

**A STUDY OF EFFECTIVENESS OF ADAPTED
CURRICULUM IN SOCIAL STUDIES FOR SECONDARY
SCHOOL CHILDREN WITH HEARING
IMPAIRMENT.**

Rayapu Reddy (B)
Registration No.07MSED04

A Dissertation Submitted in part fulfillment of Master's Degree
(Master of Special Education)
University of Mysore,
Mysore.

**ALL INDIA INSTITUTE OF SPEECH AND HEARING
MANASAGANGOTHRI
MYSORE- 570006**

APRIL-2008

Certificate

This is to certify that this Dissertation entitled "**A study of effectiveness of adapted curriculum in social studies for secondary school children with hearing impairment**" is a bonafide work in part fulfillment for the degree of master of (special education) of the student (Registration No.07MSED04). This has been carried out under the guidance of a faculty of this institute and has not been submitted earlier to any other University for the award of any other Diploma or Degree.



Dr. Vijayalakshmi Basavaraj

Director

Mysore
April, 2008

All India Institute of Speech and Hearing
Naimisham Campus, Manasagangothri,
Mysore-570006.

Declaration

This is to certify that this Dissertation entitled "**A study of effectiveness of adapted curriculum in social studies for secondary school children with hearing impairment**" is the result of my own study under the guidance of a faculty of All India Institute of Speech and Hearing, Mysore, and has not been submitted earlier in any other University for the award of any Diploma or Degree.

Mysore
April, 2008

Register No.07MSED04

TABLE OF CONTENTS

Chapter Title	Page No
I Introduction	1 - 15
II Review of Literature	16 - 22
III Method	23 - 34
IV Result and Discussion	35 - 45
V Summary and Conclusion	46 - 49
References	50 - 55
Appendices	i - xxx

LIST OF TABLES

SL No	Title	Page No.
3.1	Blue Print	29
3.2	Weightage to Objective	30
3.3	Weightage to Different Forms of Questions	30
3.4	Items in the Question Paper	31
4.1	Marks of Students Obtained in School Examination	36
4.2	Marks of Students Obtained in GLAD Test	37
4.3	Mean and Standard Deviation of School examination marks of Control and Experimental group	37
4.4	Results of Independent t-test (School examination mark)	38
4.5	Mean and Standard deviation of GLAD test marks for Control and Experimental group	38
4.6	Results of Independent t-test (GLAD test)	39
4.7	Marks of Control Group after Learning from the Non-adapted material.	40
4.8	Marks of Experimental Group after Learning from the Adapted material.	40
4.9	Mean and Standard deviation of Control Group and Experimental Group after learning from the Non-adapted and the Adapted Material respectively.	41
4.10	Results of Independent t-test (After learning from the adapted material)	41

LIST OF FIGURES

No	Title	Page no.
4.1	Marks of Students Obtained in GLAD Test and in the Examination	42
4.2	Marks obtained by Student in Examination and Marks after Training	43
4.3	Marks obtained by Student in GLAD Test and Marks after Training	44
4.4	Performance of Control group and Experimental Group in School Examination, GLAD Test & after Training through the Non-adapted / Adapted material.	45

CHAPTER I

INTRODUCTION

Education is the process of development, in which efforts are made for the all round development of the child.

Our constitution of India is committed to provide free and compulsory education to all children up to the age of 14. This Commitment has been reiterated in all the official documents during the past five decades. Efforts have been made to provide universal access to education including emphasis on universal enrolment and universal retention to arrest the dropout of children from schools. The initiative of Sarva Shiksha Abhiyan is an important step in this direction.

In order to achieve the mission of universal elementary education, alternative systems, besides the formal school structure, may be promoted, because the education system needs to adapt itself to the requirements of the young learner. Reaching the still unreached, therefore, emerges as a major concern. It will require designing and developing new modules and delivery systems that would suit the needs of specific groups so as to ensure relevant and high quality basic education for every learner. This itself becomes an important concern of Universalisation of Elementary Education (UEE). It will have implications for curriculum in terms of the identification of basic learning needs, making provision for the minimum essential facilities, and providing for competent and qualified teachers who can ensure proper transaction of the curriculum to help children grow in a multidimensional manner. In support to SaravaShiksha Abhiyan, the PWD Act (1995) equal opportunities, protection of rights and full participation,

recommends the following, that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years; to endeavour to promote the integration of students with disabilities in the normal schools; to promote setting up of special schools in Government and private sector for those in need of special education, in such a manner that children with disabilities living in any part of the country have access to such schools; and endeavour to equip the special schools for children with disabilities with vocational training facilities. Hence in the light of the above it can be concluded that every child with disability can be apart of the mainstream setup.

However this seems to be a distant dream because a common complaint among inclusive programs is that they do not provide quality 'regular' education. The deaf students may be placed in regular class rooms only for non-academic courses while taking their core curricular either in separate class rooms or at schools for the hearing impaired. The main reason being the schools cannot meet the varying needs of pupils, depending on the latter's individual circumstances. For successful inclusion extra resources has to be made available to many schools to remove the barriers of learning. As Antia & Kriemeyer (2003) puts the available evidence suggests that deaf children who receive such dual-track educations have more difficulty with both social integration and academic involvement than those who are consistently taught in one setting or the other. However, it should be understood that inclusive education is not an easy option and is part of the struggle to create a culture. Inclusive education should be made in such a way that all learners are supported to value their achievements. There are some barriers to learning in an inclusive setup which are as follows; boring lesson, teachers not

understanding their needs, no appropriate organization, curriculum, accommodation and teaching methods. But apart from the above mentioned barriers, the greatest barrier a child with hearing impairment faces is that of his hearing handicap.

