaching-learning purposes.	12 (100%)	
Proper vocational guidance was provided at school?	12 (100%)	

The above table (**Table no. 4.11**) reveals teachers' perception about different aspects of special schools. 8 (67%) teachers said they get proper participation and cooperation from parents; on the other hand 4 (33%) teachers responded that there were not active participation and cooperation. Regarding the sufficiency of the time to complete the course, all teachers reported that they have not issue with the duration of session and they get enough time to complete the courses. Teaching learning aids are an integral component in classroom teaching which helps the learner to understand the concept and provide direct experiences. 5 (42%) teachers from special schools responded the teaching-learning aids available at the school is well sufficient; meanwhile, 7 (58%) teachers felt the shortage of teaching-learning materials and also faced different problems due to unavailability of materials when it is needed. Nevertheless, all the teachers of the special schools make use of the available teaching materials as per the requirement of chapters and students. The teaching aids were used by teachers frequently to facilitate learning and make the process of teaching-learning impressive and effective and were helpful for the teachers to provide direct experiences to the H.I. students. Vocational guidance is a programme carried out to assist the students in choosing a profession or career or in

making employment or training decisions. All the teachers of special school in Aizawl district mentioned the availability of vocational guidance at the school.

**4.5. Objective No. 4:** To suggest measures to address the challenges being faced by parents and teachers of hearing-impaired students.

**4.5.1. Suggestions related to Facilities available at the Special Schools in Aizawl District**

a. School Administration

i. State Government should take care of special schools as providing some financial assistance to the schools.

**4.5.2. In relations to Infrastructural Facility**

i. The managing board of every school should plan proper budget to develop the infrastructural facilities.

**4.5.3. In relations to Educational Services**

i. Parents should be aware of hearing-impaired children, the importance of early identification and intervention services.

**4.5.4. In relations to the Case history of the child**

i. To let the parents aware of the reservation schemes available for the disabled persons.

b. Studies pertaining to the institution

i. All parents should take more notice about how the institution functions for the development of their children.

**4.5.5. In relations to Parents Services towards the H.I child**

i. Parents should understand the importance of early identification, treatment and diagnosis of their H.I child.

ii. Parents should know the importance of providing materials and aids to foster learning and develop their abilities.

iii. Parents should motivate their child by providing learning opportunities to develop his/her abilities.

#### **4.5.6. In relations to Parents Education**

i. Parents should realize the need for organising training programs to understand the condition of the H.I. children along with training of basic knowledge about hearing impairment.

ii. Parents should learn and make use of Sign language, which will solve many of the educational challenges faced by parents.

iii. Parents should realize that, active cooperation with the teachers is an important key factor for the development of the child.

#### **4.5.7. In relations to Sociological perspective of Parents**

i. Parents should realize that educating oneself is the first step to support their child's development so as to boost child's esteem and social confidence.

ii. Parents should encourage independence of their child in social situations like leaving their child with a trusted caregiver.

iii. Parents should create a social environment that facilitates acceptance of their deaf child with normal children.

iv. Creating educational environment by parents that will encourage and support the child while interacting with siblings and relatives or in other social situations.

#### **4.5.8. In related to perception of Teachers regarding their ability in teaching the H.I Students in Special Schools**

i. Teachers who are teaching in the special schools should know about the institutions/ centers that are running short term and long term training program related to H.I. students.

- ii. Teachers should improve their skills so that they can address needs of all the children in the classroom without labelling them.
- iii. Maintaining a record on the degree of hearing loss for every student will help the teacher in planning, monitoring and evaluating the student's progress.
- iv. Use of teaching aids which are suitable to hearing impaired students.



**CHAPTER – V**  
**FINDINGS, CONCLUSION AND RECOMMENDATIONS**

## Chapter – V

### FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.1. Introduction

Hearing impairment, also known as hearing loss, is a partial or total inability to hear. Hearing loss may occur in one or both ears. In children, hearing problems can affect the ability to learn spoken language, and in adults, it can create difficulties with social interaction and at work. Hearing loss can be temporary or permanent. Several factors, as genetics, ageing, noise exposure, some infections, birth complications, trauma to the ear, and certain medications or toxins may cause the hearing loss. A common condition that results in hearing loss is chronic ear infections. Certain infections during pregnancy, such as syphilis and rubella, may also cause a hearing loss in the child.

Hearing loss is diagnosed when hearing testing finds that a person is unable to hear 25 decibels in at least one ear. Hearing loss can be categorised as mild (25 to 40 dB), moderate (41 to 60 dB), severe (60 to 80 dB), or profound (80 to 90 dB) (Mathers, 2000). There are three types of hearing loss namely, the conductive, the sensori-neural and the mixed hearing loss.

About half of hearing loss is preventable through public health measures. Such practices include immunisation, proper care around pregnancy, avoiding loud noise, and avoiding certain medications. Early identification of problem and support is essential for children. Different hearing aids, sign language, cochlear implants and subtitles are useful. Lip reading is another useful skill to develop access to hearing aids; however, it is limited in many areas of the world.

#### Hearing Impairment and Mizoram

As per the Census 2011, 15,160 disabled persons were in Mizoram, out of which, 3,395 (male 1752 and Female 1643) having a hearing impairment (Census of India 2011). The percentages of population in the state having hearing disability were 14-15% of the total disabled population, which is higher than the national average (8.36%). Mizoram has two authorities for the welfare of persons with disabilities,

namely the Department of Social Welfare and Commissioner for Disabilities. The Social Welfare Department is responsible for implementation of various schemes for the welfare of disabled persons in the state. Some of other functions were to provide pensions to disabled, economic rehabilitation, stipend to educated unemployed, handicapped student stipend, assessment and certification camps, Accessible India Campaign, allotment of unique I.D. and various schemes under P.W.D. Act, 1995. The office of the Commissioner for Persons with Disabilities was established on 1<sup>st</sup> July 2012. The function of the Commissioner was to monitor and supervise the implementation of various provisions under the P.W.D. Act, 1995. The National Programme for Prevention and Control of Deafness (NPPCD) under the National Health Mission Programme was launched in Mizoram in 4<sup>th</sup>.Feb.2014.As many as 9,400 people were found suffering from hearing impairment.

Later on, the Rights of Persons with Disabilities (RPWD) Act, 2016 was enacted on 28<sup>th</sup> December 2016. This Act came into effect on 19<sup>th</sup> April 2017. This Act laid complete emphasis on one's right like the right to equality and opportunity, right to inherit and own property, right to home and family and reproductive rights among others. The Act talks about accessibility like setting a two year deadline for the Government to ensure that Persons with Disabilities gets barrier free access to physical and infrastructure and transport systems. The Act also increases the reservation in Government jobs up to 3%-4%.

The Government of Mizoram had fully implemented the Rights of Persons with Disabilities (RPWD) Act, since it came into effect on April 2017. The State gave 3% job reservation to the disabled people at present and measures were being taken to award 4% job reservation soon, following the implemented RPWD Act, 2016. Till now, the State Government has provided employment to 61 residents of the PWD category. Although the State Government took various steps towards the rehabilitation of the disabled persons, there has been minimal progress in rehabilitation services in Mizoram. Awareness towards identification and early intervention of hearing-impaired children is still very low among the parents of hearing impaired child who had a problem in this regard.

