

# CHAPTER 1

## INTRODUCTION

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**“We want that education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's own feet.”**

**- Swami Vivekananda**

### **1.0 Theoretical and conceptual frame work**

The goals of education, and of a school, indisputably include building cognitive abilities such as reading and math. Increasingly, however, it also implies that children should be equipped with other abilities that allow them to succeed in and contribute to the society they live in. We will broadly call such traits – such as communication, critical thinking, creativity, self-management, decision making and perseverance - life skills. In the face of the deep cultural changes and the differences made in living ways, today it is essential for every human being irrespective of gender, age, disability are being faced the life's challenges and problems, and their inability in confronting daily problems has made them vulnerable. The ever-increasing social changes and complexities and the expansion of social relations makes it necessary to prepare people to face difficult situations. To prevent psychological problems and social dysfunctions, psychologists have engaged in life skills training throughout the world and in school with the recommendation of WHO &

UNICEF (1993). Life skills may be viewed as a range of psychosocial and cognitive abilities that equip children to make informed decisions and choices manage their emotional well-being and communicate effectively. Life skills are the capabilities that pave the way for positive and useful behaviour, and these capabilities enable the person to assume his/her social responsibilities, and cope with daily problems and interpersonal relations without hurting himself/herself and the others (Karimzadeh, 2009). Typically developed children are finding difficult to cope up with the problematic situations, decision making in the day to day life, being hearing impaired the students encounter with different problems in the classroom, school and in the society. They required some sort of training such as social skills, life skills to adjust with the environment and lead a successful life in the society.

## **1.1 Gateways of knowledge – Sensory Organs - Importance**

Out of the seventeen components of the subtle body, the first five are the organs of perception, also known as organs of knowledge – ear, skin, eye, tongue and nose. Since knowledge is acquired through these organs, they are known as *jñānendriya-s*. *jñāna* means knowledge and *indriya* means belonging to; therefore *jñānendriya-s* mean ‘belonging to knowledge’. *Jñānendriya-s* play vital role in acquiring

knowledge about the world. These organs are also called as Sense Organs and receptors of knowledge. Without these sense organs no information can reach the brain. Without sensory organs we would not be able to make sense of our environment and surroundings. That is the reason these senses are called as the 'Gateways of knowledge'. They are so called because they give us some sort of knowledge – either of sight, or sound, or taste, or smell, or touch. The functioning of these organs of knowledge is called as Senses of knowledge – seeing, hearing, smelling, tasting and touching.

Humans have a multitude of senses. Sight (ophthalmoception), hearing (audioception), taste (gustaoception), smell (olfaoception or olfaception), and touch (tactioception) are the five traditionally recognized. Through these we learn from our environment seems obvious and we come in contact with things in the world outside, and enjoy them with actions and reactions produced thereby, by means of such sensory contact. We rely on our five senses to provide information about the world around us. Sense organs help us to protect ourselves from harmful stimuli. All learning enters through the senses. This statement seems strong, but is impossible to refute. Teachers, responsible for learners in the classroom, need to keep this in mind as they think about their students. Our senses allow us to do great things: enjoy the taste of our food, the sound of music, the beauty of a sunny day, the sound of pages turning in a book, and much more (Yost &

Neilsen, 1983). Human beings get all of their knowledge from their senses. That is why our senses are so important.

## **1.2 Ear as an organ for Hearing – Importance of hearing**

The ear is one of the sense organ which is responsible for hearing and balance. Hearing is a sense by which sound waves are perceived by the organ of hearing- the ear. The physical stimulus of auditory sensation is the vibration of some material object, which is transmitted from the object to the ear. The Ear is divided into three parts: the outer ear consists of the ear flap and the outer ear canal, which ends at the eardrum; the middle ear, which is the cavity between the eardrum and the inner ear and house the occsicles, our body's three smallest bones; and the inner ear, which is a maze of bony chambers (Mooler, 1983).

Hearing begins as sound waves generated by various sources travel into the ear canal and bounce off the eardrum causing it to vibrate. These vibrations pass through three very small bones, the ossicles, which are connected like a chain to the semicircular canals. The fluid within the semicircular canals of the inner ear moves, and that movement is ultimately detected by the cilia. When the fluid doesn't stop moving, you can develop motion sickness. The cilia transmit impulses to the brain about angular and rotational movement, as well as movement through vertical and horizontal planes, which helps your body

to keep its balance. At the end of the chain is the cochlea, a bony canal that is shaped like a garden snail and filled with liquid. Traveling through the three compartments of the cochlea, the sound arrives at the organ of Corti, which is the sensory transduction organ. The organ of Corti has hair cells that, when stimulated, begin moving and it is this mechanical movement that causes the cells to transmit the signal. The auditory nerve carries to information from the hair cells to the cochlear nucleus in the brain stem, and then on to the thalamus, which relays the information to the appropriate part of the cerebral cortex. The brain then interprets the information as a specific sound (Fred & Larry, 1990). The normal human ear is sensitive to sounds in the frequency range of approximately 20 to 20000 Hz. It is most sensitive to frequencies in the middle of the range, which is where most speech sound frequencies are located. Bats and dolphins can detect frequencies above 20000Hz. Human ear is responsible for hearing as well as balance of the body too (Martin, 1991).

### **1.3 Hearing Loss – Its effect on Children/Persons with Hearing Impairment**

Hearing is a complex sense involving both the ear's ability to detect sounds and the brain's ability to interpret those sounds, including the sounds of speech. Hearing loss is a common problem caused by noise, aging, disease, and heredity. Hearing

loss refers to a diminished ability to hear sounds like other people do, while deafness refers to the inability to understand speech through hearing even when sound is amplified. Profound deafness means the person cannot hear anything at all; they are unable to detect sound, even at the highest volume possible. Hearing loss comes in many forms. It can range from a mild loss in which a person misses certain high-pitched sounds, such as the voices of women and children, to a total loss of hearing. It can be hereditary or it can result from disease, trauma, certain medications, or long-term exposure to loud noises and aging. Hearing loss, also known as hearing impairment, is a partial or total inability to hear. A deaf person has little to no hearing. Hearing loss may occur in one or both ears. In children hearing problems can affect the ability to learn language and in adults it can cause work related difficulties. In some people, particularly older people, hearing loss can result in loneliness. Hearing loss can be temporary or permanent (Fred & Larry, 1990).

Hearing loss can have a range of consequences that depends on the individual and their unique type of hearing loss. The most common experience is a reduced ability to understand other people, particularly in noisy situations. This can impact how C/PWHI interact with family and friends, making it difficult to learn at school and or perform your duties in the workplace competently. Hearing problems that are ignored or untreated can get worse. With children, it is especially important to

diagnose and treat a hearing loss as early as possible. This limits its potential impact on learning and development. Research has demonstrated that children with a mild or moderate hearing loss can have difficulties learning and developing the necessary speech and language skills that help foster self-esteem and the ability to succeed at school and gain employment. If not detected early, a hearing loss can change the way children speak, learn and interact with others. Being aware of a child's hearing abilities soon after they are born, e.g. through neonatal hearing screening, gives hearing health professionals time to manage a young child's hearing loss with effective habilitation. Once a hearing loss is detected, and appropriate measures put in place, a child can usually continue down the pathway of speech and language development. Hearing loss can greatly affect the quality of life for adults as well. Unmanaged hearing loss can have an impact on employment, education, and general well-being (Northern & Downs, 1991).

Hearing impairment is one of the most common congenital and acquired diseases in children and it is invisible. One would assume that hearing impaired individuals encounter more difficulties regarding their adjustment because they often face multiple challenges, such as speech and language delays, communication problems, and less or no access to the sound-dominated world. Reduced participation of these children in social life results in social adjustment and limit the quality of life. Hearing loss can cause secondary problems (perceptual

problem, communication problem, emotional problem, social problem, educational problems etc.,) which depends on the degree of hearing impairment, the age of child at the onset and child's intellectual potential, the magnitude of problems may vary (Hull, 1982).

Hearing loss is not just an ailment of old age. It can strike at any time and any age, even childhood. For the young, even a mild or moderate case of hearing loss could bring difficulty learning, developing speech and building the important interpersonal skills necessary to foster self-esteem and succeed in school and life. It is well recognized that hearing is critical to speech and language development, communication, and learning. Children with listening difficulties due to hearing loss or auditory processing problems continue to be an under identified and underserved population. The earlier hearing loss occurs in a child's life, the more serious the effects on the child's development. Similarly, the earlier the problem is identified and intervention begun, the less serious the ultimate impact (Ling & Ling, 1980).