Problems of Children with Hearing Impairment.

Hearing impaired children seem to experience problems in communication because their hearing loss either prevents them from hearing speech at all. Thus children with hearing impairment have difficulties in acquiring communication skills because they cannot hear or they find it difficult to hear, the sounds of speech. Children with hearing impairment have impaired speech perception however the problem does not stop here, it leads to problems with language acquisition and cognition which becomes very evident in their communication. Due to problems in communication they encounter difficulties in learning to read and write, since literacy skills depend on language and cognition. Their knowledge of affairs is reduced also because of linguistic and cognitive factors. Oral communication affects the literacy skills of the hearing impaired child. As Vellumno (1979) and Hanson (1983) cites that if children have problems with oracy they are also likely to experience problems with literacy. Hearing impairment not only affects the literacy, communication and cognition aspect of an individual, but also affects the others aspects of the individual like social integration, peer interaction and vocational placement. The language deficiency of a hearing impaired child affects their social integration and peer integration (Bench, 1992). Social integration between preschool hearing and hearing impaired children show cased the importance of language where in

the linguistically competent hearing impaired children interact more frequently than those with weaker language skills. Antia (1985) suggested that, since one of the goals of mainstreaming is social integration the role of communication needs to be considered. The social integration of hearing impaired children could be helped by teaching the communication skills needed to begin and to maintain positive interactions. According to Antia (1985) the lack of communication skills of hearing impaired children, is a barrier to interaction between hearing and hearing impaired children.

Deafness has got effects on the pre-vocation and it is observed that employment is difficult to obtain. The vocational opportunities for children with hearing impairment are also bleak unless educational programs are tailored to meet the changing trends of the job market. Schein & Delk (1974) has commented about the employment opportunities of the hearing impaired. Although unemployment is slightly higher among the deaf population than it is in the total population, by far the more serious problem affecting many more deaf people, is underemployment. Large numbers of deaf people seem to be employed in jobs that are far beneath their ability (Schein & Delk, 1974).

The Curriculum and Children with Hearing Impairment.

The above discussed problems faced by children with hearing impairment makes them incompatible to be a part of the mainstream set up and they are also incompetent to use the language-based curriculum in the mainstream set-up. The curriculum should be such that it should nurture the child's development. Kelly (1994) puts in that, it is very

clear that the early year's curriculum must be developmentally appropriate and it should be based on child's development and interests and not on traditional subjects or knowledge acquisition.

Horne defines curriculum as "that which is taught to the students. It is more than reading and writing. It includes practice, activities, industry, vocation and acquiring knowledge. The secondary education commission has pointed out clearly that curriculum does not only mean the academic subjects traditionally taught in the school but it includes the totality of experiences that a child receives at school.

Curriculum is, therefore something which is related to the life and the needs of the pupils of different age levels. The curriculum is all that goes in the lives of the children, their parents and their teachers. It is made up of everything that surrounds the learner in all his working hours, in fact the curriculum has been described as "the environment in motion".

However in India, we have never planned or conceived curriculum in its broad sense. The curriculum is designed where in no effort is made to cultivate among the pupils knowledge of essential skills and basic understanding, which may give them capacity to apply the knowledge of learnt facts to new situations. However the fact still remains that the Indian nation is striving to discover new and effective ways to educate its children. In educating the children, curriculum plays a very important role. It is considered to be the work field of the student. As it is rightly put that a meaningful

school curriculum has to be responsive to the society, reflecting the needs and aspirations of its learners, and it should not be merely a syllabus or an outline of the course, but in fact it should provide totality of experiences that a pupil receives in the school.

The education of learners with special needs is entirely different. For the purpose of mainstreaming, an educational system should be flexible which can accommodate a wide range of learners. Hence an effort must be made to identify and organize appropriate instructional objectives, content, materials, methods and evaluating devices for improved teaching experiences.

For children with special needs, the curriculum should be planned in such a way that it interrelates the facts of classroom services, special support services and personnel and co-curricular activities in creating a new and vital programme which will facilitate curriculum integration in its most specific situation. The needs of learners with special needs is varied, because of this they should be given an opportunity to have access to curriculum throughout the school span. The learning atmosphere should be one which generates self motivation, self-actualization and self monitoring among the learners. The instructional materials produced should create conducive conditions and provide experience to the learners. The curriculum should be such that it suits the needs of the deprived, the disadvantages and the challenged, with a view to bringing them at par with other students.

The present day curriculum however does not serve the purpose of over all development of the child. The curriculum areas or subject of study does not provide basis and a choice for further education both in general and professional fields. In other words, the curriculum should be such that it is both practical and provides grounds for acquiring the methods and tools of learning. The curriculum should be planned to upgrade their knowledge, and also provisions should be made that the redundant portions of information in the existing curriculum may be carefully deleted so that it may not lead for any additional curricular loads for the learners.

Keeping in view the language deficiency of the hearing impaired child, the curriculum which is used by the normal children cannot be used because it is not attuned to their needs; hence they find it difficult to cope-up in the mainstream set -up.

