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## Educational Status of Hearing Impaired in Tamilnadu

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### ABSTRACT

Education is the only weapon for socio-economic empowerment which can develop the career of special needed persons. However, they have been eliminated from mainstream education benefits. Thus, it is required to promote inclusive education for special children. Inclusive education is very attractive decision for differently abled children. From the data on education of differently abled persons, it is cleared that special children have far poorer educational benefits with compared to normal peer group children. A powerful instrument of social change is Education and often initiates upward movement in the social structure. According to 2011 Census in India, the percentage of disabled persons who are Illiterate is about 45.48. The disabled male percentage with Illiteracy is about 37.63 and for disabled females is about 55.44 that means disabled females are more Illiterate than disabled males. The percentage of disabled persons who are Literate is about 54.52. However, Indian Government and State Government stated to take some important steps for CWDs. with various report, commission, policy, committee and programme is responsible to improve the educational status of Hearing Impaired persons. The objective of maximum of the committee is to take disabled children into general education system and to improve the quality of education as well as their socio- economic status too.

### Key Words:

**Disability, Differently Abled, Hearing Impaired, Special Education, Gender Discrimination**

## INTRODUCTION

Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in human capital. Education provides one with the best opportunities of becoming successful in the modern society. In terms of knowledge, qualities, skills, attitudes, and capacities, education enables individuals to become conscious subjects of their growth and active responsible participants in a systematic process of building a new world order. Education enriches people's understanding of themselves and of the world. It improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. In addition, Education plays a vital role in securing economic and social progress and improving income distribution.

## AIMS AND OBJECTIVE

Aims and objectives of this research is to identify the educational status of hearing impaired in Tamil Nadu; To compare and contrast the development schemes of Tamil Nadu with other States; To identify the Central and State Government Schemes for the welfare of differently abled in India and Tamil Nadu. To know the socio- economic and educational welfare schemes and its impact on Hearing impaired person's life. To creating awareness about the difficulties of hearing impaired person are the voiceless vulnerable marginalized community in the Society.

## METHODOLOGY

This research article is based on primary and secondary data as well as field study by collecting data by distributing questionnaire using random methods from 29 district of Tamil Nadu. Samples collected from 749 persons, which include student, teachers, social workers, medical persons, and NGOs. Some respondent gave interview directly or online mode.

Education strengthens democracy by imparting to the citizens the tools needed to fully participate in the Government. Education also acts an integrative force in society, imparting value that fosters social position and national identity. Recognizing the importance of education, the State Government has placed an unprecedented focus on expansion of education, significantly improving the quality of education imparted and ensuring that educational opportunities are available to all segments of the society. Tamil Nadu has performed well ahead of other major States with regard to elementary education. The Composite Education Development Index for assessing the status of elementary education computed by the National University of Educational Planning and Administration and Ministry of Human Resource and Development, Department of School Education and Literacy, Government of India, which placed the Tamil Nadu State in the number one position. The Report on Annual Status on Higher Education 2011-12 brought out by Ministry of Human Resource Development and Department of Higher Education ranked Tamil Nadu as first in gross enrolment ratio of higher education.

Recognizing the significance of education in the development process and the economic imperative of "quality education for all" during the 12th Plan period (2012-2017), the Government of Tamil Nadu had earmarked a

sizeable amount of Rs.19,608 Crore for education out of the aggregate outlay of Rs.2,11,250 Crore. It works out to 9.28 percent of the total Plan outlay. A larger slice of the outlay, 34 percent is allocated to secondary and vocational education, followed by 28 percent to primary education and 19 percent to higher education. The goals of the 12th Plan are universal access, universal enrolment, universal retention, universal achievement and equity as described in the following table No. 1.