There are four major ways in which hearing loss affects children (Northern & Downs, 1991):

1. It causes delay in the development of receptive and expressive communication skills (speech and language).

2. The language deficit causes learning problems that result in reduced academic achievement.
3. Communication difficulties often lead to social isolation and poor self-concept.
4. It may have an impact on vocational choices.

But time and again, research demonstrates the considerable effects of hearing loss on development as well as negative social, psychological, cognitive and health effects of untreated hearing loss. Each can have far-reaching implications that go well beyond hearing alone. In fact, those who have difficulty hearing can experience such distorted and incomplete communication that it seriously impacts their professional and personal lives, at times leading to isolation and withdrawal. There are several studies and surveys that link hearing loss with decreased social and psychological consequences. There are also studies that demonstrate the increased risk of untreated hearing loss over treated hearing loss (wearing a hearing aid.) Untreated hearing loss has serious emotional and social consequences, including depression vary (Hull, 1982). Studies (Martin, 1991; Northern & Downs, 1991 & Ling & Ling, 1980) have explained about untreated hearing loss and its effects:

- irritability, negativism and anger
- fatigue, tension, stress and depression
- avoidance or withdrawal from social situations

- social rejection and loneliness
- reduced alertness and increased risk to personal safety
- impaired memory and ability to learn new tasks
- reduced job performance and earning power
- diminished psychological and overall health

## **1.4 Impact and Consequences of Hearing Loss on Daily Life**

As people move through the activities of daily living at home, at work, and in social or business situations, basic auditory abilities take on functional significance. Audition makes it possible to detect and recognize meaningful environmental sounds, to identify the source and location of a sound, and, most importantly, to perceive and understand spoken language.

Hearing loss can affect a person in three main ways (Bess & Cornell, 1981):

- Fewer educational and job opportunities due to impaired communication
- Social withdrawal due to reduced access to services and difficulties communicating with others
- Emotional problems caused by a drop in self-esteem and confidence.

The ability of an individual to carry out auditory tasks in the real world is influenced not only by his or her hearing abilities, but also by a multitude of situational factors, such as background noise, competing signals, room acoustics, and familiarity with the situation. Such factors are important regardless of whether one has a hearing loss, but the effects are magnified when hearing is impaired. For example, when an individual with normal hearing engages in conversation in a quiet, well-lit setting, visual information from the speaker's face, along with situational cues and linguistic context, can make communication quite effortless. In contrast, in a noisy environment, with poor lighting and limited visual cues, it may be much more difficult to carry on a conversation or to give and receive information. A person with hearing loss may be able to function very well in the former situation but may not be able to communicate at all in the latter (Bess & Cornell, 1981).

Untreated or ignored hearing loss can lead to social, physical and psychological problems. The effects of hearing loss are different for each individual, but most hearing-impaired people suffer some social, psychological and physical problems as a result of their hearing loss are discussed below (Geers & Moog, 1989).

### **Social Impact of Hearing Loss**

People who can't hear are cut off from their family, friends, and community. They often suffer from discrimination,

stigmatization, and inferior educational and social services. In some countries they are seen as a source of shame and hidden away from view. As a result, they are more at risk of developing mental health problems like depression, anxiety, and low self-esteem.

The connections we form with others and the quality of our relationships are possible thanks to our ability to communicate. Communication allows us to study, find work, relate to others, and participate in social activities. Hearing is a critical aspect of communication. It's crucial to developing meaningful relationships and fully enjoying life, whether participating in a conversation between friends or enjoying music or the sounds of nature. Better hearing enables people to connect to those around them and participate in community life. Children who have access to hearing aids are able to grow up healthier and happier, and are better equipped to face the future as adults.

Hearing loss can have a profound effect on both social and working life. This can occur whether the symptoms remain unnoticed or diagnosed lately. The features of social impact are

- Conversation may become less fluid.
- Interaction in noisy places can become problematic.
- Personality may change as per adjustment in the situation.

- Difficulty distinguishing sounds.
- Isolated, partaking in fewer social activities.
- Intimacy issues, with feelings of inadequacy.
- Problems getting on at work.
- Reduced social activity or problems participating in social activities
- Problem in communicating with others, friends or relatives
- Problem in communicating at work
- Isolation and Withdrawal and Lack of Concentration

### **Psychological Impact of Hearing Loss**

- Embarrassment, shame, guilt and Feelings of anger.
- Low confidence, especially in social settings.
- Frustration, Sadness or depression and Embarrassment
- Difficulty concentrating, for example when communicating.
- Short-tempered and less tolerant towards others.
- Mistrustful of others.
- Anxiety and Suspiciousness

- Self-criticism and low self-esteem/confidence

Families and loved ones can often be a basis of strength and support during difficult times, and this is no different when a family member has hearing loss. So that persons with hearing impairment can lead meaningful life (Vernon & Andrews, 1990 & Madhu, 2004).

## **1.5 Effect of hearing loss on academic performance**

The learning processes of students with a hearing loss may be affected in the following ways (Moore, 1987):

- Students who have been deafened in early childhood can be very different to students who have lost hearing later in life in terms of educational disadvantage.
- Deaf and hard of hearing students can sometimes prefer visual learning strategies. This can be a challenge in an environment where much essential information is delivered exclusively by word of mouth.
- Students with a hearing loss may need to use assistive technology to participate in class. For some it will be in the form of listening devices. For others it will be a combination of technology that includes both listening devices and computer based software.
- The impact of hearing loss can cause delays in receiving learning material.

- Students with hearing loss may appear isolated in the learning environment. The possibility for social contact and interaction with other students is often limited, and this isolation or separateness may have an impact on learning.
- Participation and interaction in during teaching learning may be limited. Students who cannot hear the flow and tone of rapid verbal exchange will be at a disadvantage.
- Some students with hearing loss coming straight from the school system have been familiar with a structured learning environment, and may require a period of adjustment when entering into the post-secondary learning environment. Communication difficulties and adjustments may lead to a level of anxiety about performing in front of others. This may affect participation in tutorials, particularly for students whose speech development has been impacted by their hearing loss.
- Children with hearing loss have difficulty with all areas of academic achievement, especially reading and mathematical concepts.
- Children with mild to moderate hearing losses, on average, achieve one to four grade levels lower than their peers with normal hearing, unless appropriate management occurs.

- Children with severe to profound hearing loss usually achieve skills only due to appropriate educational intervention occurs early.
- The gap in academic achievement between children with normal hearing and those with hearing loss usually widens as they progress through school.
- The level of achievement is related to parental involvement and the quantity, quality, and timing of the support services children receive.

Providing access to affordable hearing aids not only improves quality of life, it also allows children to attend school and improves their chances of finding a good job. World Wide Hearing creates the opportunity for hearing-impaired individuals to realize their full potential as productive members of society. Read on to learn about the different ways hearing affects a person's life.

## **1.6 Effects of Hearing Loss on Psycho-social development**

The psychological implications of hearing loss may include everything from shame and problems concentrating to depression and low self-esteem. Physical consequences may vary from headaches and tense muscles to stress and increased blood pressure. Furthermore, there are also social consequences which occur as a result of untreated hearing impairment, for

example isolation and communication problems. While we might think of the above impacts as “surface-deep,” in that they affect how hearing loss might change a teen’s world on the outside, the following psychological impacts attempt to shine light on how hearing loss changes the internal environment. Losing verbal communication – the root form of communication used by the vast majority of humans on Planet Earth – can present a staggering psychological shock to the hard-of-hearing or deaf teen, especially if the loss is new. This shock, and the attendant inability to do many of the things most people take for granted, can manifest in a variety of ways psychologically (Quigley & Thomure, 1986). Various issues involved in psychosocial development (Vernon & Andrews, 1990 & Madhu, 2004) were discussed below are:

## **Loss and Grief**

Loss is an integral part of the human experience, from birth to death. Loss has profound consequences. One may also lose some aspect of the “self”, the overall mental image one has of one’s body and person. Loss of health, loss of positive self-attitudes, developmental losses associated with aging, all lead to changed, lowered perceptions of oneself. Loss of hearing is common as one ages. Since hearing deteriorates usually at a gradual rate, it may go undetected for a long time. The hard of hearing individual may then be mis-labelled as having become confused, contrary, uncooperative, hearing only when he/she

wants to and so on. Low grade depression frequently follows the realization of hearing loss. This may be further compounded, especially in seniors, by other losses experienced in their lives. It is very important to acknowledge decreased hearing as a real loss and then to grieve that loss. It is necessary to grieve any loss in order to come to terms with it and to surmount it. If you would like to be a volunteer friendly visitor to the hard of hearing, you can help those who you visit by discussing the effects this loss has had on their life, and validating that it has had the same effect on others, including possibly yourself.