The Text Book and the Hearing Impaired Children.

The book is the central string around which the whole teaching learning process is woven. The text book should be a guide for the teacher and a uniting factor in the language learning of a wide area. It should be used as an instructional tool. The textbook should provide data which are accurate and reliable, and the teachers do not have to research the data for themselves. Unfortunately, such a reliance on textbook accuracy is not always well founded (Evans& Brueckner, 1990). The other area for using a textbook is simply that the teachers do not have time to write a separate curriculum or to research a substitute curriculum.

Textbooks are written and selected according to how well they fit with the curriculum of the school. Unfortunately, this does not always happen because of sometimes awkward process of textbook adoption. The textbook that is selected should be of good quality and should serve the purpose of usability. The main concern in textbook selection is its content. The content must be that the teacher wishes to cover and must do so fairly and equitably, in a manner that does not perpetuate myths or stereotypes. The textbook selected by the teacher should be user friendly and serve the purpose of readability, and the contents laid out should be clear and easy to use.

The textbook should be such that, it should be fitted to the curriculum and the classroom, and if possible it should vary from classroom to classroom. The textbook should be used more selectively, in a sequential order by skipping chapter that seem less appropriate and spending more time on chapter with richer material. Similarly textbook can be used in conjunction with print materials such as magazines, newspapers and teacher-made hand-outs. Some of the problems which the teacher face with the text book is that the formats are too inflexible and it provides low level questions.

The aspect which should be kept in mind is that the above points mentioned are relevant to the textbook used by normal hearing children, and there are no separate textbooks for children with hearing impairment. However, children with hearing impairment find difficulty in using the text books because, the text book contents and the language used in the text books differ from every day language, the text book language is attuned to the language of the hearing children, too many concepts are presented together,

besides its presentation and strategies do not facilitate conceptual clarity among children with hearing impairment, because of the following:

1. Vocabulary load.
2. Complex and long sentence structure.
3. Usage of too many concrete and abstract words.
4. Usage of idiomatic language and figures of speech.

Due to the above mentioned points, these children are not much interested in using the text book and so they rarely refer the text book. They try to pronounce the words without understanding the meaning and use superficial visual matching while answering the question. However problems like unfamiliar vocabulary, out-of-date words and phrases and specialized vocabulary are some of the problems faced by normal hearing children and hence by hearing impaired children also.

In the view of the above fact, children with hearing impairment do not use the learning material and text books. As Lin McKeachie et al. (1999) argues that lack of effective teaching learning strategies is a cause of low achievement. And most of the teachers also limited their own reading only to the ordinary manuals that are prescribed in schools.

Teaching Social Studies to children with hearing impairment.

The aim of the social studies is not solely to produce junior versions of historians, geographers, sociologists, etc., but to provide opportunities whereby students can operate functionally, to a degree commensurate with their abilities, as social inquirers certainly is one of the chief goals of the social studies.

The study of social studies programs should provide students an opportunity to use knowledge for developing basic understandings about man and society that contribute to intellectual enrichment and pleasure, skills for transmitting acquired knowledge and understanding into the development of values and patterns. The learning of social studies should give rich learning experience of the greatest worth to the individual. It should prepare the youth for effective living and teach him to solve various problems of the society. Hence it is a must for a well integrated programme of social studies to be included in the curriculum in order to train the students to become an effective citizen.

Consequently it bears the major responsibility for providing the most realistic picture possible of the social world through the study of the complexities of contemporary society and the dynamics of change. Because of the rapidly accelerating rate of development in the society, we can no longer be complacent with the curriculum of the past. Besides mastery of a new subject involves mastery of the language of that subject Social studies must meet the challenges now being developed for creative improved learning environment for all students. Each teacher should develop a teaching strategy that encompasses this goal. However, the language involved in interpreting and

making generalizations has been mentioned as a special, pervasive source of difficulty for deaf children.

Adaptation of the Textbook Material

The solution to the problem of the textbook and to make the teaching and learning of social studies more interesting the solution is in adaptation. Adaptation in its lay terms means the act or process of fitting in a situation. It is an aspiration which when planned well will certainly benefit all pupils, not just those with special needs. It should be helpful, desirable, feasible and fair. As Witt and Elliott (1985) noted that "activeness" of adaptation is important; if the material is not acceptable, it is unlikely to be useful.

Adaptation made to instructional programs in the general and special education classroom form the keys to successful inclusion. However as the traditional saying goes, special education is not necessarily special, it is just good teaching, good teaching is nothing but making appropriate modifications and accommodations. But the challenge is to adapt the curricular content in such a way that it facilitates learning, not only for the non-disabled children but for children with disabilities. The fact lies in adapting instruction in such a way that it ensures that all students learn successfully in inclusive programs; and the key lies in to accommodate the needs of students with disabilities.

The curriculum for any student should be based on an appraisal of desired long-term outcomes and an assessment of current needs and selected to meet the individual

needs of students. However the present curriculum lays emphasis on gaining information from textbooks, memorizing large amounts of information's, paraphrasing, discriminating important information from the less important etc, since all these are language- based comprehension task, our children with hearing impairment face difficulties because of their linguistic incompetence. The teachers of children with hearing impairment can help to over come the students learning difficulties by using vocabulary guides, cued text advanced organizes and a structured over view. (Leverett & Diefendor, 1992). It must also be acknowledged that adaptation is never a simple matter in practice, effective adaptation; places very heavy demands on teachers time, knowledge and organizing skills. (Babbage, Byers, & Redding, (1999), Peetsma et al, 2001; Pettig 2000).