## **5.2. Rationale of the Study**

Communication through language is necessary to bridge the gap between two or more individual's conversations in a meaningful manner. It is well known as a foundation of life. Thus, to adjust in the society, there can be some additional needs of hearing-impaired children in different areas like personal, sociological, psychological, educational etc. Without appropriate diagnosis and early intervention, a child having a hearing disability will lag behind in learning and social-emotional development, which will hamper his/her inter/intra personal relationship along with career.

To provide necessary support early identification is most essential so a great emphasis should be placed on the importance of early detection, reliable diagnosis and timely intervention. Awareness towards identification and proper guidance of hearing-impaired children is still significantly less among individuals, organisations and Governments, although there are many children even in Mizoram, who have a problem in this regard. Only three special schools in Aizawl had the educational services for the hearing-impaired children, which were then set up by some organised individuals out of necessity. It is crucial that Government officials, as well as educated persons, should unite and move forward for the welfare of these children.

There are some educational challenges faced by parents of hearing-impaired students. Hence, it is crucial to identify such issues and challenges to solve their problems for their further development. Similarly, teachers are equally important in identifying various obstacles that come along in educating children with hearing impairment. Students with moderate or mild hearing impairment were often going unnoticed for several years in Mizoram due to limitations of early identification and intervention services. These were the factors causing students to drop out of school since the problem remains unrecognised for a period of time.

Some special schools were opened in Aizawl district to address the need of hearing-impaired students, but the educational challenges faced by such institutions might be in terms of inadequate trained teachers and lack of essential educational facilities. Therefore, in light of the above discussion, the following research questions arised;

1. What are the problems faced by the parents and teachers of hearing-impaired students towards their educational development?

2. Does the present curriculum and methods used for educating the hearing impaired students' results in a positive outcome?
3. Do the presently available materials in the institution help the hearing impaired students for their educational development?
4. Do trained teachers and workers facilitate the needs of hearing-impaired students in the institution?
5. How can a new technology or methods replace the present/existing system of educating the hearing impaired students?

### **5.3. Statement of the Problem**

The problem of the present study is stated as

**Educational Challenges faced by Parents and Teachers of Hearing Impaired Students of Special Schools in Aizawl District.**

### **5.4. Operational Definition of Key Words**

**Hearing Impaired Students-** In this study, the meaning of 'hearing-impaired students' refers to those students who have a hearing impairment and studying in the special schools of Aizawl district.

**Special School-** A special school is a school catering for students who have special educational needs due to learning difficulties, physical disabilities or behavioural problems. Special schools may be specifically designed, staffed and resourced to provide appropriate special education for children with additional needs.

**Aizawl District-** Aizawl district is one of the eleven districts of Mizoram state in India. The district is bounded on the north by Kolasib district, on the west by Mamit district, on the south by Serchhip district, on the southwest by Hnahthial and Lunglei district, on the east by Saitual, Khawzawl and Champhai district and on the south by Lawngtlai and Saiha district. The district occupies an area of 3,577 square kilometres (1,381 sq mi). The headquarters of the district is Aizawl, the capital of Mizoram.

### **5.5. Objectives of the Study**

1. To find out the infrastructural facilities and educational resources available for hearing-impaired students' in the special schools of Aizawl district.
2. To find out the educational challenges faced by the parents of hearing-impaired students of special schools in Aizawl district.
3. To find out the educational challenges faced by teachers of hearing-impaired students of special schools in Aizawl district.
4. To suggest measures to address the challenges being faced by parents and teachers of hearing-impaired students

### **5.6. Delimitations of the Study**

The study was delimited to special schools within Aizawl city only.

### **5.7. Methodology**

The descriptive survey method was adopted in the present study.

### **5.8. Population**

The population of the study comprised of all the special schools for hearing-impaired students of Aizawl district (The Gilead Special School, Ephatha Special School and The Redeem Garden). All schools for hearing impaired, were managed by private sector. The population includes,

- i. All special schools of Aizawl district for H.I. students

- ii. All the teachers of special schools for hearing impairment.
- iii. All the parents of hearing-impaired children studying in special schools.

### 5.9. Sample and Sampling Technique

As there were only three special schools in Aizawl district for H.I. students, all three (3) special schools of Aizawl district were selected for the study. To select parents of H.I. students, simple random sampling was adopted, and 50% of the total population of parents was selected. There were only 12 teachers in these special schools; therefore, all the teachers of these schools were selected for the study.

**Table No. 5.1**  
**Sample size and Sampling technique of the study**

S.No	Respondent	Sample Size	No of the Selected Sample	Sampling Technique
1.	Parents of hearing-impaired students	50% of the total population	27	Simple Random Sampling
2.	Teachers of hearing-impaired students	All teachers of the special schools for hearing-impaired students in Aizawl district	12	Census

### **5.10. Tools used for Data Collection**

To find out the objectives of the study, the investigator developed the following tools with the help of the supervisor and the content validity of the tools was established.

**Table No. 5.2**  
**Tools for Data Collection**

<b>S.No</b>	<b>Tools</b>	<b>No of Items in the Final Draft</b>
1.	Checklist	48
2.	Interview schedule for parents	25
3.	Interview schedule for teachers	22

### **5.11. Statistical Treatment of Data**

The investigator analysed the collected data by using frequency and percentages. For each 'Yes'/'Available' investigator allotted 1 and for 'No'/'Unavailable' 0 was given.

### **5.12. Major Findings of the Study**

#### **I. Findings related to Infrastructural Facilities and Educational Resources available for Hearing- Impaired Students' in the Special Schools of Aizawl District.**

- All special schools for H.I. students in Aizawl district were located at the heart of the city area. 2 schools ran their institution in their own building which they owned while 1 special school was being run in a rented building.



- All the 3 special schools were poor in services like early identification services, early intervention services and out-patient department treatment (O.P.D.).
- All the special schools were equipped with infrastructural facilities like drinking water, separate toilets for boys and girls, toilets for disabled, classroom with ventilation and staff rooms with an attached toilet.
- Two third of the special schools for H.I. students in the Aizawl district organized regular medical check-up to maintain records of students' health status and to take proper interventions.
- Other challenges were also found in special schools as; providing outreach services and community-based rehabilitation. Two special schools did not offer such services and were confined only to academics.
- Sign language was crucial for language development of the H.I. students; but none of the school had a sign language trainer.
- Since Aizawl is a congested district situated in a hilly area, only 1 school had a barrier-free environment and playground. So, even the schools which were being run in their own building had no barrier-free environment.
- All the special schools had not infrastructural facilities like resource room, ear mould laboratory, noise-free classroom and computer lab. Out of 3 special schools, only 1 school managed to have facilities for recreational room and multi-purpose hall.
- Out of the 3 special schools in Aizawl district, only 1 school under observation faced financial problem in purchasing or renting a vehicle for students' transportation.

