

# **Awareness of teacher about the maintenance of equipment of D.H.H. (deaf and hard hearing) in primary education**

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## **Abstract**

Education is the backbone of the country and only those country will progress which will contribute maximum to the benefit of it. Primary education is the grass root level of any educational system. It is the foundation of the higher education. The educational policies of independent India were based on those principles and were committed towards the achievement of universal elementary education. It stressed on the need of inclusion of disabled children in the educational system to achieve the goal of “education for all”. The implementation of the Act signifies a shifting from the belief that children with disabilities should be educated in segregated special school to the belief that children should be included.

The present study mainly involved through survey method. The Data were collected through Allahabad district. The sample were selected from random process through inclusive school of 40 male teachers and 50 female teachers. Data will analyzed by using parametric techniques. The result showed that commitment of Government i.e. Education all is not being sufficient translated into action, that assures inclusive education for all.

**Keywords:** Primary education, achievement disable

Education is the backbone of any country and only those country will progress which will contribute maximum to the benefit of it. Primary education is the grass root level of any educational system. It is the foundation of the higher education. The Government of India has been implementing various programmes for welfare of the children with disabilities through different government and non government organizations. These programmes provide wide ranging benefits in important fields such as education, vocational training and rehabilitation and financial assistance for specific needs of the disabled. The Government of India has various strategies, policies and programs/schemes for incorporating persons with

disabilities in education and in the economic development process. However, successful implementation of such programmes requires adequate funds, an appropriate policy framework and above all an effective delivery mechanism. To this The Government of India launched “ The Sarva Shiksha Abhiyan (SSA, 2001-02) laid down the foundation stone of inclusive Education in India. According to this all children of age group 6 to 14 years should be enrolled in schools of their vicinity irrespective of their caste, color, religion, sex, ability or disability by 2003 and complete 8 years (class 1 to 8) of basic education by 2010. This was the major effort of Government of India to place children with disability in nearby schools. This was an added advantage for the children with disability in rural areas to study in their own village schools. In 2002 the free and compulsory education of children of age group 6 to 14 years was included in the chapter of fundamental Right (Article 21 A) through 86th amendment. This insisted the Government to plan for the implementation of free and compulsory education for all children of age group 6 to 14 years. As a result Right to Education Act (RTE Act 2009) was passed which was implemented from 1st April 2010 through out the country. It ensured the free and compulsory education for all children irrespective of their ability, disability or social status in schools. The objective of UEE( Universalization of Elementary Education) cannot be achieved. In fact inclusion of one of the groups which is extremely crucial for UEE, is perhaps that of the CWSN. Hence education of CWSN is an important component of inclusion.

### **Need of Study**

Many deaf children are unable to access appropriate to the school and school programme because the learning is primarily language and communication based. Language and communications barriers define deafness as a disability. If a child cannot hear a lesson they will not understand the content and have no hope of learning. The class teacher is not able to communicate the deaf child at the same pause at the rest of class without an interpreter. Initiates that the participation of deaf student is blocked due to non availability of suitable amplification (Hearing Aid, Fm system, Group Aids etc.)

It is important to know about how much teacher aware about the maintenance of various hearing aids for D.H.H. in inclusive schools for the improving education of D.H.H. Children.

### **Statement of the problem**

Most of the Inclusive schools teacher have placed in the rural area of the country, where facilities of repairing aids and appliances are fewer or not available. Therefore, the study established these facts whether the teachers are working in inclusive school having these skills or not and up to which extent and then providing knowledge.

### **Objectives**

1. To study the knowledge of Inclusive schools teachers towards the maintenance of hearing aids of children with hearing impairment.

2. To provide knowledge of Inclusive school teacher for maintenance of applications of various classroom equipment of D.H.H. children.

## Methodology

The selected study is primarily a survey type of evaluative research involving systematic observations of variable by the use of standardized tools and systematic procedure. 40 male teacher and 50 female teachers were selected for sampling. Samples were selected for the district Allahabad purpose fully selected only south area Inclusive schools of Allahabad City. The tool is made according to research needs which reliability is obtaining 0.742 and validity is 0.745. Data collected through the sources were analyzed by using parametric and non- parametric statistical techniques. Information collected through questionnaires from the beneficiaries had been analyzed accordingly percentage techniques were applied on the questionnaires.