However it should be remembered that adaptation is not changing everything however it emphasizes on the simplicity principle. It is most effective when they are simple, easy to develop and implement and based on typical assignments and activities. Adapting in this way is feasible for the classroom teacher because it is relatively unobtrusive, requiring little extra time for special planning, material development, and instruction. (Deschenes, Ebeling and Sprague 1999)

Several writers have described appropriate procedures for adapting curriculum and instruction (Deschenes et al. 1999; Dettmer et al. 2002; Hoover and Patton 1997). The steps they identified can be summarized as:

1. Selecting the subject or topic to be taught;

2. Identifying the specific content to be included;
3. Deciding on the way the lesson will be organized and conducted for most students;
4. Preparing any necessary adaptations (e.g. shorter assignments, easier textbook, extra use of concrete materials).
5. Teaching the lesson, and necessary additional changes while teaching;
6. Providing extra assistance to certain students while the lesson is in progress.

Adapting the resources:

Resource materials are those which the teacher selects or create for instructing the students and it is considered to be one of the areas which require improvement. Resource materials include texts, worksheets, exercises, black board notes, and computer software. Some strategies given by James and Brown (1998); Squires (2001) can be employed for modification of resource materials which are as follows:

1. Simplify the language (use short sentences, substitute simple words for difficult terms);
2. Pre-teach any new vocabulary (if a difficult word cannot be simplified, ensure that it is looked at and discussed before students are expected to read it unaided);
3. Provide clear illustrations or diagrams;
4. Improve legibility of print and layout;
5. Remove unnecessary detail;
6. Present information in small blocks of text, rather than dense paragraphs;
7. Use bullet points and lists, rather than paragraphs where possible;

8. Make printed instructions or questions clear and simple'
9. Use cues or prompts where responses are required from the students (e.g. provide the initial letter of the answer, or use dashes to show the number of words required in the answer).

Adapting resource materials will reduce the language and reading demands and the amount of content the hearing impaired students may find difficult to cover, especially in high school classes in which the reading requirements are substantiated (Sahu, 2005). Adaptation can be made in different areas like the entire curriculum itself or different areas of curriculum like the text book material or resources, teaching strategies, assessment and the text book content.

However Falvey, Givner and Kimm (1996) recommended that adaptations and modifications should not be used unless absolutely necessary and should be faded as soon as possible in order to liberate and not limit student's possibilities.

Need For the Study.

Educators of children with hearing impairment face a grave problem in the classroom teaching situation, where they have to use the same textbook as that of the normal hearing

children. Teachers avoid adaptations because it is very time consuming. However, the present research, aims at adapting the curriculum which will be simple, easy to develop and implement. Simple modifications in teaching style promote the successful learning of students with hearing loss (Lazzari, 1997). Appropriate modifications and accommodations facilitate learning. However, not many studies have been conducted in the Indian scenario and there is a dearth of adapted curricular materials for children with hearing impairment. Hence, a need was felt to undertake the present study with the following objectives:

1. To adapt one chapter from social text-book from Grade-VII, for children with hearing impairment in areas of subject matter, resource materials, teaching strategies and assessments
2. To study the effectiveness of the adapted material on children with hearing impairment.

CHAPTER II

REVIEW OF LITERATURE

Review of related literature has an important role to play in the research study. This chapter enables the researcher to get an in depth insight into any selected topic and the different studies conducted. It provides a brief summary of previous researches and writing of recognized experts which provides information to the researcher with what is known and what is still left unexplored. It also gives a large amount of in-depth knowledge for his/her study and provides a baseline for conducting the study. Therefore an attempt has been made by the present researcher to organize the literature and studies related to the present study.

Inclusion & Curriculum for Children with Hearing Impairment

Curriculum is planned by educators which will help develop the learner. According to Bertram, Fotheringham & Harley (2000), a curriculum could further be understood in the following two ways, "Firstly, a plan which reflects the knowledge, skills and attitudes that society chooses to pass on to their children. Secondly, it should be seen as the learning and teaching experiences that happen in any site of education. Thus curriculum should be carefully planned and well written that reflects the knowledge, skills, values and attitudes of the society.

Banks (1992) reports that successful inclusion of students does not normally happen without assistance. Teachers must develop strategies to facilitate the successful inclusion of students with disabilities in general education classroom. Neither regular classroom teachers nor special educators want children with special needs dumped into general educational classrooms.

Scruggs & Mastropieri (1994) reports that for successful inclusion, instruction supports are a key variable in classrooms. Snell & Drake (1994) suggest that accommodation and modification enhance learning and acceptance in the general education curriculum. Accommodation includes changes in instruction, assignments, home-work and testing. Stainback, Stainback & Wehman (1997) suggested that accommodative supports would benefit not only students with special needs but also normally developing students in the class.

Also according to the Zero rejection principle, (a) all handicapped children should be provide with free, appropriate education, (b) special education and related services which are provided under public supervision and direction, and without any charge, (c) school should meet the standards of the state educational agency, (d) it should include an appropriate preschool, elementary, or secondary school education in the state involved.