- None of the schools were equipped with Audiometer to measure the degree of hearing loss among the H.I. students. Therefore, it was not possible to conduct various tests like pure tone testing, acoustic reflex testing, auditory brainstem response (A.B.R.), bone conduction testing, Tympanometry, speech testing, and Otoacoustic Emission (O.A.E.).
- Appliances for audiological testing, speech assessment rooms, speech correction devices/ software, different standard language test like LPT, PPV etc, models/ charts and speech trainer were unavailable for the H.I. students in all the special school. However, these were important assistive devices and technologies to improve the learning of H.I. students and achieve the highest levels to their potential.
- Meanwhile, all the schools were also equipped with appliances like hardware systems(Laptop/ Computer, CD/DVD player, Soft board, White/ Black board, Correction mirror, Hard disk/Hard drive for quick storage of records), photo articulation test, hearing aid, speech kit, different ear mould, tape recorder and correction mirror. All these were essential requirements of the special school for hearing impairment.
- Slide projectors were available in 2 special schools for H.I. students in Aizawl district to help teacher's presentation.
- The available teaching aids in the special school which were frequently used by teachers of H.I. students were soft board, white/blackboard, toys/games, educational toys, map, picture/story books, flashcard, textbook and geographical model.
- Only 1 school among the three special schools had Vibrotactile teaching aid and television in the institution. While the other 2 schools reported that they could not afford to buy the teaching aid for all the students at the moment but

regarding the television, 2 schools claimed that it was not their primary needs to facilitate learning among the H.I. students. Anyhow, television is a normal and cheap aid which can be afforded by all the schools.

## **II. Findings related to the Educational Challenges faced by the Parents of Hearing-Impaired Students of Special Schools in Aizawl District.**

- One of the major problems with parents of H.I. children was, no parents had knowledge about sign language and no family members could help their H.I. child in their studies.
- Majority of parents (85%) have not idea with the infrastructural facilities available in the school and they were well satisfied with the infrastructural facilities available in school.
- Some parents (37%) faced challenges with their child who showed no sign of interest in learning new things. This creates a lot of disadvantages for parents besides the child's impairment in providing education.
- Due to financial problems in the family, some parents (4%) could not provide essential materials for learning that would facilitate students learning needs. Majority of parents (67%) even said that their H.I. child needs more parents' attention to learn, comparing with his/her peers even though the child did not have health problems or associated disability.
- Majority of the parents (85%) believed that less participation and cooperation between teachers and parents have a huge impact in affecting the development of their H.I. child.
- Majority of parents (78%) could not afford to hire a home tutor for their H.I. child and for other siblings who were considered normal.

- All parents faced problems with their H.I. children comparing to their siblings in the process of teaching and learning. They even considered that their H.I. child had the ability/capacity to develop more if learning opportunities were given to him/ her in the coming years. Lip reading was the most common methods among all parents in communicating with their H.I. children.
- The school regularly informed parents about their child's progress, and parents had observed changes and developments in their child after they admitted their child to special school.
- A few parents (7%) of H.I. students were not satisfied with their child's progress and even considered that, the education imparted at school is the reason behind for the child's slow progress.
- All parents (100%) participated in parents' teacher meeting regularly. Positive changes were observed in child's vocabulary development, pronunciation before and after attending the special school. 27 (100%) parents also believed that vocational training courses provided at school would be helpful for their child's future.
- Despite the fact that some parents were not fully satisfied with their child's academic progress and education imparted at school, no parents had thoughts in shifting their child to other special schools.
- Majority of student's (89%) hearing impairment was congenital, and only 3 students hearing impairment was acquired. Parents identified their child's hearing impairment at the age between 5 to 12 years.
- Some students (44%) were not required to use the hearing aid due to profound hearing loss. From the population of 27 parents, 15 (56%) parents had reported that their child used 'behind the ear' hearing aid and 'in the canal' hearing aid to help the child's residual hearing.

- Majority of the students (96%) had a disability certificate. Only 1 student among the 27 students was without a disability certificate.

### **III. Findings related to the Educational Challenges Faced by Teachers of Hearing-Impaired Students of Special Schools in Aizawl District.**

- Majority of teachers (75%) faced challenges in teaching the students with regard to their gender, family background, and differences in the degree of hearing loss.
- Majority of teachers (83%) had no difficulties in understanding student's expression and ways of communication with their H.I. students.
- Majority of the teachers (58%) reported about the shortage and inadequate facilities of teaching aids in the school which create problems in the process of teaching and learning.
- Teaching aids available at the school were helpful for every teacher. But when it comes to the unavailability of teaching aids on a related topic or lesson, teachers' (42%) faced problems in providing direct experiences to students.
- Other challenges faced by teachers were regarding the responsibility in teaching and training the H.I. students. Some parents (33%) do not realise the effectiveness of parent's participation and cooperation in educating their child. Overburdening of responsibilities had resulted stress among the teachers. As parents were saying they participate in parents' teacher meeting but teachers denied.
- All the teachers (100%) from H.I. schools covered the courses offered by the school and make use of available materials for providing vocational guidance and training under the school premises.

- All the teachers (100%) were satisfied with their present occupation. The reason behind might be that they were all interested in their work since they could utilize their skills and expertise in this regard.
- Although majority of teachers (67%) were satisfied with their teaching skills, the need for organising training programmes and refresher courses were felt among the teachers (100%) to keep in touch with the latest knowledge and teaching skills.
- Problems faced by teachers (100%) of hearing-impaired schools on teacher training was that, different organisations which were Governmental or Non-Governmental rarely organised a training programme for teachers training.

### **5.13. Suggestions related to Educational Challenges faced Parents and Teachers of Hearing Impaired Students of Special Schools in Aizawl District.**

#### **Suggestions for Parents of Hearing-Impaired Child**

- Parents should be aware of the reservation schemes available for disabled persons.
- Parents should realise the importance of early identification, treatment and diagnosis of their H.I. child.
- Parents should realise the importance of providing materials and aids to foster learning and develop their abilities.
- Parents should motivate their child by providing learning opportunities to develop his/her abilities.
- Parents should realise the need of attending awareness and training programs to meet with the different type of needs of H.I. children.
- Parents should learn and make use of Sign language, which will solve many of the educational challenges faced by parents.
- Aware parents to make them realise the importance of active cooperation with the teachers is an important key factor for the development of their child.

### **5.13. Suggestions for Teachers of Hearing Impaired Students**

- Teacher should realize that individual differences of students can be used as a learning resource. Teacher should develop their skills in this area.
- Teachers who are teaching in special schools should know the institutions/centres that were running a short term and long-term training programmes related to educating H.I. students and they should try to participate in it to upgrade their knowledge and skill.
- Teachers should improve their skills by attending various training programmes so that they can address the needs of all the children in the classroom without labelling them.
- Maintaining a record on the degree of hearing loss for every student will help the teacher in planning, monitoring and testing the student's progress.
- Make use of all the available teacher learning materials available in the school to facilitate the child's learning needs. Improvisation can be done by the teachers in this area.

### **5.14. Conclusion**

Hearing is an act of perceiving sound by detecting vibration. It is one of the five senses of human being, which plays a vital role in the process of communication. Hearing impairment included both the hard of hearing and the deaf. The main impact of hearing loss was on the individual's ability to communicate with others. It has an adverse effect on the academic performance of the child due to late identification and diagnosis.

The State had an estimated population of 15160 Persons with Disabilities in a total population of 11.2 Lakhs with a number of 3,395 persons having hearing impairment (Census of India 2011). The hearing impaired population in Mizoram may look small in number, but to consider with the total population of Mizoram, the figure was high with the percentage of 0.31% hearing-impaired persons. Therefore the study were undertaken to find out various educational challenges faced by

parents and teachers of hearing impaired students of special schools in Aizawl district.

Though the Community Based Rehabilitation (C.B.R.) programmes laid different kinds of services for parents towards rehabilitation, it was observed that none of the programmes could facilitate the needs of parenting the hearing impaired students. Services available for hearing impaired students, their families and teachers were only at a developing stage in Mizoram. The present study comprised of all the teachers and 50 % of parents from the total population (i.e., parents of 54 H.I. students) having hearing impaired students who were enrolled to special schools in Aizawl district. The study was confined to all the special schools for hearing impairment within the district namely, the Gilead Special School, the Redeem Garden and Ephatha Special School.