### **Communication Changes**

Commonly, the hard of hearing person does not understand what has happened to him/her. Therefore, he/she does not know how to tell others to change their communication patterns so that he/she can understand what is being said. Nor does he/she know how to manage the situation in order to better understand. In such a situation, some simply withdraw, others bluff, some may develop certain ways to manage getting their basic needs met. Some of these may be useful to get their needs met, but be irritating or frustrating to others.

### **Learning Impacts of Deafness from Birth**

At this point it is important to note that language as a concept also plays in to the psychological effect of hearing loss.

Children who are deaf from birth and born to hearing parents suffer considerably in the spheres of language and short-term memory acquisition. While hearing children are able to interact with hearing parents on a daily basis, and the same goes for deaf children with their deaf parents, deaf children of hearing parents do not benefit from the same seamless language interaction. This results not only in “incomplete language models,” but in a 4th-grade reading level by the age of 17 or 18. Teens who experience hearing loss once they’ve already reached their teenage years, therefore, have a significant leg up developmentally, even if the resulting psychological impacts are initially more severe. Even teens who do not have full or even severe hearing loss may find their ability to learn impacted. Most teachers in traditional middle and high schools unthinkingly engage in many habits that do not affect the majority of their students (Marschark, 1993). These include

- Pacing or turning while speaking
- Talking with their back to the classroom
- Writing on the whiteboard or blackboard
- Bending down while speaking
- Speaking while walking around the room or passing out assignments
- Talking while creating other noises (rustling of papers, stacking of books)

➤ Taking classes outside

While none of these habits is damaging to a student with normal hearing or only mild hearing loss, teens who are experiencing more severe levels of hearing loss can be greatly affected by such simple interruptions to the normal flow of language. Especially as hearing loss becomes more advanced, and students start to rely more and more on lip reading and contextual clues, traditional teaching styles may prove less and less effective. Eventually, learning will be all but halted until the teen gets help compensating. This can take the form of classes only for the hard-of-hearing or deaf students, an interpreter in the classroom, or modified lessons to help make learning easier. This especially impacts teens whose hearing loss is more recent. While children who have grown up from infancy without the ability to hear are more used to their disabilities, teens who experience hearing loss later in life often try to continue “business as usual,” with often frustrating results. Team sports, music, even household chores may all become more difficult, if not impossible (Marschark, 1993).

## **Relationship Changes**

Families, who do not understand hearing loss and its effects, may believe that the hard of hearing person is not trying hard enough to listen, has given up, hears only when he wants to, and may become impatient and frustrated. Another area of

loss and disappointment may be the inability to hear the soft, high pitched less articulate voice of a child or grandchild, and this result in being left out of what is communicated. The person who has become profoundly deafened knows what has happened but commonly has received no useful rehabilitation. Pencil and paper is usually used, after the frustration of trying to lip-read without training.

## **Emotional, Social and Educational Results of Hearing Loss**

Whether or not children are able to skip the negative effects of early deafness on short-term memory building and language acquisition, hearing loss of any type has significant impacts socially, emotionally and educationally. Emotionally, and as a response to their changing social situations, teens may begin to check out of their physical environments. For the teen that has been deaf his or her entire life, this may take the form of isolation from peers who can hear, and therefore relate to one another on a different (and sadly, often better) level than they relate to their non-hearing peer. For the teen whose hearing loss came on later in life, this can mean gradual distancing from the hearing peers with whom they used to interact. Teens may also check out of their environments in more physical ways. If they discover that trying to make sense of a pep rally, a lesson, an outdoor environment or another situation is too difficult, they

may stop trying even in situations where it isn't (Davis et. al., 1986).

## **Impacted Relationships**

The inability to communicate on a spoken level is a significant impact of hearing loss in teens, and results in quite serious psychological impacts. Lacking the ability to converse with a teen with hearing loss, many peers will, often unintentionally, create distance between themselves and the hard-of-hearing teen simply because it is too difficult to communicate. Unfortunately, the majority of people with whom the hard-of-hearing teen formerly interacted will likely not learn sign language in order to continue to communicate effectively with the affected teen. Rather, those relationships will probably be lost. Over time, attrition will probably eliminate the majority of the relationships the teen formerly experienced. Sad to say, even many family members do not bother to learn sign language, especially if they are not living at home at the time of the hearing loss, and therefore cannot be as close to the teen with hearing loss as they otherwise would be. Even where teens have experienced hearing loss for some time, and have formed communities based around individuals with similar disabilities, they may still find themselves unable to form relationships with the larger groups that teen's value.

## **Confusion**

Difficulty making sense of physical environments often goes hand in hand with hearing loss. So much of human endeavour relies on sound to convey meaning, and losing this sense or being born without it inevitably omits a teen from a wider realm of understanding than can possibly be available to them without hearing. The result is often confusion, not only on an emotional level, but on a purely physical one. Consider the case of a teen trying to cross the street. Even if they look both ways and check that the intersection is clear, they may miss vital cues that would warn a hearing person to stay put. A siren, for instance, can indicate that while the street is clear and the walk signal says go, a large vehicle may soon appear around a corner. A honk can indicate that despite careful checking, the person has missed a vehicle on the go. Such missed signals can result in injury or death. This is an extreme example, of course. Most deaf teens are not at risk of death by speeding ambulance, but the point remains: Auditory signals inform our world, and missing them can limit understanding and cause confusion. Moreover, awareness of these limitations can cause concern, anxiety and fear, as the teen with hearing loss begins to doubt him/her self.

## **Loss of Self-Reliance**

This can result in a loss of self-reliance. Teens who are used to learning more and more as they grow older, but

suddenly have to take a giant step back in what they are able to do, may be shaken to the core by this sudden change in circumstance. It can make them doubt themselves, finding it hard to rely on inner strengths even where they do have them.

## **Isolation**

Hearing loss can initially lead to serious emotional isolation and a sense of loss and aloneness, especially as peers and even family members step back as a result of being unable to communicate. This initial isolation may last until the teen re-establishes social balance, possibly finding friends who are deaf or hard of hearing, learning which of their hearing peers are still willing to interact, and discovering new learning communities that fill them with satisfaction rather than the helplessness that can result from difficulty learning in traditional environments. As teens adjust to circumstances (whether this means adjusting to a recent hearing loss or adjusting to the trials of middle or high school despite long-time hearing loss), they may become more outgoing and build comfort communicating. It is worth noting that hearing loss does not result in the abandonment of typical human communication instincts. For instance, that if deaf individuals wish to communicate with someone whom they know to be nearby, they will still seek them out rather than use an alternate or electronic means of communication. These points to a willingness in teens with hearing loss to adjust their new skills to fit old paradigms, which in time may help them, adjust

in the ways most likely to preserve old relationships and make new ones.

## **Loss of Identity**

Isolation may lead to a shift in the teen's social and emotional approach to the world and to themselves. Teens with hearing loss that are unable to engage on the same linguistic levels as their peers – talking, joking, picking up social cues – may initially lose the sense of identity they got from interacting with peers. Similarly, many traditional aspects of school life may lose their appeal if the deaf teen is not able to make sense of them or enjoy them as they may once have done, which may eliminate aspects of their identity they considered valuable: the musician aspect, for instance, or the sports aspect. While the impact may initially be seen by the teen experiencing hearing loss as a negative one, in time the teen will likely develop new skills and interests, which can help replace this loss of identity with new components. The loss of former communication styles will also encourage teens to seek out other individuals who can communicate on their level. This can result in a rebuilding of identity that can be more powerful than the initial identity, if the teen feels supported and surrounded by individuals who understand and help rather than hurt and limit (Meadow, 1980).