Research findings consistently show a significant difference in academic achievement between hearing impaired children who were in integrated settings and

those who were not. These differences are more pronounced in reading achievement than in Maths achievement (Reich, Humbleton & Honldin; 1977; Ries, 1973).

Warnock (1978) states that for the inclusion of deaf children in mainstream school, adapting the curriculum and providing appropriate support, to meet the educational needs of all children. This then offers children with additional needs, including deaf children, the opportunity to have a same curriculum as their peers. The mainstream school setting allows all children to remain part of their local community and associate with their friends both in and out of school.

To meet the needs of the students in the inclusive setting, a functional curriculum should be selected which meets the needs of the children.

In a seminar organized by the Department of Special Education in 1976 at Ibadan, A Workable Language Curriculum for the Deaf was prepared. The curriculum was tried and found very helpful to teachers, parents and children. This emphasizes that there is no need to develop a separate curriculum for the deaf. Instead, the curriculum followed for normal children should be modified when required.

Fisher et al. (1980), Madaus , Airasian & Kelloghan (1980), Rosenshine (1970, 1971, 1985) states that academic focus means one places highest priority on the assignment and completion of academic tasks. During instruction academic activity is emphasized. Several studies have shown that strong academic focus produces greater student engagement and subsequently good achievement.

Thomas, Behrens, Richard & Meisegeier (1967) reports that a successful curriculum must begin in the earliest grades. It should be content oriented and aimed at the potential learning ability of the child rather than his speech and language deficiencies.

Problems of Children with Hearing Impairment

Paul & Quigley (1990) recommended that students who are deaf or partially hearing impaired have considerable difficulty succeeding in an educational system that depends primarily on the spoken words and written language to transmit knowledge.

Ling & Ling (1980) state that, age of onset of hearing impairment may be of considerable importance in determining the type of provision a child requires.

Difrancesca (1972) stated very clearly that the deaf children's language deficit is primarily responsible for their retarded educational progress. Progress in school depends increasingly on the ability to read English prose and reading comprehension is proverbially poor among deaf children. Due to their inadequate language ability most deaf children leave school with a 4th to 5th grade reading ability.

The above three studies emphasize the problems of children with hearing impairment to cope up with mainstream education.

Resource Materials, Adaptation & Teaching Social Studies to Children with Hearing Impairment

Englert (1983, 1984) Sindelar, Smith, Harriman, Hall & Wilson (1986) found that teachers who used teacher-directed instruction are able to show greater student achievement among students with mild disabilities.

Adaptation is also interchangeably called as accommodation and modification. Adaptation practices may require teachers to make decision about what content to teach, translate content to easy formats and present the information in memorable ways.

Also, Bigge & Stump (1999) opines the importance of adapting or modifying the curriculum in a way that allows students with disabilities and special education needs to gain knowledge, skills and understanding from it.

According to Norris and Hoffman (1993) Students with disabilities may not be able to benefit from traditional curricula because their poor oral and written language skills have restricted their learning, finally teachers can select a variety of materials at various levels to explore themes without stigmatizing students who require less complex materials.

Snell & Drake (1994) states that accommodations and modifications is required to enhance learning and acceptance in general education classroom.

A study by Nair (2004) on effectiveness of individualized instructional material on mastery of mathematical concepts highlighted the importance of instructional materials. The main aim of this study was to develop instructional material and study its' efficacy on children with hearing impairment. Seven children from Grade-IV learnt from the individualized instructional material. After learning from the individualized instructional materials, a criterion referenced test was administered to study the effectiveness of the materials and to check whether the children scored more than 80% mark in the test. It was proved from the study that when adequate time and instructional materials were given, all students performed well.

Baker, Kameenui & Simmons (1997) opined that the students' learning characteristics such as memory skills, strategy acquisition and application, vocabulary and language coding are not matched to the design of instructional materials.

Capps & Hatfield (1977) feel that if instructional approach is made use of for students with learning deficiencies in mathematical skills and concepts, most of the deficiencies will be taken care of.

Carnine (1997) opines that one of the reasons for low achievement level in mathematics of students with learning disabilities is the mismatch between the students' learning characteristics and the design of instructional materials and practice. He suggests the use of big ideas, conspicuous strategies, efficient use of time, clear, explicit instruction on strategies and appropriate practice and review.

Problems Faced by Children with Hearing Impairment in the Subject Social Studies

Passé & Beattie (1994) reported that social studies is a subject which needs to be exposed and it is a subject which has been least studied and written about.

A significant number of learners with mild disabilities are not receiving social studies instruction. In a study of special education classes for students with mild and moderate learning problems, Patton, Polloway & Cronin (1987) found that no social studies instruction was occurring in almost one third of classes because of inappropriate social studies material.

Of the various ways to cover social studies content, the most frequently used technique in regular education is the textbook, lecture and discussion format. Furthermore, Patton et al. (1987) found that approximately 37 % of the special education teachers who teach social studies use a text book as a basis of their program.

Downey (1980) presents the interesting idea of using pictures with historical relevance, often found in history texts, for instructional purposes. Such pictures can add to the students practice in critical thinking and in interpreting visual evidence.

Felton and Allen (1990) recommended the use of visual materials of a historical nature with students who are poor readers, as they may be able to engage in the discussion on a particular topic if reading is not a factor.