Various activities like dressing, toileting, grooming, eating, communication skills and other social skills were the special education provided at the special schools. Vocational trainings were carried out in different trade like silk screen printing, tailoring, embroidery, drawing/painting, making envelopes and candles, paper plates, doormats and paper bags etc. These services and trainings were carried out by qualified H.I. teachers. Although parents were not able to provide essential materials for learning to their H.I. child and some parents had no knowledge about hearing impairment with what will be the implications in enrolling their child to special school, they wanted their child to develop under the teaching and guidance programme scheduled by the special school.

Persons with Disability Act 1995 (P.W.D. Act), was implemented in Mizoram with effect from 2<sup>nd</sup> February 1996 and Office of the Commissioner for Persons with Disabilities was established on 1<sup>st</sup> June 2012. Later on, the Rights of Persons with Disabilities (RPWD) Act, 2016 was enacted on 28<sup>th</sup> December 2016. This Act came into effect on 19<sup>th</sup> April 2017. Beside this, there were no special school in the State that were maintained out of State funds. Various Organisations, N.G.O.'s and denomination of different Churches in the State occasionally provide funds in aid, but could not facilitate all the requirements that were necessary for curricular and co-curricular activities of the school.



Teachers of hearing-impaired students in Aizawl district faced different educational challenges in imparting and providing education/ and training among the students with a limited infrastructure facility. All teachers from special school felt the need and importance of organising various training programmes and refresher courses to keep in touch with the latest knowledge and skills in teaching the hearing-impaired students. Shortage of required materials and equipment at the school for teaching-learning purposes were the challenges that teachers met in educating and training the H.I. students.

Therefore, to sum up, the study found out that parents faced difficulties due to lack of knowledge about hearing impairment and ways to help them develop their skills at home, whereas teachers difficulties were due to shortage of adequate funds for materials, teaching aid, infrastructure for curricular and co-curricular activities.

#### **5.15. Implications of the Study**

The conclusion drawn from the basis of findings leads to some educational implications. The followings were the educational implications of the present study

1. Implications for the Government:
  - a. The findings of the study can be used by the State Government to take a better concern on H.I. students and establishing at least one special school which will be maintained out of State funds.
  - b. The findings of the study will make the State Government to take more concern for awareness about early identification and early intervention programme towards the people, and proposed separate funds for rehabilitation services by hiring experts for conducting seminars, workshop and symposium etc.
  
2. Implication for recognising agency.
  - a. The findings of the present study indicating regarding lack of infrastructural facilities in the school for H.I. This finding implicates to State government to pay special attention for improving infrastructural facilities in schools for the hearing impaired.

### 3. Implications for NGOs and other Organisations

- a. The findings will aware the different organisations to join hands in rehabilitation services with the existing society or groups who presently worked for the education of the disabled persons.
- b. The findings of the study will make the Churches from different denominations in Aizawl aware to have a huge impact in services through offerings, donations and moral support. Besides these, organising awareness to parents through programmes like seminar and workshop will be a helpful service for the hearing impaired.

### 4. Implications for school management and administration.

- a. The findings of the present study will make the managing board in every school aware to realise the importance of making a project with a proper budget estimate to develop the infrastructural facilities which will gradually facilitate the necessity of infrastructural facilities of the schools.
- b. The findings of the present study will make the managing board of all the school aware of their management and administration pertaining to teacher's workload and salary.

### 5. Implications for parents of hearing-impaired students

- a. The present study found out that some parents were not aware of the educational services that were available. The findings of the study will make parents realise the need and importance of early identification and timely intervention services and to make use of senses other than the area of disability to facilitate learning condition.
- b. The findings of the present study will make the teachers aware of the importance of Sign language, so as to remove barriers for communicating with the hearing-impaired child.
- c. It has been found that there was lack of coordination between parents and teachers. Based on the findings of the study, parents may visit schools of their children more frequently and can attend all the parents' teacher meeting so that a better coordination can be

established and by the support of teachers, parents may help their children in their studies.

6. Educational implications for teachers of hearing-impaired students
  - a. The findings of the study will make the teachers aware of developing their skill to teach in the inclusive classroom so that, the needs of all students can be addressed at the same time.
  - b. The findings of the present study will aware the teachers to demand for infrastructural facilities for the H.I students in special schools.
  - c. The findings of the study will make the teachers of all the school aware of attending orientation/ refresher programme to make their teaching skills update with the latest knowledge.

#### **5.16. Suggestions for further research**

The investigator has suggested the following areas of investigation which may be undertaken for further research.

1. Research may be conducted on other types of special schools as schools for hearing impairment in Aizawl district. Schools for visual impairment, schools for mental retardation to find out the status of infrastructural facilities in the school.
2. A study may be undertaken on the educational challenges faced by students with hearing impairment of Special schools in Aizawl district.
3. Research may be conducted on the role of community in educating the hearing impaired students.
4. Sociological challenges faced by parents and teachers of hearing-impaired students of Special schools in Aizawl district may be undertaken.
5. Sociological challenges faced by students of special schools in Aizawl district may be undertaken.
6. Challenges faced by school administration of hearing-impaired schools in Aizawl district may be conducted.

### **5.17. Limitations**

1. Due to the pandemic Corona Virus (covid-19), all the special schools in Aizawl were closed. Therefore the data was gathered through telephonic interview.
2. It was proposed to adopt Simple Random Sampling for 50% of parents, and Incidental sampling for the teachers of H.I. schools. But as the number of special teacher was very less in the school the proposed sampling technique was not adopted.

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## **APPENDICES**

## Appendix – A

### I. Special schools for the hearing impaired students in Aizawl district

1.	Name of the School/ Institution	
2.	Address of the School	
3.	Date and year of establishment	
4.	Recognized by	
5.	Number of students	
6.	Number of school staff	Teaching staff: Trained staff: Untrained staff: Non-teaching staff: No of Male workers: No of Female workers:
7.	Name of the Affiliating body of the school	
8.	Number of the interpreter in the school	

### II. General Information of Special Schools for Hearing Impaired Students in Aizawl District

ITEMS	YES	NO
Admission to the school is open throughout the year		
Any discrimination regarding their disability		
Admission fee is collected		
Monthly fees are collected		
Number of teachers are sufficient to run the school		
All students can participate in school activities		
Parent-Teacher Association (PTA)		
The school gets funding from the State/ Central Government		
The school receives regular financial aids and funds from some other organisations		
The monthly school fees facilitate all the needed facility of the school?		

Does the school have history/ records about parents who could not afford to pay school fees due to financial problem.		
Will proper and regular supply of funds from Government or NGOs helps the school for better results and outcome?		