<b>TABLE NO.1 TWELFTH FIVE YEAR PLAN OUTLAY ON EDUCATION</b>		
Component	Outlay(Rs. Crore)	Percent
Primary Education	5517	28.14
Secondary and Vocational Education	6675	34.04
Higher Education	3659	18.66
Tamil Development	211	1.08
Technical and Professional Education	2030	10.35
Science and Technology	177	0.90
Sports and Youth Welfare	1339	6.83
Total	19608	100.0
<b>Source: Twelfth Five Year Plan Document (2012- 2017) State Planning Commission, Chennai-5.</b>		

Differently abled is an umbrella term that covering impairments, activity limitations and participation restrictions. In another way, it is defined as a physical and mental condition that limits a person's movements, senses, and activities. As per Census 2011 in India, out of 121 Cr population, about 2.68 Cr persons are Physically and Mentally Challenged that means 2.21% of total population.<sup>1</sup> (Majumder C, 2019). Among this special grouped population, 56% (1.5 Cr) are males and 44% (1.18 Cr) are females. Mostly, disabled persons are founds in low and middle income countries. In India, more often Physically Challenged Persons are denied from education. An estimation suggests that in India, twenty five million children are out of school.<sup>2</sup> (MHRD, 2003 statistics, cited in World Bank, 2004).

One of the socially created taboos is person born with differently abled in nature. The fact is that many children and adults suffered from disabilities excluded from mainstream education benefits and neglected by their own family members. Subsequently, the society also seen them differently and considered them as useless to family. Disabled persons are segregated from education system because of social negligence and absence of support system at home and inadequacy of sufficient facilities in schools premises in particular. However, education is the most important medium for social, economic and political transformation of such differently abled person to live like normal children in the society. Socialization of children with disabilities through education is not aware among the parents, which cause for unremarkably important roles in societies, which lead to social exclusion of Physically Challenged Persons in the society. Indisputably, the literacy level of Physically

Challenged Persons is very low in India. Very poor educational outcomes for children with disabilities remain economically weaker section of the society. Most of disabled persons do not get the full benefits of education. However, some policies in India have started to display some concern for Physically Challenged students. Education is utmost significant to lift up the socio-economic status of Physically Challenged Persons. But education of disabled persons has not received adequate intentness and resources that it requires. A few, who are enrolled in schools, are not given equal opportunity for middle secondary and higher education levels. Many Disabled persons are educated but they do not get any work for earning in our society. However, in India the existing situation began to change. Tamil Nadu state is number one position to implement schemes for differently abled.<sup>3</sup> (Policy Note 2020-21)

Indian policy makers has thought about all people including PCPs that education is the only weapon for children and adults with disabilities in itself and helpful for participating in employment and other sites of social activity. The MHRD has initiated various programmes to give educational opportunities to PCPs in an environment that is inclusive<sup>4</sup> (Ghoshal S.K., 2018) said by Ghosal. Government of India also understands its needs of appropriate vocational training skills to make them self reliant and productive members of society. But, the scheme coverage has to be extent to at all level of the society is essential. By implementing Central Government ADIP scheme in Tamil Nadu and attain one among the three states in India.<sup>5</sup> (MHRD & The Parliamentary Committee Report 2017-18) Non-Governmental Organizations (NGOs) also played a vital role to improve the life of disabled persons in our society.

## **EDUCATIONAL STATUS OF DIFFERENTLY ABLED PERSONS IN INDIA**

India is one of the world's largest democratic nation, which has a countless challenges for ensuring access to education for over all 200 million (20 Cr) children age between 6 to 13 years old. As per 2011 National Census, 1.05% of children are differently abled person. (2.13 million = 21 Lakhs 30 Thousand); of these 28% (5 Lakhs 88 Thousand) are not accessing school. Particularly 44% of differently abled children are not accessing school have complex and multiple forms of activity limitations and functioning difficulties.<sup>6</sup> (Bakhshi et al, 2017).

Education is the only weapon for socio-economic empowerment which can develop the career of special needed persons. However, they have been eliminated from mainstream education benefits. Thus, it is required to promote inclusive education for special children. Inclusive education is very attractive decision for differently abled children. From the data on education of differently abled persons, it is cleared that special children have far poorer educational benefits with compared to normal peer group children. As per 2004 World Health Survey differently abled respondents had significantly lower rates of primary school completion. On disability, two important sources in India are Census and National Sample Survey Organization Report. Both sources express depressing and gloomy picture of educational status of special population as compared to the general population trends. Even among disabled group, handsome proportions were educated only up to primary or middle level both in urban and rural areas.