According to Babbidge as cited in Corbett (1967), the success in educating and preparing deaf children for full participation in society was very limited due to two major factors, the failure to use experience and research in addressing the basic problems of learning and the failure to develop more systematic and adequate programs for the deaf at all age level.

Sachdeva (1976) showed that high achieving students are more concerned with a course organization, presentation of subjects matter and grading procedures. According to Kameenui (1995) Emmer & Stough (2001); the use of clear explanations and routines posted and taught rules and precorrection strategies are effective in creating positive classroom environments and teaching.

The literature reviewed revealed that not many studies have been conducted in the subject social studies and more so ever in the Indian context. There is a scarcity for instructional material which hampers the students' academic progress. A few studies have been conducted for the use of adapted instructional materials for the children with hearing impairment with different socio cultural backgrounds and in different educational boards except Nair (2004) study of effectiveness of individualized instructional material. So in the current study an attempt was carried out to develop adapted materials in teaching of social study and see it's effectiveness in terms of academic performance of children with hearing impairment.

CHAPTER III

METHOD

The purpose of this experimental design was to see the effectiveness of adapted instructional material on the performances of students with hearing impairment in the subject social studies. It also aimed at adapting the material in social studies from the History text book on the lesson 'National Movement' for students with hearing impairment studying in Grade VII. The study was also aimed at studying the effectiveness of the adapted material on children with hearing impairment.

Subjects

Fourteen children with hearing impairment studying in Grade VII from an English medium special school were selected as subjects for the present study. Purposive sampling technique by using the following criteria for selection of subjects was made use of:

1. Severe to profound hearing loss.
2. Adequate language level.
3. No additional impairment.
4. English as medium of class room instruction.
5. Not studied the Social studies unit "National Movement" in Grade VII either from school or from any other source.

Materials and Tools for Data Collection

For the present study materials had to be developed. The materials were developed keeping in the view the expressive and receptive language ability of the children, and their age level.

The materials were developed as follows.

1. Selection of the chapter.
2. Parameters for adaptation
 - (a) Subject matter
 - (b) Resource materials
 - (c) Teaching strategies
 - (d) Assessments.
3. Adaptation of the selected unit in social studies
4. Validation of the adapted content.
5. Finalization of the adapted content.
6. Preparation of the Blue print.
7. Preparation of the Teacher made test.

Step1: Selection of the chapter

For the present study, a lesson from the social studies text book 'National Movement' was selected from Grade VII text book. It is a text book of Karnataka State

Education Board. For the present study, the unit was selected after discussion with the concerned school teacher. The subject social studies was selected because it helps the children to learn about society-contents, environment and about things around them. However the social studies text books are usually dull and boring, hence to arouse interest in the learner about the subject, the present adaptation technique was used for the subject. The content was adapted in such a way that it would inculcate learning in children with hearing impairment. As the children with hearing impairment use the language based text book as that of the hearing children, they find it difficult to comprehend the text book content, the reason for this being their linguistic incompetence, and the splice of both leads to academic failure.(Appendix 1)

Step2: Parameters for adaptation

After the selection of the chapter, the contents were adapted in the areas based on the procedure given by Deschenes et al. (1999); Dettermer et al (2000); Hoover and Patton (1997).They are as follows;

(a) Subject matter

The subject matter was adapted on the basis of the procedure given by James and Brown (1998); Squires (2001), which are as follows:

- > Simplifying the language: The language of the actual text book was simplified using short sentences; difficult terms were substituted by simple words wherever necessary.

- > Pre-teaching new vocabulary. The new vocabulary in the selected chapter was taught before the actual content was taught.
- > Providing clear illustrations or diagrams.
- > Presenting information in small blocks of text, rather than in dense paragraphs.
- > Using bullet points and lists where ever appropriate.
- > Making question clear and simple
- > Highlighting important terms or information by using different fonts and making it bold.

(b) Resource materials

For the present study the resource materials was prepared by the researcher. The adapted resource materials were not of the usual text book type, however the materials were made attractive by using large sheets of paper, attractive fonts, colourful pictures, enlarging the prints, highlighting important points, and use of tables and arrows. (Appendix 2)

(c) Teaching strategies

The teaching learning strategy should be such that it should stimulate learning among children with hearing impairment. The researcher made an attempt to adapt the teaching in such a way that it facilitated learning. While teaching, the teacher re-taught some concepts or information by using simple language, role-play method, immediate feed back, use of attractive teaching aids, all these made the teaching strategy interesting.

(d) Assessment

Instead of giving the usual assessments, the teacher developed some interesting assessment like;

- 1). Put the right statement in the right circle.
- 2). Choose the correct answer.
- 3). Given is a set of dates, arrange it according to the events.
- 4). Map pointing.
- 5). Tick in the space provided in the right or wrong circle.
- 6). Match the following.

The adapted assessment sheets were special in terms of enlarged print, more space for the students to write the answer, more variety in question type (e.g.; short answer, multiple choice, sentence completion, gapped paragraphs, matching formats), simple instructions, highlighting key points and brief and simple directions. (List in Appendix 3).

Step 3: Adaptation of the material

After the selection of the chapter the procedures for adapting the instructions given by Deschenes et al. (1999); Dettermer et al (2000); Hoover and Patton (1997) was taken into consideration:

- Identification of the specific content to be included. The text book content is not relevant according to the needs or the level of the children, too many concepts and

ideas are presented together. So specific contents were identified for the selected chapter.