## **Societal issues / Social Functioning**

Socialising is important for everyone. We develop social

skills and build relationships with others, and we begin to socialise and learn social skills early on in our lives. Children socialising watch and imitate the actions of their parents, family and friends, and when they get older they make social contacts by playing with other children. Children suffering from hearing loss adopt social behaviour almost like other children, but a child's ability to develop social skills depends on his or her degree of hearing loss, age, time of diagnosis, treatment and personality. This can also affect the social behaviour of the hearing-impaired child.

All parents worry about how to raise their children. If you are the parent of a child who is suffering from hearing loss, it may be even more difficult. But in most cases, parents of a hearing-impaired child can expect the same of their child as they would expect of a child of the same age who is not suffering from hearing loss. Parents of a hearing-impaired child may find it hard to keep the proper balance between protection and expectations, and some parents of hearing-impaired children have a tendency to overprotect their children. As a rule of thumb, you can say, "expect more and protect less". It is very important to prepare a hearing-impaired child for the real world by setting a good example and making fair demands. Hearing-impaired children have to become strong, independent and self-reliant adults so they can live a life as normal as possible - even while suffering from a physical impairment - and hearing-impaired children can take part in most of the same activities as

their normal-hearing peers. But consider your child's physical and mental capabilities when deciding how much to expect (Madhu, 2007).

- Children with severe to profound hearing losses often report feeling isolated, without friends, and unhappy in school, particularly when their socialization with other children with hearing loss is limited.
- These social problems appear to be more frequent in children with mild or moderate hearing losses than in those with a severe to profound loss.

Taking part of the daily routines is important for your child as is involvement in social and practical activities. Your hearing-impaired child is a member of the family and must follow the rules of your household like everyone else - for everybody's sake.

## **1.7 Meaning and Concept of Life Skills**

Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Life skills represent the psycho-social skills that determine valued behaviour and include reflective skills such as problem-solving and critical thinking, to personal skills such as

self-awareness, and to interpersonal skills. Life skills are the skills we need to deal effectively with the challenges in everyday life, whether at school, at work or in our personal lives. Life Skills is a term used to describe a set of skills acquired through learning and/or direct life experience that are used to help individuals and groups effectively handle problems and questions commonly encountered in their daily life. In practice, many skills are used simultaneously (Gamble, 2006).

Therefore, life skills are a large group of psycho-social and interpersonal skills, which can help people, to make informed decisions, communicate effectively and develop coping and self-management skills that may help an individual to lead a healthy and productive life. Life Skills are not something new; they are a set of basic skills that enable us to effectively manage the challenges and questions we face in our daily lives. They include confidence, assertiveness, decision-making, and the ability to stay safe and healthy. Schools are uniquely placed to play a key role in promoting and sustaining young people's emotional and social health, as part of their role in providing a rounded quality education which helps pupils to gain the confidence they need to develop into successful adults (UNICEF, 2005).

UNICEF (2005) defines life skills as, "a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills."

Life skills have been defined by the World Health Organization (WHO, 1993) as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”.

## **Core Life Skills**

### **a) Social Skills**

1. Self Awareness
2. Effective Communication
3. Interpersonal Relationship
4. Empathy

### **b) Thinking Skills**

5. Creative Thinking
6. Critical Thinking
7. Decision Making
8. Problem Solving

### **c) Emotional Skills**

9. Coping with Stress
10. Coping with Emotions

**Apart from the above there are another three categories of Life Skills:**

### **1. Communication and Interpersonal Skills;**

#### **Interpersonal communication skills**

- Verbal/Nonverbal communication
- Active listening
- Expressing feelings; giving feedback (without blaming) and receiving feedback

#### **Negotiation/refusal skills**

- Negotiation and conflict management
- Assertiveness skills
- Refusal skills

#### **Empathy**

Ability to listen and understand another's needs and circumstances and express that understanding

#### **Cooperation and Teamwork**

- Expressing respect for others' contributions and different styles  
Assessing one's own abilities and contributing to the group

## **2. Decision-Making and Critical Thinking Skills**

### **Decision making / problem solving skills**

- Information gathering skills
- Evaluating future consequences of present actions for self and others
- Determining alternative solutions to problems
- Analysis skills regarding the influence of values and attitudes of self and others on motivation

### **Critical thinking skills**

- Analyzing peer and media influences
- Analyzing attitudes, values, social norms and beliefs and factors affecting these
- Identifying relevant information and information sources

## **3. Coping and Self-Management Skills**

### **Skills for increasing internal locus of control**

- Self esteem/confidence building skills
- Self awareness skills including awareness of rights, influences, values, attitudes, rights, strengths and weaknesses
- Goal setting skills
- Self evaluation / Self assessment / Self-monitoring skills

## **Skills for managing feelings**

- Anger management
- Dealing with grief and anxiety
- Coping skills for dealing with loss, abuse, trauma

## **Skills for managing stress**

- Time management
- Positive thinking
- Relaxation techniques

Life skills are behaviours used appropriately and responsibly in the management of personal affairs. They are a set of human skills acquired via teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life. The subject varies greatly depending on social norms and community expectations. Practicing life skills leads to qualities such as self-esteem, sociability and tolerance, to action competencies to take action and generate change, and to capabilities to have the freedom to decide what to do and who to be. Life skills are thus distinctly different from physical or perceptual motor skills, such as practical or health skills, as well as from livelihood skills, such as crafts, money management and entrepreneurial skills. Health and livelihood education however, can be designed to be complementary to life skills education, and vice versa (Hendricks, 1996).

Facilitating the learning of life skills is to promote healthy behaviour and mental well-being. To be effective, the teaching of life skills should lead to the promotion of positive attitudes and values. The development of life skills requires modelling of life skills by school staff and a “safe”, supportive classroom environment that is conducive to the practice and reinforcement of skills. Furthermore, life skills education needs to be developed as part of a whole school initiative designed to support the healthy psychosocial development of children and adolescents.

Life skills learning is facilitated by the use of participatory learning methods and is based on a social learning process which includes: hearing an explanation of the skill in question; observation of the skill (modelling); practice of the skill in selected situations in a supportive learning environment; and feedback about individual performance of skills. Practice of skills is facilitated by role-playing in typical scenarios, with a focus on the application of skills and the effect that they have on the outcome of a hypothetical situation. Skills’ learning is also facilitated by using skills learning “tools”, e.g. by working through steps in the decision- making process. Life skills education should be designed to enable children and adolescents to practice skills in progressively more demanding situations for example, by starting with skills learning in non-threatening, low-risk everyday situations and progressively moving on to the application of skills in threatening, high-risk situations. Other important methods used to facilitate life skills learning include

group work, discussion, debate, story-telling and peer-supported learning (Cronin & Patton, 1993).

Life Skills-Based Education (LSBE) has a long history of supporting child development and health promotion in many parts of the world. The 1989 Convention on the Rights of the Child (CRC) linked life skills to education by stating that education should be directed towards the development of the child's fullest potential. The 1990 Jomtien Declaration on Education for All took this vision further and included life skills among essential learning tools for survival, capacity development and quality of life. The 2000 Dakar World Education Conference took a position that all young people and adults have the human right to benefit from "an education that includes learning to know, to do, to live together and to be", and included life skills in two out of the six EFA Goals (WHO, 2001).

Life skills-based education is now recognized as a methodology to address a variety of issues of child and youth development and thematic responses including as expressed in UNGASS (2001) on HIV/AIDS, UNGASS (2002) on Children, World Youth Report (2003), World Program for Human Rights Education (2004), UN Decade on Education for Sustainable Development (2005), UN Secretary General's Study on Violence Against Children (2006), 51st Commission on the Status of Women (2007), and the World Development Report (2007).

Life skills are something of a buzz word not only in education; it is also the focus of discussion across a range of industries around the world. A definitive list is something educators, governments and employers continue to discuss. But no matter if you call them life skills, 21st century skills or soft skills, students who are able to understand and use these skills, along with their educational qualifications, will be better placed to take advantage of educational and employment opportunities. Life skill education is applicable for all ages of children and adolescents in school. However, the age group targeted is mainly 10 to 18, adolescent years, since young people of this age group seem to be most vulnerable to behaviour related health problems. The programme is for the promotion of health and wellbeing and targeted group is all children (Cronin & Patton, 1993).