Higher education for this type of peoples is very challenging. The situation is further worst regarding girls children with disability. Higher education for primary and middle school level disabled individuals in rural and urban areas is insignificant in India. However, in National Sample Survey Organization data some improvement is shown as below table.

**TABLE No. 2 EDUCATIONAL STATUS OF DISABLED IN INDIA 1991 & 2002<sup>7</sup>**

Educational status	1991		2002	
	Rural (%)	Urban (%)	Rural (%)	Urban (%)
Illiterate	70.1	46.2	59.0	40.0
Primary	20.3	29.8	24.4	28.8
Middle	5.3	11.0	9.7	13.7
Secondary	2.3	6.4	3.8	7.8
Higher Secondary	0.8	2.8	2.1	5.1
Graduation and Above	0.4	3.1	1.0	4.6
Not Reported	0.8	0.8	0.1	0.1
Received Vocational Training	1.2	3.1	1.5	3.6
Engineering	20.2	26.6	20	25
Non-Engineering	79.8	73.4	80	75
ALL	12652000	3502000	14085000	4406000

Source: Compiled from NSSO 47th & 58<sup>th</sup> Round, 1991& 2002

**TABLE No.3 EDUCATION OF DISABLED PERSONS BY GENDER IN INDIA<sup>8</sup>**

Level of Education	India		
	Persons (%)	Males (%)	Females (%)
Illiterate	45.48	37.63	55.44
Literate	54.52	62.37	44.56
Literate but below Primary	10.59	11.38	9.58
Primary but below Middle	13.26	14.65	11.49
Middle but below Matric / Secondary	9.13	10.79	7.03
Matric / Secondary but below Graduate	12.86	15.54	9.45
Graduate and Above	4.65	5.60	3.44

Source: Census, 2011, India

The Table No. 2 & 3 shows the percentage of illiteracy rate in urban and rural as well as gender discrimination to provide education is prevailed in the society many slightly improved at present due to the efforts of Central and State Government and policy makers in collaboration with NGOS, Medical experts, Social activist, academicians and inclusive of all public to empower differently abled in the society by creating the necessity of educating differently abled person for their self-empowerment to meet their challenges in life.

## POLICY FOR PCPs

In the general education classroom, the inclusion of students with special needs is the major topic of discussion for many years. Inclusion education means that all of the students are part of the school association, regardless of their weaknesses and strengths.<sup>9</sup> (Walsh M, 2018). The differently abled students deserve to get full access to all resources and social interactions that are stayed in the general education classroom. The ultimate aim of many schools is to create a classroom that has the few restrictive environments to meet the needs of all learners or students, including disabled students also. In present time, the education of Physically Challenged Persons is converted from segregation to integration, and now to inclusion. In India, the educational system aids elimination of disabled children from the education system, even methodology of teaching is not favorable for them. Due to not friendly communication and not welcoming approach of many schools, disabled children are not wished to go to school regularly. Even the school staff is not trained to give essential educational and communication training to the disabled children. Subsequently, in India, the different types of Commission, Committees, Acts and Schemes is implemented and constituted for Physically Challenged Persons for their education, by cooperation with Governmental and Non-Governmental Organization. Government also aids in learning through multiplicative and alternative modes for PCPs. The National Institute for the Hearing Handicapped (NIHH) gave several informal and formal talks to students, faculty and administration about the importance of 'sign language' in deaf education and rehabilitation.<sup>10</sup> (Zeshan et al). Indian Sign Language Cell is run by NIHH which help in the development of teaching material to teach Indian Sign Language (ISL), training of ISL interpreters, to train deaf persons to become teacher of sign language. NIHH also help in sign language training for hearing staff at educational institution, for parents and family members of hearing handicapped.