## Appendix - B

### CHECKLIST FOR THE CONDUCT OF SPECIAL SCHOOL IN AIZAWL DISTRICT WITH MATERIALS AND EQUIPMENT AVAILABLE AT THE SCHOOL FOR HEARING IMPAIRMENT

#### I. Availability of infrastructural facilities, appliances, teaching aids and educational services in the Schools of Hearing Impaired Students

ITEMS	AVAILABLE	UNAVAILABLE
Availability of own school building		
School has a barrier-free environment		
Availability of playground		
Availability of drinking water facility		
Availability of toilets (For boys and girls/ Toilets for disabled/ Toilets for Staff)		
Classroom with ventilation		
Availability of Staffroom		
Recreational Room		
Multipurpose Hall		
Resource Room		
Ear mould Laboratory		
Transport Facility		
Noise-free Classroom		
Computer Lab		
Audiometer		
Audiological Testing		
Hardware System		
Speech Assessment Room		

Speech Correction Devices/ Softwares		
Standard Language test like LPT, PPV etc.		
Photo Articulation Test		
Hearing Aid		
Model and Charts		
Speech Kit		
Different Ear Moulds		
Slide Projector		
Tape Recorder		
Different kinds of Test Equipment		
Correction Mirror		
Speech Trainer		
Soft boards		
Black/White board/		
Vibrotactile Aids		
Toys/ games		
Educational toys		
Maps		
Picture/ Storybooks		
Flashcard		
Television		
Textbook		
Geographical models		
Early identification services		
Early intervention services		
Outpatient department treatment (OPD)		

The school organised a regular medical check-up		
Outreach services		
Community-based rehabilitation		
Sign language trainers		

## Appendix - C

### Interview schedule for Parents of Hearing Impaired Students

The purpose of the study is to find out the educational challenges faced by parents of a hearing impaired child in special schools.

The interview schedule contains 28 questions. There are no right or wrong answers. The questions asked about your personal opinion regarding the problems faced by your hearing impaired child so as to develop his/ her ability in different manner. Your responses will be anonymous and will never be linked to you personally. Your participation is entirely voluntary. If there are items you do not feel comfortable answering, please skip them. Your responses to this assessment are strictly confidential. Thank you for your cooperation.

ITEMS	YES	NO
Child is disabled from birth		
Child's hearing problem is Congenital / Acquired.		
Child uses a hearing aid.		
Child has a disability certificate?		
Satisfied with the infrastructural facilities available in school		
The school informs child's progress to parents		
Recognised positive changes in child after admitted to school		
Satisfied with the type of education imparted at school		
Satisfied with the academic progress in child		
Any recapitulation of what has been learned in schools at home		
Differences found in child's progress towards vocabulary development/ pronunciation before and after attending the school		
Participated in parents-teacher meeting regularly		
Vocational training courses provided at school will be helpful for child's future success		



Preferred to enrol your child in any other school		
Child like studying		
Appropriate Early Intervention Services is provided		
Essential learning material is provided		
Faced more problems with their H.I. child comparing to his/ her siblings in teaching learning		
Hired a home-tutor		
Hired tutor for child's siblings who were considered normal		
Family income sustain the basic needs of the child		
Child needs more parents' attention to learn, comparing with his/her peers		
Members of the family helps the child in his/her studies		
Child have health problems or associated disability		
Child has the ability/capacity to develop more, if learning opportunities is given to him/ her in the coming years		
Parents have basic knowledge about sign language		
Lip-reading helps in communicating with the child		
Less participation and cooperation between teachers and parents affect the development of the child		

## Appendix - D

### Interview schedule for Teachers of Hearing Impaired Students

The purpose of the study is to find out the educational challenges faced by teachers of a hearing impaired child in special schools.

The interview schedule contains 22 questions. There are no right or wrong answers. The questions asked about your personal opinion regarding the problems faced by your hearing impaired child so as to develop his/ her ability in different manner. Your responses will be anonymous and will never be linked to you personally. Your participation is entirely voluntary. If there are items you do not feel comfortable answering, please skip them. Your responses to this assessment are strictly confidential. Thank you for your cooperation.

ITEMS	YES	NO
Job satisfaction		
Satisfied with own teaching skills and methods		
Satisfied with salary		
Need of training program or refresher course		
Attended training programme for teaching H.I. students		
Problems in teaching the H.I. students with regards to gender		
Individual differences of students create difficulty in teaching		
Communicate with the students with ease		
Students seem to understand teacher's communication methods		
Lip reading helps teaching and presentation of lessons in the classroom		
Problems in understanding students' expression and ways of communication		
Possibility in teaching the H.I. students based on their degree of hearing loss		
Problems in giving home assignment/ work for recapitulation		

Different family background among students creates problems in teaching.		
Individual differences and difference in the degree of hearing loss among students were barriers of classroom teaching.		
Teaching style or efficiency in teaching results dropout and stagnation among the students in the middle of the courses		
Teachers got parents participation and cooperation in educating the students.		
The current school session is sufficient to cover the courses.		
Teaching-learning aids available at the school are limited.		
Difficulty in teaching due to the shortage of facilities in teaching aids.		
Teachers make use of available materials at the school for teaching-learning purposes.		
Proper vocational guidance was provided at school?		

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TITLE OF DISSERTATION : Educational Challenges faced by  
Parents and Teachers of Hearing  
Impaired Students of Special Schools in  
Aizawl District

## **PARTICULARS OF THE CANDIDATE**

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DEGREE : Master of Philosophy

DEPARTMENT : Education

  

TITLE OF DISSERTATION : Educational Challenges faced by  
Parents and Teachers of Hearing Impaired  
Students of Special Schools in Aizawl District

DATE OF ADMISSION : 30 .7. 2018

COMMENCEMENT OF  
SECOND SEM/ DISSERTATION : 19. 2. 2019

APPROVAL OF RESEARCH PROPOSAL

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## ABSTRACT

# **Educational Challenges faced by Parents and Teachers of Hearing Impaired Students of Special Schools in Aizawl District**

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### **1.1. Introduction**

Hearing impairment, also known as hearing loss, is a partial or total inability to hear. Hearing loss may occur in one or both ears. In children, hearing problems can affect the ability to learn spoken language, and in adults, it can create difficulties with social interaction and at work. Hearing loss can be temporary or permanent. Several factors, as genetics, ageing, noise exposure, some infections, birth complications, trauma to the ear, and certain medications or toxins may cause the hearing loss. A common condition that results in hearing loss is chronic ear infections. Certain infections during pregnancy, such as syphilis and rubella, may also cause a hearing loss in the child.

Hearing loss is diagnosed when hearing testing finds that a person is unable to hear 25 decibels in at least one ear. Hearing loss can be categorized as mild (25 to 40 dB), moderate (41 to 60 dB), severe (60 to 80 dB), or profound (80 to 90 dB) (Mathers, 2000). There are three types of hearing loss namely, the conductive, the sensori-neural and the mixed hearing loss.

About half of hearing loss is preventable through public health measures. Such practices include immunization, proper care around pregnancy, avoiding loud noise, and avoiding certain medications. Early identification of problem and support is essential for children. Different hearing aids, sign language, cochlear implants and subtitles are useful. Lip reading is another useful skill to develop access to hearing aids; however, it is limited in many areas of the world.

### **Hearing Impairment and Mizoram**

As per the Census 2011, 15,160 disabled persons were in Mizoram, out of which, 3,395 (male 1752 and Female 1643) having a hearing impairment (Census of India 2011). The percentages of population in the state having hearing disability were

14-15% of the total disabled population, which is higher than the national average (8.36%). Mizoram has two authorities for the welfare of persons with disabilities, namely the Department of Social Welfare and Commissioner for Disabilities. The Social Welfare Department is responsible for implementation of various schemes for the welfare of disabled persons in the state. Some of other functions were to provide pensions to disabled, economic rehabilitation, stipend to educated unemployed, handicapped student stipend, assessment and certification camps, Accessible India Campaign, allotment of unique I.D. and various schemes under P.W.D. Act, 1995. The office of the Commissioner for Persons with Disabilities was established on 1<sup>st</sup> July 2012. The function of the Commissioner was to monitor and supervise the implementation of various provisions under the P.W.D. Act, 1995. The National Programme for Prevention and Control of Deafness (NPPCD) under the National Health Mission Programme was launched in Mizoram in 4<sup>th</sup>.Feb.2014.As many as 9,400 people were found suffering from hearing impairment.