## **1.8 Education and Life Skills**

### **Educating children for life**

Life without education is a life without opportunity. We help children, especially the most vulnerable, access quality education and attain functional levels of literacy, numeracy and essential life skills. When children can read, they can better advocate for their rights and help provide for their families (WHO, 1997). In order to reach these goals, we work with children, families and communities so that:

- Children read, write and use numeracy skills
- Children make good judgments, can protect themselves, manage their emotions and communicate ideas
- Adolescents are ready for economic opportunity
- Children can access and complete education

## **1.9 Importance of life skills for children**

In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past five years have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility (WHO, 2001).

### **Benefits for the individual**

In everyday life, the development of life skills helps students to:

- Find new ways of thinking and problem solving

- Recognize the impact of their actions and teaches them to take responsibility for what they do rather than blame others
- Build confidence both in spoken skills and for group collaboration and cooperation
- Analyze options, make decisions and understand why they make certain choices outside the classroom
- Develop a greater sense of self-awareness and appreciation for others

### **Benefits for employment**

While students work hard to get good grades, many still struggle to gain employment. According to research by the CBI (Confederation of British Industry) in 2011 employers were looking not just for academic success but key employability skills including:

- The ability to self-manage, solve problems and understand the business environment
- Working well as part of a team
- Time and people management
- Agility and adaptability to different roles and flexible working environments
- The potential to lead by influence

## **Benefits for society**

The more we develop life skills individually, the more these affect and benefit the world in which we live:

- Recognizing cultural awareness and citizenship makes international cooperation easier
- Respecting diversity allows creativity and imagination to flourish developing a more tolerant society
- Developing negotiation skills, the ability to network and empathies can help to build resolutions rather than resentments

Life skills are important because they give children and young people more control to improve their lives. We all want life skills learning to work and have an impact on the behaviour and choices made by children and young people. It's important that while focusing teaching life skills that we keep an eye on three other key areas that make life skills learning work. These four key areas work are like the wheels on the bus. Some of you may already know my metaphor! These wheels they must all be pumped up and in good shape for the bus to move forward! These four areas (UNICEF, 2005) are:

**1. Information:** Of the right kind, at the right time, taught in the right way (we are pretty good at maintaining this wheel!)

**2. Life skills/Ability to act:** (we are rubbish at making this happen – it takes time, good facilitation skills and deep listening!). e.g.

- Resisting peer pressure.
- Knowing about and being able to avoid risky situations.
- Knowing how to seek help if an adult is harassing her for sex.

**3. Motivation:** If a child feels motivated to act on the information s/he knows and has the skills to do so then it is more likely to happen. Motivation can come from outside or inside a person. Strong family, spiritual or peer values can provide motivation and inspiration!

**4. Environment:** Supportive external influences of peers, family, school, community, society as a whole, cultural and religious influences, media, government policy and law.

## **1.10 Importance of Life Skills Based Education**

Initiatives to develop and implement life skills education in schools have been undertaken in many countries around the world. The need for life skills education is highlighted, directly and indirectly in the convention of the rights of the child and a number of international recommendations. Life skills education is aimed at facilitating the development of psychosocial skills that are required to deal with the demands and challenges of

everyday life. It includes the application of life skills in the context of specific risk situations and in situations where children and adolescents need to be empowered to promote and protect their rights (Mangrulkar, et. al., 2001).

Many countries are now considering the development of life skills education in response to the need to reform traditional education systems, which appear to be out of step with the realities of modern social and economic life. Problems such as violence in schools and student drop-out are crippling the ability of school systems to achieve their academic goals. Furthermore, in addition to its wide-ranging applications in primary prevention and the advantages that it can bring for education systems, life skills education lays the foundation for learning skills that are in great demand in today's job markets. From the moment our children are born they are on a journey to independence. But to live independently without us one day, as adults, we need to teach them essential life skills. They cannot learn life skills out of a book or at school. These are things they learn from their parents and from other important adults and role models in their lives (Jessy, 1998).

To be ready for school involves mastering certain life skills so that they can happily and confidently manage being at school without you. Sending a child to school without life skills is like driving a brand new car without an engine. Life skills involve a number of very practical things.

- Life skills help adolescents to transit successfully from childhood to adulthood by healthy development of social and emotional skills.
- It helps in the development of social competence and problem solving skills, which in turn help adolescents to form their own identity.
- It helps to weigh pros and cons of the situation, hence, act as a mediator to problem behaviour.
- It promotes positive social norms that impact the adolescent health services, schools and family.
- It helps adolescents to differentiate between hearing and listening and thus, ensuring less development misconceptions or miscommunications regarding issues such as drugs, alcoholism etc.
- It promotes the development of positive self-esteem and teaches anger control.

We need to help our children learn how to be resourceful – can they solve every day little problems? Do they know how to protect themselves from danger? Are they resilient – can they bounce back from adversity, when things go wrong? Does your child have the ability to keep trying? Are they fundamentally honest and do they respect others?

Good life skills are the basis for getting along with others, fitting in to society, and having the confidence to believe “I

can.” With all of this in place your child will have such a positive start to life. Passing on and teaching life skills, is a parental responsibility (Karimzadeh, 2009).

## **1.11 Life Skills Training**

To grow into well-functioning adults, it is critical that youth learn key life skills. Life skills include critical and creative thinking, decision-making, effective communication, as well as skills for developing healthy relationships and a positive self-concepts. Life skills help people make responsible and informed choices and can promote healthy lifestyles as well as career skills. Every school should enable children and adolescents at all levels to learn critical health and life skills (WHO, 1993).

Unfortunately, however, many children do not have access to education that provides such life skills training. World Education works with partners—including ministries of education, schools, and NGOs, to develop life skills curricula and training approaches—to assist programs to more effectively integrate and teach life skills to students in both formal schools and non-formal settings.

### **Basic elements of Life skills training**

Life Skills education involves a wide range of diverse learning elements (Cronin & Patton, 1993) which include:

Skills and aptitudes: Critical thinking, analysing information, expressing opinions, taking part in discussions and debates, negotiating, dispute resolution and participating in community actions

Values and attitudes: Respect for justice, democracy and the rule of law, openness, tolerance, courage to defend a point of view, and a willingness to listen to, work with and stand up for others.

The most effective form of learning in Life Skills education is:

- active: emphasises learning by doing
- interactive: uses discussion and debate
- relevant: focuses on real-life issues facing young people and society
- critical: encourages young people to think for themselves
- collaborative: includes group work and collaborative learning
- Participative: gives young people a say in their own learning.

### **Developing as individuals through life skills training**

The aim of the programme is to teach students how to:

- participate actively in various decision-making and voting processes

- weigh up what is fair and unfair in different situations, realise that justice is fundamental to a democratic society and study the role of law in maintaining order and resolving disputes
- consider how democracy, justice, diversity, tolerance, respect and freedom are valued by people of different beliefs, backgrounds and traditions within a changing democratic society
- comprehend the roles of citizens in holding those in power to account
- explore diverse national, regional, ethnic and religious cultures, groups and communities.

## **1.12 Importance of life skills training for children and adolescents**

However, in the recent years, big changes have taken place in our traditional society owing to industrialization and globalization. The impact is evident in the entire society, with no exception to adolescents. The family ties have weakened; moral, social, religious and cultural controls rarely exist and a new life style emerged among the adolescents. Adolescence is the most critical phase of an individual. It denotes the transitional stage from childhood to adulthood marked by conspicuous physical, cognitive, emotional and social changes. The inbuilt buffers

existing in the society in the form of control and support from the near and dear ones guide the adolescents to grow into a mature adult.

The highly competitive world of today and the absence of traditional norms and support have heightened the stress among adolescents resulting in multiple mental health issues such as depression, anxiety, loneliness, rejection, diffidence, anger, confliction in interpersonal relationship and failure (Smith, 2004). Alcohol abuse and criminal behaviour among the adolescents too are not uncommon. Life Skills Education/Training is suggested by many as a prevention and development approach to this serious scenario.

The importance of life skills training becomes clear when we know that life skills training improve psychological social capabilities. These capabilities help a person to cope effectively with conflicts and life situations and help him/her to act positively and in agreement with other people in the society, the social culture and the environment and promote mental health. As such, practicing life skills leads to reinforcement and change of attitudes, values and behaviours (Naseri, 2002). Therefore, helping children in developing and expanding necessary life skills seems necessary (Shoarinejad, 1992).