Analysis of the teacher responses before providing the knowledge of various hearing aids.

**Table 1. Before Providing knowledge**

Hearing Aids	Total Male teacher	Percentageof konwledgeable person	Total Female Teachers	Percentageof konwledgeable person
Pocket type Hearing aids	40	25%	50	20%
Body Worm Hearing Aids	40	10%	50	16%
Behind the ear hearing aids	40	15%	50	14%
Glass type hearing Aids	40	20%	50	12%

**Table 2. After Providing Knowledge**

Hearing Aids	Total Male teacher	Percentageof konwledgeable person	Total Female Teachers	Percentageof konwledgeable person
Pocket type Hearing aids	40	60%	50	70%
Body Worm Hearing Aids	40	50%	50	60%
Behind the ear hearing aids	40	45%	50	62%
Glass type hearing Aids	40	55%	50	56%

Table 1 shows that before providing knowledge of ear wearing hearing aids. In inclusive school teacher response for pocket type hearing aids (Male Teachers 25% female 20%) Body worm H.A. (Male 10%, Female 16%) Behind the ears H.A. (Male 15%, Female 14%) and Glass type H.A. (Male 20% and Female 12%). After Providing Knowledge the awareness should be increases about the various hearing

Aids. Like pocket type H.A.( Male 60% Female 70%) Body worm H.A. (Male 50% , Female 60%), Behind the ears H.A. (Male 45% Female 62%) and Glass Type H.A. (Male 55% Female 56%)

**Table 2. Analysis of the teacher responses before providing the knowledge of various classroom equipments.**

Classroom equipments	Total Male teacher	Percentage of knowledgeable person	Total Female Teachers	Percentage of knowledgeable person
Hard wire System	40	10%	50	6%
Loop Induction System	40	5%	50	4%
Infra red System	40	5%	50	8%
F.M. System	40	10%	50	8%

**After Providing Knowledge**

Classroom equipments	Total Male teacher	Percentage of knowledgeable person	Total Female Teachers	Percentage of knowledgeable person
Hard wire System	40	50%	50	60%
Loop Induction System	40	60%	50	70%
Infra red System	40	45%	50	56%
F.M. System	40	55%	50	62%

Table 2 shows that before providing knowledge of various classroom equipments in inclusive schools. Teacher response for Hard Wire system (Male teacher 10% and Female 6%) Loop Induction System (Male 5%, Female 4%), Infra-red system (Male 5%, Female 8%) and F.M. System (Male 10% Female 8%)

After providing knowledge the awareness should be increase about the various hearing aids like Hard wire system (male 50%, Female 60%), Loop induction system (Male 60% , Female 70%), Infra- red system (Male 45%, Female 56%) and F.M. System (Male 55%, Female 62%).

The data was analyzed and the following findings were emerged out that:-

1. There is a significant difference between the male teacher and female teacher to identify the different component of the individual hearing aids on the basis of the types of the aids. i.e., Pocket type, body worm, Behind the ear and Glass types hearing aids.
2. Most of the teachers are well aware at the different components and identified them easily in case of pocket type hearing aids. They were found difficulty to identify the different components in BTE , Body warm ,Glass type hearing aids . Since, it is due to the lack of the availability of these aids.

3. After providing the knowledge of various hearing aids the ratio of knowledge should be increased.
4. In Inclusive school teacher were also found difficulty to identify the various classroom equipments. It seems that they have very little knowledge about Hard Wire system, Loop-Induction, Infra- red and F.M. system.
5. After providing knowledge the of various classroom equipment the ration of knowledge should be increases.

## Conclusion

For the betterment of the teachers status towards the identification of the hearing aids some changes should be occurs necessary:-

- The teachers should be trained properly on each and every tentative problems and their solution which the hearing impaired children face due to the improper functioning at hearing aids.
- The Teachers should be provided a hearing aid maintenance kit with an operating manual to resolve the basic functional problem of the hearing aids.
- The teachers should be trained properly of every classroom equipments which will be beneficial for the education of D.H.H. children.
- Short term training programmes must be conduct for the teachers provided the sufficient input on the proper maintenance should training on the aids and appliance used for the children with D.H.H.
- Various news papers, seminar, awareness camps should be launched for improving knowledge of society and schools.

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