## EDUCATIONAL POLICY FOR CWD

Education for CWDs is important. So, India Government started to take some important steps for educating CWDs. By adopting new policies recommended by the Educational Committees. **The Central Advisory Board of Education (CABE)** published a comprehensive report called the Sergeant Report (1944), handicapped children were to be sent to special schools only when the nature and extent of their defects made this necessary. This report was the very important report to make policy on 'Integration' of disabled children in general schools in India.

The **Kothari Commission** (1964-66) is the first education commission of independent India, observed that, for the handicapped children, education should be an inseparable part of the education system and recommended to integrate the handicapped children and general children in the same education system in order to bring as many children as possible into this programmes.<sup>11</sup> (Alur M, 2002).

**National Education Policy** (1968) is to expand of educational facilities for mentally and physically handicapped children and to develop the 'Integrated Programme' that enabling handicapped children to study in regular schools. **National Policy on Education (1986) & Programme of Action,(1992)** is to integrate the physically and mentally impaired children with mainstream educational institutions.

**Bahrul Islam Committee, (1988)** recommended the state should wish to give free and universal elementary education to children with physical and mental disabilities. The state shall also give assistance to them for education and training at the secondary and higher levels and emphasized on integrated education with residential facilities.

**Programme of Action** (1990) MHRD Concentrated on the in service training programmes for teachers, orientation programmes for administrators, development of supervisory expertise in the resource institution for school education at the block and district levels, and arrangement of incentives like supply of helps, appliances, textbooks and school uniforms. **Integrated Education for the Disabled Children** Revised 1987, 1989 and 1992 this plan provided the funding for rehabilitation aids and equipment, educational material, resource teacher training, establishment of parent and preschool counseling centers, transport allowance, removal of architectural barriers in school buildings, etc.

**Project Integrated Education for the Disabled, (1987)** NCERT<sup>12</sup> (2006) implemented PIED with the financial support from UNICEF, which provided support for the instructional material development, personnel training, put together community support, training of parents and coordinator of the project in rural and remote areas and difficult places. It also gives support for identification and assessment of children with disabilities, resource room establishment, provision of helps and appliances and allowances for disabled children.

**District Primary Education Programme, (1994)** is the Centrally-Sponsored Scheme is to promote inclusive education of children with disabilities in primary education level. It strongly emphasized to put local communities in charge of education in their own area and enhance investment in primary education for inclusive education either in the formal system or through non formal education programme.

The National Action Plan for **Inclusive in Education of Children and Youth with Disabilities**, developed by the MHRD, 2005, which emphasizes on inclusion of young PwDs in all general educational settings from Early Childhood to Higher Education. **Sarva Shiksha Abhiyan** is an Indian

Government Programme is to universalize the elementary education between the age of 6 to 14 years, gives financial support for inclusive education of children with special needs, besides other component.

In the field of education, the highest advisory body is **Central Advisory Board of Education Committee** works on the Universalization of Secondary Education. It reports on the 'Common School System and Girls Education' and recommended that the curriculum should need flexible and appropriate to make up the diversity of school children, including those with disability in both non-cognitive and cognitive areas.

**Rashtriya Madhyamik Shiksha Abhiyan (2009)** is a centrally sponsored scheme of the MHRD, Government of India, for the development of secondary education in public schools throughout India to promote quality of secondary education and increase the total enrollment rate to give universal education for all children between 15–16 years of age.

### **UGC – HEPSN**

In India, the outcome of higher education for Physically Challenged Persons is unsatisfactory. However, UGC has provided instruction to all colleges and universities for giving 3% reservation in admission for Physically Challenged Students, reservation of 3% for the PCPs in the Lecturer appointment. The different schemes and programs associated to higher education for disabled people in India as follows:

**Higher Education for Persons with Special Needs** - UGC has implemented a scheme called "Higher education for Persons with Special Needs" which is generally meant for creating an environment at the higher education institutions to enrich higher education learning experiences for disabled persons. Creating awareness about the capabilities of differently-abled persons, constructions aimed at improving accessibility, purchase of equipments to enrich learning etc. are the broad categories of assistance under this scheme. For instance, the researcher being the coordinator of UGC-HEPSN (Blind) at Quaid-e-Millath Government College for Women (Autonomous), Chennai from 2010 to 2014, where 32 visually challenged girl students were benefitted and most of them now became the teachers in normal schools, and Mrs. Shyamala is in employment office and socio- economically empowered now. Unfortunately, this scheme is not covered Hearing impaired persons under this scheme and unaware about hearing impaired person's difficulties in higher educational institutions.