One of the preventive programs which have been noticed worldwide is teaching life skills to children. To improve mental health and to prevent psychological and social problems, World

Health Organization prepared a program named “life skills training” which was conducted by UNICEF in 1993. Since then, this program has been studied in many countries. Different studies which were conducted after the implementation of life skills training programs in schools point to its impact on mental health and compatibility. Generally, life skills training and social skills training have the following positive impacts: Positive social behaviours on schools (positive social interactions between peers); promoting problem solving capabilities; reducing anger, depression, diffidence and criminal behaviours; developing inner control; social acceptability; confronting crisis; promoting courage; positive self-concept; appropriate social verbal and nonverbal skills (Naseri, 2002).

As the definition by WHO (1997) suggests, internalizing the core essential life skills helps the adolescents to deal with the concerns in the modern world in a dignified and mature way bringing success to them. These skills will help them to resist peer pressure as they learn how to accept themselves for who they are. These basic skills will help young people in coping with difficulties they face in their personal, emotional and social development. Life skills are essentially those abilities that help promote mental well-being and competence in young people as they face the realities of life. With life skills one is able to explore alternatives, weigh pros and cons and make rational decisions in solving each problem or issue as it arises.

There is an emerging consensus among mental health professionals worldwide that LSE trainings to adolescents are effective. The life skills program focus on the development of the skills needed for life such as self-awareness, communication, decision-making thinking, managing emotions, assertiveness, and relationship skills. Also, the training programme aims at bringing comprehensive behaviour change in the adolescents (Rahmati et. al., 2010). Through life skills based training programmes mental health professionals attempt to address varied issues of the adolescents such as alcohol and other substance use, reproductive and sexual health, criminal acts, HIV/AIDS prevention and suicide prevention, adjustment in the life, problem solving and effective communication.

In an investigation (Maryam et. al., 2011) to find the effectiveness of training life skills on adolescent students they found that life skills training lead to significant increase of self-esteem in the study. They also concluded that mental health programs such as life skills training can decline school and educational problems.

In a study (Ramesht & Farshad, 2009) it was revealed that life skills training was proved to be effective in increasing mental and physical health and also in decreasing the behavioural and social problems. An increase in pro-social behaviour level and decrease in negative self-destructive behaviour was also reported in a longitudinal study (Elias et al., 1991) among elementary school children subsequent to life skills training.

In an investigation (Smith, 2004) the treatment group reported significant improvement in the total behaviour problem scores by following life skills training programme. A research also showed that life skills training significantly reduced the alcohol and drug use among the studied adolescents. Improvement in interpersonal relationship and reduction in aggression and behavioural problems was found among the participants who had attended a life skills training (Sukhodolsky et. al., 2004).

Life skills training can promote social adjustment (Rahmati et al., 2010); anger control (Feindler et. al., 1986); enhanced self-esteem (Young et. al., 1997) and improvement in academic performance (Elias et. al., 1991) were reported in various researches that evaluated the effectiveness of life skills training.

### **1.13 Need for the life skills training**

Life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life. They include creativity, critical thinking, problem-solving, decision-making, the ability to communicate and collaborate, along with personal and social responsibility that contribute to good citizenship – all essential skills for success in the 21st century, both for healthy

societies and for successful and employable individuals (Nair, 2005; UNICEF, 2005 & WHO, 2001).

Life skills touch upon issues that are:

- real: they actually affect people's lives
- topical
- sometimes sensitive: they can affect people on a personal level, especially when family or friends are involved
- often controversial: people disagree and hold strong opinions about them
- Ultimately moral: they relate to what people think is right or wrong, good or bad, important or unimportant in society.

Democracies need active, informed and responsible citizens, who are willing and able to take responsibility for themselves and their communities and contribute to the political process. Democracies depend upon citizens who, among other things, are:

- aware of their rights and responsibilities as citizens
- informed about social and political issues
- concerned about the welfare of others
- able to clearly articulate their opinions and arguments
- capable of having an influence on the world

- active in their communities
- responsible in how they act as citizens.

These capacities do not develop unaided; they have to be learnt. While certain life skills may be acquired through our everyday experience in the home or at work, they are not sufficient to adequately equip citizens for the active role required of them in today's complex and diverse society. If citizens are to become genuinely involved in public affairs, then a more systematic approach towards citizenship education is essential. Benefit of life skills training to children and young people

- It helps them to develop self-confidence and successfully deal with significant life changes and challenges, such as bullying and discrimination.
- It gives them a voice at school, in their community and in society at large.
- It enables them to make a positive contribution by developing the expertise and experience they need to assert their rights and understand their responsibilities, while preparing them for the challenges and opportunities of adult and working life.

Children don't naturally know how to make good choices. Life skills help children know what to do in everyday situations as well as how to make good decisions about more abstract, long-term choices. If parents and teachers work together with children

to teach life skills, they can prepare children to manage peer pressure and make good decisions as they grows into adulthood.

Life skills help children through the turbulence of adolescence and help them guide clear of irresponsible decisions throughout his life. Good life skills enable your child to manage money responsibly, make healthy food choices, stand up to unhealthy peer pressure and are a good parent in the long-term. Help children learn life skills by practicing the basics at home. Children as young as 3 years can be offered simple either/or choices to practice their decision-making skills. Use grocery shopping trips as an opportunity to educate children about nutritional choices. Open a bank account with children and teach about saving. As they gets older, teach them how to use a checking account and debit cards. Teach teenagers about credit cards so that they can understand the advantages and the drawback. As a family, talk about what's happening in the community, and ask your child her opinion.

Younger children are guided very directly by their parents. However, as children get older, they become more independent and life skills become more critical. By working with children in their younger years, both parents and teacher have more opportunity to practice the skills that will help them as they get older and face more difficult choices. In addition, discussing things with parents and teachers can become a habit with your children, keeping the dialog going throughout their

lives and enabling you to guide children with your experience as well (UNESCO, 2003).

## **1.14 Need, Importance and Scope of life skills training to CWHI**

Life skills and independent living as they relate to Deaf adults is an under-researched area. Literature from deaf education research tends to focus on transitions to adulthood, concentrating on young Deaf people who are still in school. This is likely due to the fact that independent living skills should be addressed during secondary education. In a study (Calderon & Greenberg, 2005), it was examined the effect that having a disability had on four transition areas, namely: finding full-time employment, establishing an independent residence, marrying, and having children. He found that young people with visual, hearing, speech or 'other' impairments were less likely than their non-disabled peers to complete any of the transitions by age 26.

Beyond the literature on transitions to independent living, there is evidence of a number of contributing and inter-related factors that can result in poorer life skills among some Deaf adults. Life skills and the transition to adulthood are usually facilitated during the adolescent years. A number of issues arising for young Deaf people at this time mean they are often under-prepared for independent living compared with their hearing peers. The first of these is that there are considerably

lower expectations for young Deaf people from teachers and other professionals (Calderon & Greenberg, 2005).

Another issue impacting young Deaf people is the lack of opportunities presented for incidental learning. This can be defined as “the process by which information is learned by virtue of passive exposure to events witnessed or overheard” (Chintamani, 1992). It is the process by which hearing children learn many, if not most, of their life skills. For young Deaf people, access to such incidental learning is compromised. This is especially the case when they are born to hearing families (over 90% are) or where they are educated in environments where adult-to-adult conversation is inaccessible to them (such as when hearing staff speak to one another rather than sign, or when conversations happen outside the range where hearing aids and other assistive technology devices can ordinarily function). In another study (Powers et. al., 1998) it is highlighted in their study that this restricts Deaf children in their ability to acquire ‘world knowledge’ in a timely manner

Due to life skills training many young Deaf people successfully graduate from secondary school and progress on to higher education and perhaps working life, for those with additional intellectual disabilities the progress to higher education and working life is considerably lower and the risk of becoming socially isolated and unable to live independently is higher.

School is the temple of learning. School is the platform for learning for the student. Teachers are the facilitators of learning process. The teacher focuses on overall development of the students. The way of teaching the subjects will influence the student's behaviour. It is the duty of the teacher to build the character of a student. The main objectives of school are to build a productive generation in the future. The teacher focuses on the overall development of the students. Teacher builds reading writing and arithmetic skills among students. Apart from these skills it is the duty of the teacher as well as school setting to enable the students to face challenges in life. It is the generic life skills like self-awareness, empathy, effective communication, inter personal relationship, problem solving, decision making, creative and critical thinking, coping with stress and emotions that help the students to overcome challenges in real life.

The transition in this focus of education created much impact in the life of student. They are not able to satisfy their psycho social needs, unable to communicate with others, inability to identify risk factors, unable to make good decisions and finally ended up in frequent failures and suicidal attempts.