- Organization of the lesson. This is essential because, textual information is improperly sequenced.
- Preparation of the material.

Step 4: Validation

For the purpose of validating the adapted material, it was given to 5 judges having more than 2 years of experiences in the field of special education of the hearing impaired.

The judges were provided with a covering letter which comprised of

- (a) Introduction of the present research.
- (b) Topic of research study and its objectives.
- (c) A copy of the adapted material.
- (d) A copy of the text book material. (Appendix 4)

Step 5: Finalization of the adapted content

The adapted material marked as relevant by more than 80% of the judges were selected for the final adaptation of the material. Those were modified on the basis of the suggestions given by the judges and were included in the final adapted material.

Step 6: Preparation of blue print

A three dimensional chart namely the blue print was prepared based on weightages given to unit, objectives and form of questions. The blue print as shown in the table depicts the distribution of marks given to each of them. The numbers shown within the brackets represents the number of questions and the marks allotted to each question.

Table 3.1 Blue Print:

Objective	Knowledge			Understanding			Skill		
Unit	Obj.Qs	S.Qs	Total	Obj.Qs	S.Qs	Total	Obj.Qs	S.Qs	Total
National Movement	8 marks (2qsx2m) (1qsx1m) (2qsx2m) (2qsx2m) (1qsx1m).		8 marks	9 marks (1qsx1m) (2qsx2m) (1qsx1m) (1qsx1m) (2qsx2m) (2qsx2m)		9 marks	4 marks (2qsx2m) (2qsx2m)	4 marks (2qsx2m) (1qsx1m) (1qsx1m)	8 marks

Obj.Qs-objective questions

S. Q.s- Short questions

(a) Weightage to unit:

For the purpose of the present study, the unit 'National Movement' was selected purposively from the social studies text book of Grade VII. As only one unit was considered, it was decided to give 100 % weightage to the selected unit.

(b) Table 3.2: Weightage to objectives:

Objectives	Weightage	Marks
Knowledge	32%	8
Understanding	36%	9
Skill	32%	8
Total	100%	25

From the above table, it is observed that 32 % of the total weightage i.e. 8 marks (out of 25) was given to objectives based on knowledge, 36 % weightage i.e. 9 marks (out of 25) to objectives based on understanding and 32 % weightage i.e. 8 marks (out of 25) was given to the objectives based on skill.

C. Table 3.3: Weightage to different forms of questions:

Only objective and short answer form of questions were considered.

From of question.	Weightage.	Marks.
Objective Questions	80%	20
Short answer questions	20%	5
Total	100%	25

From the above table, it is observed that 80% of the total weightage i.e. 20 Marks (out of 25) was given to objective questions and 20% weightage i.e. 5 marks (out of 25) was given to short answer questions.

Step 7: Preparation of the Teacher made test.

1. Selection of test items (questions).
2. Items in the question paper.
3. Instructions for the students.

1. Selection of test items (questions):

Based on the blue print, the test items (questions) were selected from the content and were tallied with the description given in the blue print. As mentioned in the table, objective and short answer form of questions were selected. No options were provided to the students while answering majority of the questions.

2. Table 3.4: Items in the question paper:

Considering the nature of each task planned for students, the question paper was divided into 5 sections. Under each section 5 questions were included. Details regarding this are given in the table. (Appendix 5)

Section	Description	Numbers of Questions.
I	Choose the correct answer	5
II	True or False	5
III	Fill in the Blanks.	5
IV	Match the following	5
V	Look at the picture, name them and write what they did	5

3. Instructions for students:

Following instructions were framed at the beginning of the question paper only.

1. All questions are compulsory.
2. Read the questions carefully before trying to answer it.
3. Answers have to be written in space provided in the question sheet.
4. Do not waste the time on the questions about which you are not sure. Pass on to the next.
5. You can attempt the sections in any sequence as per your choice.
6. Write the answers properly while answering the questions.

Procedure for data collection:

The present study was conducted in various phases, which were as follows.

Phase I: Selection of the Chapter.

Phase II: Adaptation of the chapter.

Phase III: Validation of the content.

Phase IV: Finalization of the adapted content.

Phase V: Selection of the subjects.

Phase VI: Division of the subjects into two groups

(a) Experimental group

(b) Control group

Phase VII: Teaching the lesson for experimental group with the adapted material.

Phase VIII: Teaching the control group with the non-adapted material.

Phase IX: Administration of the unit test (teacher made test).

A chapter from history was selected for the purpose of adaptation. The selected chapter was adapted, by identifying the specific content, reorganizing the lesson and preparation of the material. However, before the actual teaching was conducted, the fourteen hearing impaired children selected as subjects for the present study, were divided into two groups namely 1) The Experimental Group and 2) The Control Group. The groups were divided on the basis of their marks in school examination and GLAD test. GLAD test (Narayan, 1997) was administered on all the fourteen children to assess their linguistic ability. GLAD (Grade level Assessment Device) was administered on children with hearing impairment studying in Grade VII to assess the level of functioning and process of learning. It is developed to find out the level of academic performance in children up to class IV level. However for the present study GLAD was used as a selection tool because it would help teacher to test the students in English language. This testing will bring out the deficit in languages which in turn will reflect on the subject areas of social studies and science also.