**Polytechnic Institutes were upgraded with the aim to Integrate Physically Challenged Persons** for obtaining vocational and technical education through this scheme.



**Indira Gandhi National Open University** provides several certificate and diploma courses for PwDs. Establishment of Equal Opportunity Cells in Universities Commission has financed Institution for establishing Equal Opportunity Cells who are responsible to observe the effective implementation of policies and programmes for disadvantaged group and the Cells give guidance and counselling in academic, financial, social and other matters.

**The National Mission on Education through Information and Communication Technology (ICT)** has been deemed as a Centrally Sponsored Scheme to leverage the potential of ICT, in teaching and learning process for the benefit of all the learners in Higher Education Institutions in any time any where way. This is hoped to be a major intervention in enhancing the Gross Enrolment Ratio in Higher Education. It is also helpful for visually impaired students. Most of the schemes focused on visually impaired and neglected people are hearing impaired in government schemes. Hearing impaired are the vulnerable among the disabled person, who were disconnected with communication in the society.

### **SCHOLARSHIPS FOR PCPs IN INDIA**

In India, the policy associated to education for Physically Challenged Persons (PCPs) is satisfactory to boost up their self confidence. **National Means-Cum-Merit Scholarship (2008)** scheme is proposed to award 100,000 scholarships to the gifted or talented students whose parental income is not more than Rs 1,50,000/- per annum from all sources. This scholarship will be paid from class IX till class XII for a maximum period of four years. **MHRD** has decided to exempt disabled students from tuition fees at **Kendriya Vidyalayas** across India. **Navodya Vidyalaya Samiti** was registered as a Society with the primary objective to give good quality modern education to the talented children predominantly from the rural areas, without regard to their family's socio-economic condition.

**National Scholarships** are awarded for completing studies from class IX standard onwards with the students of cerebral palsy, mental retardation, multiple disabilities and people with profound or severe hearing impairment. This scholarship is given also to the students who are studying in Graduation and Post Graduation level courses, diploma and certificate level professional courses. Financial aids under this scheme is also provided for computer with editing software for blind/ deaf graduate and postgraduate students pursuing professional courses and give support to access software for cerebral palsy students. **Gayn Prabha Scholarship Scheme**, financial aid is provided to the disabled to gain Graduation, Post Graduation, Vocational training / Professional courses that leading to skill development and employment for the persons with disabilities, unfortunately, this scheme was suspended from 24 January, 2018.

Recognizing the importance of education, the Tamil Nadu State Government has placed an unprecedented focus on expansion of education, significantly improving the quality of education imparted and ensuring that educational opportunities are available to all segments of the society. Tamil Nadu has performed well ahead

of other major States with regard to elementary education. The Composite Education Development Index for assessing the status of elementary education computed by the National University of Educational Planning and Administration (NEUPA) and MHRD, Department of School Education and Literacy, the Government of India placed the State in the number one position. Tamil Nadu Government is recognized to be one of the best in the State when it comes to the empowerment of Persons with Disabilities. In order to achieve all round development of differently abled persons, Government of Tamil Nadu has created a separate Directorate for the Differently Abled Persons in 1993 by bifurcating the Social Welfare Department. Based on the State Policy, which was formulated in 1994 several initiatives have been taken by Government of Tamil Nadu, has focusing on comprehensive rehabilitation and inclusion of differently abled persons in the society. District level rehabilitation officers have been appointed in all Districts since 1995 for the implementation of the Government schemes effectively.