Some teachers are aware about the relevance of life skill education in handling the issues faced by students but hesitate to apply this because of time constraint and lack of support from school and parents. Another section of teachers consider it as non-academic activity with less importance and unwilling to change from the approach of teacher centered classroom

teaching to child centered. School authorities are worried about the discipline of school while engaging in participatory learning approach and due to excess consumption of time they cannot finish their syllabus on time will affect their result. We can conclude that before integrating life skill education we have to handle the perception of teachers and school authorities regarding the benefits of this type of teaching (Nair, 2005).

The relevance and scope of life skill education is understood by school authorities when we analyze it from the context of promotion of mental health among students. All of them agree that it improves the mental health issues among students can reduce the vulnerability of students life. Since it is considered as non-academic and the universality of its implementation is a challengeable task to achieve. Gage defined teaching as a “form of interpersonal influence aimed at changing the behaviour potential of another person”. The main objective of teaching are it helps the students to understand the realities and adjust in a better way, enable them to analyze the truth and take decisions, make the students a best worker and best thinker. When we relate this in the context of life skill education we can see a lot of similarities like life skills enables the individual to deal effectively with demands and challenges of everyday life, development of cognitive skills including problem solving, decision making, creative and critical thinking, and finally enabling behaviour modification of the individuals (WHO, 1997).

General principles and methods in teaching life skill education (Gamble, 2006)

Teaching process is based on some general principles like principle of motivation and interest in which the teaching should create interest in the mind of students. Interest can be created within the students through participatory learning approach. When the students apply what they learned in daily activities it satisfies the principle of activity. The principle of creation and recreation says teaching should have recreational activities that impart creative thinking and innovations among students. Recognizing individual difference and identifying talents of each student is another principle of teaching. The teacher should analyze the intelligence, nature, ability, interest, potential, needs and concerns of students. The next principle details with enabling the student to set a goal in their life. In this the teacher should help the student to recognize his/her talents and set directions to achieve the goal. The final principle of teaching says a teacher should relate everything to real life. The principles emphasis on practice of things that is learned and thus develops good productive citizens.

Here comes the relevance of life skill education through which we can implement all these principle effectively. The techniques in life skill education like activities, games, role play, debate, discussion etc. will make learning process interesting and the student automatically develop the motivation to study. Each content in life skill focus on learning by doing that

improves the creativity of students. Life skill education helps the students to recognize their talents and abilities. The awareness about themselves helps them to set goal in their life. Finally enhancements of these skills are useful to address the needs and concerns of their daily life. If a teacher who is well trained in life skill education will effectively implement the principles of teaching through life skill education.

Methods of teaching play a vital role in learning process of the student. In reality, they form an organic whole and matter determines method, analogously as objective determines means; content and spirit determine style and form of literature. A teacher can use any of these methods or combination of these methods in their teaching. But the method of doing is not much projected in current teaching. The method of learning by doing can be implemented easily by life skill education. According to Verma, the methods can be classified under following three heads:

1. Telling – Lecture, Questioning, Discussion etc.
2. Showing – Demonstration, visual aids etc.
3. Doing – Project, Role play, Practical etc.

(Dewey, 1938) claims that learning comes from children through direct experience rather than from inculcating facts and values through books and lectures. Let us analyze what is the relevance of applying life skills in current teaching methods. UNICEF defines life skill based education as tool for behaviour

modification. That is a behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills. Knowledge can be provided through class room teaching but the attitude and skills can be produced only through practice. Let us analyze what are problems faced by students due to this lack of attitude and skills. And what are the areas that need behaviour modification for the student.

Problems faced by students during adolescent due to lack of attitude and skills (WHO, 1997). The student population faces a lot of problems in the school, family and society, they are:

- Handling physical changes in the body.
- Academic achievement
- Choosing a career
- Handling peer pressure
- interpersonal relationships issues
- parental pressure
- lack of protection from violence
- inability of community to channelize their energy
- lack of trust, recognition and respect
- media influence
- high risk sexual behaviour
- parental discord and disharmony

- environmental factors like poor access to education and health services
- vulnerabilities like poverty, single parenting,
- drug abuse
- child labour
- adjustment issues
- emotional instability
- mental health issues etc.

All these needs and concerns are to be addressed. The next question is who authority to deal these issues is. Everyone who is relating to these issues is responsible to address these problems. It included the parents, teachers, peer group, community and the student himself. Since the student spend most of his time in school we can say teachers play a major role in providing support and directions to students to handle these problems. Before give support and directions the teacher should perceive this problem in an empathetic manner. Teacher should able to identify the root cause of the problem.

For example if a student always come late to class a teacher should find out the reason behind it because sometimes the student is the breadwinner of the family and he has to finish his work and come to school. The skill of empathy helps the teacher to understand the situation of latecomer of the class. If the teacher lacks this attitude he/she may punish the child

sometimes dismiss him/her from the class forevermore. So to perceive the root cause of absenteeism the teacher needs the skill of empathy. If a student explores the insecurity that he faced at his home to the teacher, he can help the student by teaching the skills of problem solving, decision making, coping with stress and emotions. Academically backward students can be motivated by the teacher through creative techniques in studies to reduce the problems of exam stress , burden in studies, inability to concentrate while studying etc. so the creativity thinking in life skills help the student to get rid of the difficulties in study. Aggressive behaviour of the student destroys the atmosphere of harmony in class as well as his family. This can be tackled by building good interpersonal relationships with others and by teaching him the ways of effective communication. The skills in good decision making help the student to prevent drug abuse and sexual experimentation. Apart from that if the student is doing the such behaviour under the influence of friends or media the teacher should develop critical thinking in student to analyze the situation critically and decide whether they depend on friends decision or not. Unhealthy relationship and lack of communication among students creates many psychosocial problems like depression, stress, suicidal attempts, over use of drugs, anti-social behaviour and violence. Most of the problems faced by students can be resolved through life skills education but initially the teachers to be trained on this otherwise the actual goal of life skill education will be misinterpreted (Nair, 2005).

As a whole when we focus on school setting for the implementation of life skill education initially we have to analyze the perception of teachers who were the facilitators of life skill education, provide training to addressing their wrong perception and thus implement the program in a universal level. We should integrate life skill development with normal curriculum rather than consider it as a non-curricular activity. Gradually the acceptance of participatory learning will get momentum and our students can lead a healthy life.

Students as representatives of community in educational settings may suffer different problems in absence of social skills and life skills, since life skills are as a necessary thing in psychological structure, plays several roles in social-educational functioning of the individual with Hearing Impairment. Children begin to learn the social skills from early stages in life. For children to attain the social and educational competency, they not only acquire important social behaviours for interacting with others, but also able to use these skills in ways which are acceptable to others in their environment. For children the life skills are effective skills to participate in a game, cooperating, communicating, maintaining relationship and supporting others. The term Life Skill Education, is being widely used nowadays but it is often used interchangeably with livelihood skills. But the two are different. Livelihoods skills as the name suggests, are skills, related to generate income to fulfill one's household/individual economic goals. These skills basically

involve vocational skills, business management skills etc, where as life skills encompasses all the dimensions of human life, be it economical, social or psychological (Gamble, 2006).

## **1.15 Rationale and Need for the study**

The World Health Organization considers “adolescence” to be the period between 10 and 19 years of age (WHO, 1998). The beginning of adolescence is marked by puberty, an increase in biological events leading to an adult sized body and sexual maturation (Berk, 2007). It is also a period of “storm and stress” for many adolescents. Though, biological forces play a significant role in the physical changes that take place during the transition period from a child to an adult, a combination of biological, psychological and social forces influence an adolescent’s development. Adolescence is a challenging transitional period for many young people including persons with disabilities. They go through many changes in physical, cognitive, emotional and social development of their life. These situations lead to unnecessary stress, anger issues and low self esteem resulting in, low academic performances and disruptive behaviour in school and at home.