Later on, the Rights of Persons with Disabilities (RPWD) Act, 2016 was enacted on 28<sup>th</sup> December 2016. This Act came into effect on 19<sup>th</sup> April 2017. This Act laid complete emphasis on one's right like the right to equality and opportunity, right to inherit and own property, right to home and family and reproductive rights among others. The Act talks about accessibility like setting a two year deadline for the Government to ensure that Persons with Disabilities gets barrier free access to physical and infrastructure and transport systems. The Act also increases the reservation in Government jobs up to 3%-4%.

The Government of Mizoram had fully implemented the Rights of Persons with Disabilities (RPWD) Act, since it came into effect on April 2017. The State gave 3% job reservation to the disabled people at present and measures were being taken to award 4% job reservation soon, following the implemented RPWD Act, 2016. . Till now, the State Government has provided employment to 61 residents of the PWD category. Although the State Government took various steps towards the rehabilitation of the disabled persons, there has been minimal progress in rehabilitation services in Mizoram. Awareness towards identification and early intervention of hearing-impaired children is still very low among the parents of hearing impaired child who had a problem in this regard.

## **1.2. Rationale of the Study**

Communication through language is necessary to bridge the gap between two or more individual's conversations in a meaningful manner. It is well known as a foundation of life. Thus, to adjust in the society, there can be some additional needs of hearing-impaired children in different areas like personal, sociological, psychological, educational etc. Without appropriate diagnosis and early intervention, a child having a hearing disability will lag behind in learning and social-emotional development, which will hamper his/her inter/intra personal relationship along with career.

To provide necessary support early identification is most essential so a great emphasis should be placed on the importance of early detection, reliable diagnosis and timely intervention. Awareness towards identification and proper guidance of hearing-impaired children is still significantly less among individuals, organizations and Governments, although there are many children even in Mizoram, who have a problem in this regard. Only three special schools in Aizawl had the educational services for the hearing-impaired children, which were then set up by some organized individuals out of necessity. It is crucial that Government officials, as well as educated persons, should unite and move forward for the welfare of these children.

There are some educational challenges faced by parents of hearing-impaired students. Hence, it is crucial to identify such issues and challenges to solve their problems for their further development. Similarly, teachers are equally important in identifying various obstacles that come along in educating children with hearing impairment. Students with moderate or mild hearing impairment were often going unnoticed for several years in Mizoram due to limitations of early identification and intervention services. These were the factors causing students to drop out of school since the problem remains unrecognized for a period of time.

Some special schools were opened in Aizawl district to address the need of hearing-impaired students, but the educational challenges faced by such institutions might be in terms of inadequate trained teachers and lack of essential educational facilities. Therefore, in light of the above discussion, the following research questions arised;

1. What are the problems faced by the parents and teachers of hearing-impaired students towards their educational development?



2. Does the present curriculum and methods used for educating the hearing impaired students' results in a positive outcome?
3. Do the presently available materials in the institution help the hearing impaired students for their educational development?
4. Do trained teachers and workers facilitate the needs of hearing-impaired students in the institution?
5. How can a new technology or methods replace the present/existing system of educating the hearing impaired students?

### **1.3. Statement of the Problem**

The problem of the present study is stated as

**Educational Challenges faced by Parents and Teachers of Hearing Impaired Students of Special Schools in Aizawl District.**

### **1.4. Operational Definition of Key Words**

**Hearing Impaired Students-** In this study, the meaning of 'hearing-impaired students' refers to those students who have a hearing impairment and studying in the special schools of Aizawl district.

**Special School-** A special school is a school catering for students who have special educational needs due to learning difficulties, physical disabilities or behavioural problems. Special schools may be specifically designed, staffed and resourced to provide appropriate special education for children with additional needs.

**Aizawl District-** Aizawl district is one of the eleven districts of Mizoram state in India. The district is bounded on the north by Kolasib district, on the west by Mamit district, on the south by Serchhip district, on the southwest by Hnahthial and Lunglei district, on the east by Saitual, Khawzawl and Champhai district and on the south by Lawngtlai and Saiha district. The district occupies an area of 3,577 square kilometres (1,381 sq mi). The headquarters of the district is Aizawl, the capital of Mizoram.

### **1.5. Objectives of the Study**

1. To find out the infrastructural facilities and educational resources available for hearing-impaired students' in the special schools of Aizawl district.
2. To find out the educational challenges faced by the parents of hearing-impaired students of special schools in Aizawl district.
3. To find out the educational challenges faced by teachers of hearing-impaired students of special schools in Aizawl district.
4. To suggest measures to address the challenges being faced by parents and teachers of hearing-impaired students

### **1.6. Delimitations of the Study**

The study was delimited to special schools within Aizawl city only.

### **1.7. Methodology**

The descriptive survey method was adopted in the present study.

### **1.8. Population**

The population of the study comprised of all the special schools for hearing-impaired students of Aizawl district (The Gilead Special School, Ephatha Special School and The Redeem Garden). All schools for hearing impaired, were managed by private sector. The population includes,

- i. All special schools of Aizawl district for H.I. students

- ii. All the teachers of special schools for hearing impairment.
- iii. All the parents of hearing-impaired children studying in special schools.

### 1.9. Sample and Sampling Technique

As there were only three special schools in Aizawl district for H.I. students, all three (3) special schools of Aizawl district were selected for the study. To select parents of H.I. students, simple random sampling was adopted, and 50% of the total population of parents was selected. There were only 12 teachers in these special schools; therefore, all the teachers of these schools were selected for the study.

**Table No. 1.1**  
**Sample size and Sampling technique of the study**

S.No	Respondent	Sample Size	No of the Selected Sample	Sampling Technique
1.	Parents of hearing-impaired students	50% of the total population	27	Simple Random Sampling
2.	Teachers of hearing-impaired students	All teachers of the special schools for hearing-impaired students in Aizawl district	12	Census

### **1.10. Tools used for Data Collection**

To find out the objectives of the study, the investigator developed the following tools with the help of the supervisor and the content validity of the tools was established.

**Table No. 1.2**  
**Tools for Data Collection**

<b>S.No</b>	<b>Tools</b>	<b>No of Items in the Final Draft</b>
1.	Checklist	48
2.	Interview schedule for parents	25
3.	Interview schedule for teachers	22

### **1.11. Statistical Treatment of Data**

The investigator analyzed the collected data by using frequency and percentages. For each 'Yes'/'Available' investigator allotted 1 and for 'No'/'Unavailable' 0 was given.

### **1.12. Major Findings of the Study**

#### **I. Findings related to Infrastructural Facilities and Educational Resources available for Hearing- Impaired Students' in the Special Schools of Aizawl District.**

- All special schools for H.I. students in Aizawl district were located at the heart of the city area. 2 schools ran their institution in their own building which they owned while 1 special school was being run in a rented building.