The Parliamentary Committee Report on the Department of Disability Affairs for the year 2017-18 has mentioned that only six out of 36 States and Union Territories have dedicated departments and district officers for the differently abled and it is a matter of pride that Tamil Nadu is one among them. It has been consistent in enabling this population in the state, in all spheres of their life thereby being awarded the “**Best State Award**” in this regard, since 2013 when it was first introduced in the country. Other accolades received by the Tamil Nadu State include the titles like, “**Best District**” and “**Best channelizing Agencies of National Handicapped Finance and Development Corporation award**”.

In order to provide training to all districts, programme modules prepared for effective implementation all over India. Training of medical officers, PHN, AWW, MPW, ASHA and school teachers was undertaken by RCI in 2007-08 in all the 25 districts in Pilot phase of the programme. States in which training has been completed till date are Chandigarh, Nagaland, Andhrapradesh and Tamil Nadu. It's made it clear that how effectively implemented in Tamil Nadu, which stood the one among the four states has completed this training programme successfully. In Tamil Nadu the government has allotted Rs.5.22 Crore for implementing the National Programme for Prevention and Control of Deafness. Regarding this, an article published in Deccan Chronicle on 25<sup>th</sup> April, 2022 by J.V. Siva Prasanna Kumar, which is high-lighted the efforts of Government to create **Deafness Free Tamil Nadu**.<sup>13</sup> (Deccan Chronicle, 2022) Each state in India according to the Constitution has the responsibility, within the limits of its economic capacity and development, to make effective provision for securing the right to work, education and public assistance in case of unemployment, old age, sickness and disablement.<sup>14</sup> (National Disability Network, 2021). The state of Tamil Nadu has a better healthcare system, which is reflected in its better performance in key health indicators compared to other states.<sup>15</sup> (Basu R. 2021) The above evidences proved that Tamil Nadu government has taken all efforts to deaf free state and work for inclusive society.

## DISABILITY RATES IN DISTRICTS OF TAMIL NADU

Of the 32 districts, age-standardized disability rates in 16 districts were above the state average of 1635 per 100 000 population and ranged from 2071 to 1652 per 100 000 population. Thiruvarur, Thiruvallur and Ariyalur districts had the highest disability rates of 2071, 2028 and 1991 per 100 000 population, respectively. Salem and Karur districts had the lowest rates of 1247 and 1294 per 100 000 population, respectively.<sup>16</sup> (Census of India 2011). This report indicates that focus on specific district to create more awareness on health issues especially on the child born with hard of hearing defect. Government of Tamil Nadu has implemented many social security schemes such as (i) CM's comprehensive health insurance scheme covering all the family members without income ceiling in case of family having differently abled persons, (ii) Marriage assistance to facilitate economic empowerment and inclusion in the community and to encourage normal person to marry the differently abled persons, (iii) Unemployment allowance in accordance with their educational qualification, (iv) Maintenance allowance without income ceiling and (v) Tamil Nadu Welfare Board for Differently Abled Persons to assist Persons with Disabilities including their family members with various social security benefits address "*No Poverty, Zero Hunger and Health for all*". As per the 2011 Census, there are **11.79 lakh differently abled persons in Tamil Nadu**. This constitutes **1.63 % of the State's** population and 4.4 % of the differently abled population of the country. As of **January 2020, 13.35 lakh differently abled persons** have been identified and ID card with disability certificate and passbook has been issued. Though the state has initiated the pilot survey has been initiated in Kanchipuram Urban, Kanchipuram district, Kadambuthur block in Tiruvallur district and Tirupathur block in Sivagangai district. Based on this experience, Statewide Survey will be conducted. The Tamil Nadu State Government has taken measures to create an inclusive society by integrating the differently abled persons in the mainstream by eliminating all kinds of barriers to their overall development. Apart from medical and social assistance schemes, government has taken steps to empowerment by education schemes too. Tamil Nadu State is a pioneer in higher education for hearing impaired in India and 2<sup>nd</sup> in Asia<sup>17</sup>.