Adolescence is a period of experimenting, experiencing and expanding. Adolescents need help and guidance indecision-making, problem solving, critical thinking, developing interpersonal skills, self-awareness, empathy, coping with stress

and managing emotions. The rebelliousness and dislike for parental intrusion usually keeps parents at bay because teenagers do not relish the idea of help and guidance from parents. However, this may not always be so. Beneath frequent violent outbursts, sudden mood swings and related interpersonal problems of an adolescent, there may be a person crying out for professional help. All adolescents need support and guidance. When parents find it difficult to handle signs of trouble, professional help should be sought at the earliest. It is a time young people drift away and distance themselves from parents. Spending more time with peers and conforming to the ideas and judgments of their peers are common during this period. This transition is so crucial that adolescents face problems in certain areas of life such as parent child conflicts, risky behaviours and mood changes. If these issues are not resolved the individual suffers role diffusion or negative identity, which results in mismatched abilities and desires, direction lessens and unpreparedness for the psychological challenges of adulthood (Berk, 2007).

These internal stresses and social expectations lead to moments of uncertainty, self doubts and disappointment in the adolescent. It is in these situations that young people takes risks and involve themselves in risk taking behaviours. For these reasons, life skills education and or life skills training is important to help young people cope with challenges that they face in their day-to-day lives. So providing an experience that

would strengthen adolescent's coping abilities to counter environmental stress and disadvantages with which they sometimes have to cope with while experiencing is an essential need. One best practice model for contributing to the healthy development of adolescents is a life skills approach. The current researcher has had fifteen years' experience as a Special educator/teacher, Resource Teacher (CSS-IEDC), Inclusive Education Resource Teacher (IERT) and Assistant Professor in Special Education (HI). From the experience, he has developed a concern to help the students with hearing impairment and deal with their problems. For this reason, investigator is interested to explore how life skills education can mitigate the "storm and stress" experienced by so many adolescents with hearing impairment. His goal has been to shed light on how life skills training can help the adolescent resist peer pressure and the risk behaviours of criminal activities and the problems associated with dimensions of Life skills. Therefore, researcher has attempted to study Effect of Life Skill Training among Students with hearing impairment on their life skills development.

Generally life skills training focus on students to acquire capability to live effectively in society and as a definition "at the heart of life skills education is the learning of life skills" (Esmailinasab et. al., 2011). Several researches have been done on assessment and effectiveness of life skills training program in India and worldwide among typically developed children. Some of the Glimpse of these researches shows that most of which

considered investigating and looking for some aspects of life skills such as stress management, communication skills and self esteem (Zollinger et. al., 2003; Gilbert & Keneth, 2002 & Esmaeilinasab et. al., 2011). In addition, some others considered to the effect of life skills training programs on issues such as anger control, adaptability, emotional intelligence, mental health, general health, behavior disorders etc. (Liao et. al., 2010; Wenzel et. al., 2009; Chiti, 2007; Mardani, et. al., 2011& Moslehi, 2006).

Few studies on disabilities (Ahmadian & Fata, 2009) examined the effect of Life skills Education of Children with Mild Intellectual Disability, (Molajabari & Bahrami, 2013) studied the effect of Life skills Training in exceptional childrens' mothers, (Kazmi et. al, 2013) studied the effect of Life Skills Training on Students with Dyscalculia, (Soheila et. al, 2007) studied the effect of life skills among blind girls. Most studies has been conducted about academic achievement, speech and language development, sign language, adaptation and progress in school, only few studies focused on psychosocial aspects such as the quality of life, social and educational adjustment of hearing impaired children. However, limited studies in the foreign (Vernosfaderani, 2014; Adibsereshki et. al., 2015) have examined the impact of life skills training program on all aspects of life skills in a study among children with hearing impairment. As per the researcher come across while working with children with hearing impairment and wants to obtain a solution for the

same. So, this study tries to find out the effect of life skills training program on the development of life skills among students with hearing impairment in Indian context.

## **1.16 Statement of the problem**

“Education today is much more about ways of thinking which involve creative and critical approaches to problem-solving and decision-making. It is also about ways of working, including communication and collaboration, as well as the tools they require, such as the capacity to recognize and exploit the potential of new technologies, or indeed, to avert their risks. And last but not least, education is about the capacity to live in a multi-faceted world as an active and engaged citizen.” So to live as an active, engaged, productive, supportive citizen in the society and country as well, one needs to acquire/learn life skills irrespective of gender, caste, disability etc.,

In general compared to hearing children, hearing impaired children have some problems adjustment, relationships, communication and problem solving which cause them difficulties with other pupils and people. They could learn these skills through good interventional programs. This study investigates the effectiveness of such a program (life skills training) on enhancing life skills of students with hearing impairment.

## **1.17 Title of the study**

"EFFECTIVENESS OF MODULAR BASED TRAINING IN DEVELOPING LIFE SKILLS AMONG STUDENTS WITH HEARING IMPAIRMENT".

## **1.18 Operational definition of important terms**

The technical terms used in the present study is defined as follows

### **Module**

A module is one of the separate parts of a course taught.

In this Study Module refers to **Life Skills Training Module** which develops Life Skills.

### **Life Skills Training**

In this study **Life Skills** are abilities for adaptive and positive behaviour that enable SWHI to deal effectively with the demands and challenges of everyday life.

The **Life Skills training** pertaining to the present study refers to the intervention programme that is imparted to the students with hearing impairment studying between SSLC and UG. The life skills training focuses on development of the

selected life skills (6) out of 10 suggested by WHO, to deal effectively with the demands and challenges of everyday life.

1. Problem Solving
2. Critical Thinking
3. Effective Communication Skills
4. Decision-Making
5. Self awareness Building Skills
6. Interpersonal Relationship Skills

## **Students with Hearing Impairment**

**Students with Hearing Impairment** refers to children having hearing loss of sixty decibels or more in the better year in the conversational range of frequencies, age ranging from 14 to 19 years with no other significant disabilities and studying between SSLC and UG.

### **1.19 Objectives of the study**

The following are the objectives of the study

1. To develop the Life Skills Self Assessment Scale (LSSAS) and study the level of life skills of Students with Hearing Impairment (SWHI).

2. To develop a training module on life skills development for SWHI and studying its effectiveness.
3. To study the significant difference if any in the development of life skills among SWHI who underwent modular based training with regards to their background variables (age, degrees of hearing loss, type of hearing impairment, type of School, locality, parent's educational status and parent's occupation).

## **1.20 Hypotheses of the study**

1. There is no significant difference in the level of life skills among students with hearing impairment in experimental group before and after the modular based Life Skill Development Training.
2. There is no significant difference in the level of life skills among students with hearing impairment in control group before and after traditional teaching method.
3. There is no significant difference in the level of life skills among students with hearing impairment between control and experiment groups after the training.

4. There is no significant difference in the level of life skills among students with hearing impairment in different age groups in experimental group after the modular based Life Skill Development Training.
5. There is no significant difference in the level of life skills among students with hearing impairment based on degree of hearing loss in experimental group after the modular based Life Skill Development Training.
6. There is no significant difference in the level of life skills among students with hearing impairment based on type of hearing impairment in experimental group after the modular based Life Skill Development Training.
7. There is no significant difference in the level of life skills among students with hearing impairment based on type of school studied in experimental group after the modular based Life Skill Development Training.
8. There is no significant difference in the level of life skills among students with hearing impairment based on locality resided in experimental group after the modular based Life Skill Development Training.
9. There is no significant difference in the level of life skills among students with hearing impairment based on parent's educational status in experimental group

after the modular based Life Skill Development Training.

10. There is no significant difference in the level of life skills among students with hearing impairment based on the parent's occupation in experimental group after the modular based Life Skill Development Training.

## **1.21 Delimitations of the study**

The present aims to find out the effect of life skills training among students with hearing impairment on their life skills development. The investigator delimited certain variables of the study as following:

- The researcher selected only male students as sample.
- The sample of the study has been limited to 30.
- Researcher selected only six life skills out of ten.

## **1.22 Organization of the study**

The researcher has organized the thesis into five chapters, details are

Chapter 1 – Introduction

This chapter consists of theoretical conceptual framework of the study, rationale and need for the study, statement of the problem, delimitations and objectives set for the current study.

## Chapter 2 – Review of Literature

This chapter deals with reviews of literature that are divided into three major areas related to the present research topic.

## Chapter 3 – Methodology

In this chapter, the methodology employed for the study is explained with research design, sampling technique, research tools, development of training module, development of self assessment scale and data gathering procedures.

## Chapter 4 – Analysis and Interpretation

This chapter explains the analysis of data and interpretation of results of the current study.

## Chapter 5 – Findings, Discussion and Conclusion

This chapter is about the findings, summary, results and discussions based on findings of the current study, summary and recommendation for the future research.