- All the 3 special schools were poor in services like early identification services, early intervention services and out-patient department treatment (O.P.D.).
- All the special schools were equipped with infrastructural facilities like drinking water, separate toilets for boys and girls, toilets for disabled, classroom with ventilation and staff rooms with an attached toilet.
- Two third of the special schools for H.I. students in the Aizawl district organized regular medical check-up to maintain records of students' health status and to take proper interventions.
- Other challenges were also found in special schools as; providing outreach services and community-based rehabilitation. Two special schools did not offer such services and were confined only to academics.
- Sign language was crucial for language development of the H.I. students; but none of the school had a sign language trainer.
- Since Aizawl is a congested district situated in a hilly area, only 1 school had a barrier-free environment and playground. So, even the schools which were being run in their own building had no barrier-free environment.
- All the special schools had not infrastructural facilities like resource room, ear mould laboratory, noise-free classroom and computer lab. Out of 3 special schools, only 1 school managed to have facilities for recreational room and multi-purpose hall.
- Out of the 3 special schools in Aizawl district, only 1 school under observation faced financial problem in purchasing or renting a vehicle for students' transportation.

- None of the school was equipped with Audiometer to measure the degree of hearing loss among the H.I. students. Therefore, it was not possible to conduct various tests like pure tone testing, acoustic reflex testing, auditory brainstem response (A.B.R.), bone conduction testing, Tympanometry, speech testing, and Otoacoustic Emission (O.A.E.).
- Appliances for audiological testing, speech assessment rooms, speech correction devices/ software, different standard language test like LPT, PPV etc, models/ charts and speech trainer were unavailable for the H.I. students in all the special school. However, these were important assistive devices and technologies to improve the learning of H.I. students and achieve the highest levels to their potential.
- Meanwhile, all the schools were also equipped with appliances like hardware systems(Laptop/ Computer, CD/DVD player, Soft board, White/ Black board, Correction mirror, Hard disk/Hard drive for quick storage of records), photo articulation test, hearing aid, speech kit, different ear mould, tape recorder and correction mirror. All these were essential requirements of the special school for hearing impairment.
- Slide projectors were available in 2 special schools for H.I. students in Aizawl district to help teacher's presentation.
- The available teaching aids in the special school which were frequently used by teachers of H.I. students were soft board, white/blackboard, toys/games, educational toys, map, picture/story books, flashcard, textbook and geographical model.
- Only 1 school among the three special schools had Vibrotactile teaching aid and television in the institution. While the other 2 schools reported that they could not afford to buy the teaching aid for all the students at the moment but regarding the television, 2 schools claimed that it was not their primary needs

to facilitate learning among the H.I. students. Anyhow, television is a normal and cheap aid which can be afforded by all the schools.

## **II. Findings related to the Educational Challenges faced by the Parents of Hearing-Impaired Students of Special Schools in Aizawl District.**

- One of the major problems with parents of H.I. children was, no parents had knowledge about sign language and no family members could help their H.I. child in their studies.
- Majority of parents (85%) have not idea with the infrastructural facilities available in the school and they were well satisfied with the infrastructural facilities available in school.
- Some parents (37%) faced challenges with their child who showed no sign of interest in learning new things. This creates a lot of disadvantages for parents besides the child's impairment in providing education.
- Due to financial problems in the family, some parents (4%) could not provide essential materials for learning that would facilitate students learning needs. Majority of parents (67%) even said that their H.I. child needs more parents' attention to learn, comparing with his/her peers even though the child did not have health problems or associated disability.
- Majority of the parents (85%) believed that less participation and cooperation between teachers and parents have a huge impact in affecting the development of their H.I. child.
- Majority of parents (78%) could not afford to hire a home tutor for their H.I. child and for other siblings who were considered normal.

- All parents faced problems with their H.I. children comparing to their siblings in the process of teaching and learning. They even considered that their H.I. child had the ability/capacity to develop more if learning opportunities were given to him/ her in the coming years. Lip reading was the most common methods among all parents in communicating with their H.I. children.
- The school regularly informed parents about their child's progress, and parents had observed changes and developments in their child after they admitted their child to special school.
- A few parents (7%) of H.I. students were not satisfied with their child's progress and even considered that, the education imparted at school is the reason behind for the child's slow progress.
- All parents (100%) participated in parents' teacher meeting regularly. Positive changes were observed in child's vocabulary development, pronunciation before and after attending the special school. 27 (100%) parents also believed that vocational training courses provided at school would be helpful for their child's future.
- Despite the fact that some parents were not fully satisfied with their child's academic progress and education imparted at school, no parents had thoughts in shifting their child to other special schools.
- Majority of student's (89%) hearing impairment was congenital, and only 3 students hearing impairment was acquired. Parents identified their child's hearing impairment at the age between 5 to 12 years.
- Some students (44%) were not required to use the hearing aid due to profound hearing loss. From the population of 27 parents, 15 (56%) parents had reported that their child used 'behind the ear' hearing aid and 'in the canal' hearing aid to help the child's residual hearing.



- Majority of the students (96%) had a disability certificate. Only 1 student among the 27 students was without a disability certificate.

### **III. Findings related to the Educational Challenges Faced by Teachers of Hearing-Impaired Students of Special Schools in Aizawl District.**

- Majority of teachers (75%) faced challenges in teaching the students with regard to their gender, family background, and differences in the degree of hearing loss.
- Majority of teachers (83%) had no difficulties in understanding student's expression and ways of communication with their H.I. students.
- Majority of the teachers (58%) reported about the shortage and inadequate facilities of teaching aids in the school which create problems in the process of teaching and learning.
- Teaching aids available at the school were helpful for every teacher. But when it comes to the unavailability of teaching aids on a related topic or lesson, teachers' (42%) faced problems in providing direct experiences to students.
- Other challenges faced by teachers were regarding the responsibility in teaching and training the H.I. students. Some parents (33%) do not realise the effectiveness of parent's participation and cooperation in educating their child. Overburdening of responsibilities had resulted stress among the teachers. As parents were saying they participate in parents' teacher meeting but teachers denied.
- All the teachers (100%) from H.I. schools covered the courses offered by the school and make use of available materials for providing vocational guidance and training under the school premises.

- All the teachers (100%) were satisfied with their present occupation. The reason behind might be that they were all interested in their work since they could utilize their skills and expertise in this regard.
- Although majority of teachers (67%) were satisfied with their teaching skills, the need for organising training programmes and refresher courses were felt among the teachers (100%) to keep in touch with the latest knowledge and teaching skills.
- Problems faced by teachers (100%) of hearing-impaired schools on teacher training was that, different organizations which were Governmental or Non-Governmental rarely organized a training programme for teachers training.

### **1.13. Suggestions related to Educational Challenges faced Parents and Teachers of Hearing Impaired Students of Special Schools in Aizawl District.**

#### **1.13.1. Suggestions for Parents of Hearing-Impaired Child**

- Parents should be aware of the reservation schemes available for disabled persons.
- Parents should realize the importance of early identification, treatment and diagnosis of their H.I. child.
- Parents should realize the importance of providing materials and aids to foster learning and develop their abilities.
- Parents should motivate their child by providing learning opportunities to develop his/her abilities.
- Parents should realize the need of attending awareness and training programs to meet with the different type of needs of H.I. children.
- Parents should learn and make use of Sign language, which will solve many of the educational challenges faced by parents.
- Aware parents to make them realize the importance of active cooperation with the teachers is an important key factor for the development of their child.