In the year 2018-2019 For the benefit of differently abled person studying in special schools, feeding charges were enhanced by the Government of Tamil Nadu from Rs.650/- to Rs.900/- per month and totally 2756 students studying in 44 special schools have been benefitted. This scheme has been expanded from February, 2015 and day scholars studying in Government and Government recognized special schools are provided with noon-meal. 1021 students are benefitted in 29 special schools under this scheme. During the year 2019-2020 a sum of Rs. 271.01 lakh has been utilized for this scheme. During the year 2019-2020 a sum of Rs.681.00 lakh has been utilized to benefit 18,590 students under Educational Scholarship scheme.<sup>18</sup> (Policy Note 2019-20, Government of Tamil Nadu)

**Table No. 4 HEARING IMPAIRED STUDENTS SRENGTH IN TAMIL NADU 2011-2022**

s.No.	Year	B.com (E.M &T.M)			B.C.A. (E.M.)			M.Com.(E.M.)		
		1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	1 <sup>st</sup> year	2 <sup>nd</sup> Year	Total strength
1.	2011-12	50	44	31	10	08	07	-	-	150
2.	2012-13	64	51	39	10	09	11	-	-	184
3.	2013-14	70	62	13	39	15	06	-	-	205
4.	2014-15	73	67	33	12	11	12	13	-	221
5.	2015-16	76	73	56	12	12	11	04	13	257
6.	2016-17	91	71	76	16	11	10	11	04	290
7.	2017-18	80	85	70	14	16	11	07	10	293
8.	2018-19	83	98	105	13	24	26	09	07	365
9.	2019-20	136	113	125	40	41	42	05	08	510
10.	2020-21	154	136	113	64	40	41	12	05	565
11.	2021-22	156	154	136	88	64	40	27	12	677
Total strength in Hr Education		1033	954	797	318	251	217	88	59	3717
In Percentage		2784 = 74.899%			786 = 21.146%			147 = 3.954		3717

SOURCE: Compiled From The Data Collected From St. Louis College , Dr. M.G.R. Janaki Arts & Science College For Women And Presidency College (Autonomous) Chennai.

The Above table No. 4 shows clearly that hearing impaired students are willing to continue their higher education. About 3717 students and a few students other than this special education college admitted in normal higher education colleges in Tamil Nadu. In Chennai, SRM University, Vel's Tech University, Sathyabama University provide free seats for disabled students to continue their higher education in UG courses. Free seats allotted to special category in B.Ed., colleges. Rarely, students are admitted in UG courses in normal Government, Aided and self – financing Colleges all over Tamil Nadu due to higher education colleges located in the head quarter of Tamil Nadu, which is far off distance from their residence. However, the table shows the interest of students in B.Com. Course than B.C.A. or B.B.A. Many respondents expressed that they are in need of employment after degree completion, which is more essential than degree. Employment Coaching like Competitive Examination Coaching was conducted at C.S.I. School for the Deaf, Mylapore and Natarajan IPS (Retd.) also giving coaching for the disabled in his constituency, Like that more NGOs aware and concern about the special children and treated them equally like normal students and maintain equality, which gives them scope and confidence about their future. The researcher on her field work found that one of the hearing impaired student Deepika has cleared CA in one attempt and got placement in IOC. Some LFC Higher Secondary school Alumini are working in Kudankulam Atomic Energy Station, Electricity Board, Banking sector who are all trend setters to other hearing impaired students. Only 3.954% hearing impaired students continue their PG degree Course. The researcher conclude that, if the opportunity open to hearing impaired can change the life of hearing impaired, which paved the way for socio-economic status of Hearing Impaired not only in Tamil Nadu they can achieve in all field like normal people. One such example is Ms. Jerline from

Madurai who has won 3 Gold Medals in World Batminton in deaflympic in May 2022. “Don’t be Deaf for the Deaf”, led them to inclusive in educational stream as they like and led them to empower in inclusive society. The researcher conclude that we should need to change our own mindset that disabled persons are not different from us. Actually, they are differently abled persons in our society. Some examples the researcher has quoted for understanding their ability like normal people. Social stigma and taboos should be end by observing the achievers of hearing impaired in the field of academic and non-academic, by educating the opportunity open to them.

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