### **1.13.2. Suggestions for Teachers of Hearing Impaired Students**

- Teacher should realize that individual differences of students can be used as a learning resource. Teacher should develop their skills in this area.
- Teachers who are teaching in special schools should know the institutions/ centers' that were running a short term and long-term training programmes related to educating H.I. students and they should try to participate in it to upgrade their knowledge and skill.
- Teachers should improve their skills by attending various training programmes so that they can address the needs of all the children in the classroom without labeling them.
- Maintaining a record on the degree of hearing loss for every student will help the teacher in planning, monitoring and testing the student's progress.
- Make use of all the available teacher learning materials available in the school to facilitate the child's learning needs. Improvisation can be done by the teachers in this area.

### **1.14. Conclusion**

Hearing is an act of perceiving sound by detecting vibration. It is one of the five senses of human being, which plays a vital role in the process of communication. Hearing impairment included both the hard of hearing and the deaf. The main impact of hearing loss was on the individual's ability to communicate with others. It has an adverse effect on the academic performance of the child due to late identification and diagnosis.

The State had an estimated population of 15160 Persons with Disabilities in a total population of 11.2 Lakhs with a number of 3,395 persons having hearing impairment (Census of India 2011). The hearing impaired population in Mizoram may look small in number, but to consider with the total population of Mizoram, the figure was high with the percentage of 0.31% hearing-impaired persons. Therefore the study were undertaken to find out various educational challenges faced by

parents and teachers of hearing impaired students of special schools in Aizawl district.

Though the Community Based Rehabilitation (C.B.R.) programmes laid different kinds of services for parents towards rehabilitation, it was observed that none of the programmes could facilitate the needs of parenting the hearing impaired students. Services available for hearing impaired students, their families and teachers were only at a developing stage in Mizoram. The present study comprised of all the teachers and 50 % of parents from the total population (i.e., parents of 54 H.I. students) having hearing impaired students who were enrolled to special schools in Aizawl district. The study was confined to all the special schools for hearing impairment within the district namely, the Gilead Special School, the Redeem Garden and Ephatha Special School.

Various activities like dressing, toileting, grooming, eating, communication skills and other social skills were the special education provided at the special schools. Vocational trainings were carried out in different trade like silk screen printing, tailoring, embroidery, drawing/painting, making envelopes and candles, paper plates, doormats and paper bags etc. These services and trainings were carried out by qualified H.I. teachers. Although parents were not able to provide essential materials for learning to their H.I. child and some parents had no knowledge about hearing impairment with what will be the implications in enrolling their child to special school, they wanted their child to develop under the teaching and guidance programme scheduled by the special school.

Persons with Disability Act 1995 (P.W.D. Act), was implemented in Mizoram with effect from 2<sup>nd</sup> February 1996 and Office of the Commissioner for Persons with Disabilities was established on 1<sup>st</sup> June 2012. Later on, the Rights of Persons with Disabilities (RPWD) Act, 2016 was enacted on 28<sup>th</sup> December 2016. This Act came into effect on 19<sup>th</sup> April 2017. Beside this; there were no special school in the State that were maintained out of State funds. Various Organisations, N.G.O.'s and denomination of different Churches in the State occasionally provide funds in aid, but could not facilitate all the requirements that were necessary for curricular and co-curricular activities of the school.

Teachers of hearing-impaired students in Aizawl district faced different educational challenges in imparting and providing education/ and training among the students with a limited infrastructure facility. All teachers from special school felt the need and importance of organising various training programmes and refresher courses to keep in touch with the latest knowledge and skills in teaching the hearing-impaired students. Shortage of required materials and equipment at the school for teaching-learning purposes were the challenges that teachers met in educating and training the H.I. students.

Therefore, to sum up, the study found out that parents faced difficulties due to lack of knowledge about hearing impairment and ways to help them develop their skills at home, whereas teachers difficulties were due to shortage of adequate funds for materials, teaching aid, infrastructure for curricular and co-curricular activities.

### **1.15. Implications of the Study**

The conclusion drawn from the basis of findings leads to some educational implications. The followings were the educational implications of the present study

1. Implications for the Government:
  - a. The findings of the study can be used by the State Government to take a better concern on H.I. students and establishing at least one special school which will be maintained out of State funds.
  - b. The findings of the study will make the State Government to take more concern for awareness about early identification and early intervention programme towards the people, and proposed separate funds for rehabilitation services by hiring experts for conducting seminars, workshop and symposium etc.
2. Implication for recognizing agency.
  - a. The findings of the present study indicating regarding lack of infrastructural facilities in the school for H.I. This finding implicates to State government to pay special attention for improving infrastructural facilities in schools for the hearing impaired.

### 3. Implications for NGOs and other Organizations

- a. The findings will aware the different organizations to join hands in rehabilitation services with the existing society or groups who presently worked for the education of the disabled persons.
- b. The findings of the study will make the Churches from different denominations in Aizawl aware to have a huge impact in services through offerings, donations and moral support. Besides these, organising awareness to parents through programmes like seminar and workshop will be a helpful service for the hearing impaired.

### 4. Implications for school management and administration.

- a. The findings of the present study will make the managing board in every school aware to realize the importance of making a project with a proper budget estimate to develop the infrastructural facilities which will gradually facilitate the necessity of infrastructural facilities of the schools.
- b. The findings of the present study will make the managing board of all the school aware of their management and administration pertaining to teacher's workload and salary.

### 5. Implications for parents of hearing-impaired students

- a. The present study found out that some parents were not aware of the educational services that were available. The findings of the study will make parents realize the need and importance of early identification and timely intervention services and to make use of senses other than the area of disability to facilitate learning condition.
- b. The findings of the present study will make the teachers aware of the importance of Sign language, so as to remove barriers for communicating with the hearing-impaired child.
- c. It has been found that there was lack of coordination between parents and teachers. Based on the findings of the study, parents may visit schools of their children more frequently and can attend all the parents' teacher meeting so that a better coordination can be

established and by the support of teachers, parents may help their children in their studies.

6. Educational implications for teachers of hearing-impaired students
  - a. The findings of the study will make the teachers aware of developing their skill to teach in the inclusive classroom so that, the needs of all students can be addressed at the same time.
  - b. The findings of the present study will aware the teachers to demand for infrastructural facilities for the H.I students in special schools.
  - c. The findings of the study will make the teachers of all the school aware of attending orientation/ refresher programme to make their teaching skills update with the latest knowledge.

#### **1.16. Suggestions for further research**

The investigator has suggested the following areas of investigation which may be undertaken for further research.

1. Research may be conducted on other types of special schools as schools for hearing impairment in Aizawl district. Schools for visual impairment, schools for mental retardation to find out the status of infrastructural facilities in the school.
2. A study may be undertaken on the educational challenges faced by students with hearing impairment of Special schools in Aizawl district.
3. Research may be conducted on the role of community in educating the hearing impaired students.
4. Sociological challenges faced by parents and teachers of hearing-impaired students of Special schools in Aizawl district may be undertaken.
5. Sociological challenges faced by students of special schools in Aizawl district may be undertaken.
6. Challenges faced by school administration of hearing-impaired schools in Aizawl district may be conducted.

### **1.17. Limitations**

1. Due to the pandemic Corona Virus (covid-19), all the special schools in Aizawl were closed. Therefore the data was gathered through telephonic interview.
2. It was proposed to adopt Simple Random Sampling for 50% of parents, and Incidental sampling for the teachers of H.I. schools. But as the number of special teacher was very less in the school the proposed sampling technique was not adopted.