Both the groups were seated separately in two different classrooms. The present researcher served as the teacher, and taught the children with hearing impairment. The teacher first taught the experimental group with the adapted material then the control group was taught with the non-adapted material who was seated separately. The teaching was carried out simultaneously for a duration of 45 minutes each and for a period of six days. Along with the adapted material, the teaching strategy was modified, and the

assessments were different. It was kept in mind that all the seven children in the experimental group had the adapted material which served as an additional supplementary reading material. But however it was also kept in mind that the control group was taught with the same interest and minute details of content. The completion of the teaching process was followed by the administration of a 25 mark unit test for both the experimental group and the control group. The test was administered to study the effectiveness of the adapted material.

Analysis:

The data collected based on the unit test was statistically analyzed to see the effectiveness of the adapted material. The details are given in the following chapter.

CHAPTER IV

RESULTS AND DISCUSSION

The present study on '**A study of effectiveness of adapted curriculum in social studies for secondary school children with hearing impairment**', was broadly aimed at adapting a lesson from history textbook and studying the effectiveness of the adapted material on children with hearing impairment studying in STD VII. The study was divided into two parts:

1. Teaching the students from the adapted and the non-adapted material.
2. Assessing the effectiveness of the adapted material.

1. Teaching the students from the adapted and the non-adapted material.

For the present study, as mentioned earlier, the group of children with hearing impairment selected was heterogeneous i.e. all the fourteen children selected for the present study were not similar, they were heterogeneous in many factors like their linguistic ability, speech reading abilities, intelligence and so on. This heterogeneity is quite evident from the table of marks given below.

This table shows their marks in school examination. All the fourteen children are at different levels of achievement.

Table 4.1: Marks of Students Obtained in School Examination.

No. of Students	Marks obtained in school Examination (out of 25)
1	24
2	14
3	7
4	11
5	10
6	13
7	10
8	19
9	24
10	9
11	10
12	10
13	6
14	8

Similarly before the actual study was conducted, the students were given GLAD test, to assess their language ability. The table below shows their achievement in the GLAD test.

Table 4.2: Marks of Students Obtained in GLAD test

No. of Students	Marks obtained in GLAD test (out of 25)
1	20
2	16
3	10
4	13
5	14
6	11
7	09
8	25
9	16
10	12
11	14
12	10
13	09
14	12

It is clearly observed from both the tables above that the selected group was quite heterogeneous. Hence, the children with hearing impairment was grouped randomly into control group and experimental group

The following table gives the mean scores of both the experimental and control group is derived from their school examination mark and the marks obtained from GLAD test.

Table 4.3: Mean and Standard Deviation of School Examination Marks for Control & Experimental groups.

Groups	N	Mean	Std. Deviation
Marks in examination Control	7	12.71	5.47
Experimental	7	12.29	6.60

Independent t-test was conducted to test the difference between control and experimental groups for marks in school examination. The following table gives the result of independent t-test.

Table No 4.4: The Results of Independent t - test.

Marks in examination	t	df	P
	0.132	12	>0.05

The marks in examination of the control group and experimental group as shown in the table no.4.3 state that the mean scores of both the groups are 12.71 and 12.29 respectively. This indicates no significant difference between both the groups from the independent t- test conducted.

Similarly marks in GLAD test was subjected to independent t-test. The following table gives the mean and standard deviation for control group and experimental group for marks in GLAD test.

Table 4.5: Mean and Standard Deviation of GLAD Test marks for Control & Experimental groups.

Groups	N	Mean	Std.Deviation
Marks in GLAD Test Control	7	13.29	3.82
Experimental	7	14.00	5.39

Independent t-test was conducted to test the difference between control and experimental groups for marks in GLAD test. The following table gives the result of independent t-test.

Table 4.6. The results of independent t-test.

Marks in Glad test	t	df	P
	0.286		>0.05

The marks of GLAD (test) shown above, the mean scores of the control group and the experimental group is not much different i.e. it is 13.29 and 14.00 respectively. This indicates no significant difference between both the groups from the independent t- test.

The results of the both test indicates that the abilities of students are quite heterogeneous and hence heterogeneity in the achievements. The only similarity they had was that they studied in the same class. Stewart & Kluwin (2001) stated *"the heterogeneity of deaf children is perhaps the most complex factor affecting how they learn best and consequently how they are taught. Even in a small class of five students, a range of characteristics may be exhibited in degree of hearing loss, cognition, exposure to experiences that are intellectually stimulating, interactions with others using an effective form of communication, degree, type and amount of communication experienced at home; ability to learn in a traditional classroom setting propensity to be distracted; existence of other disabilities; and more . An image of teaching deaf children that*

consciously addresses this heterogeneity will help teachers adapt instruction that optimizes each student's opportunity for learning. "

So the subjects were randomly assigned to the control group and the experimental group. Hence not much difference between both the experimental group and control group in the school examination mark and the GLAD test was observed. The control group was taught with the non-adapted material and the experimental group was taught with the adapted material.

II. Assessing the effectiveness of the adapted material.

Table 4.7: Marks of control group after learning from the non-adapted material. Table no 4.8 Marks of experimental group after learning from the adapted material.

Students in control group	Marks obtained after learning from the non-adapted material (out of 25)
1	20
2	11
3	09
4	10
5	08
6	07
7	06

Students in experimental group	Marks obtained after learning from the adapted material (out of 25)
1	24
2	23
3	22
4	19
5	19
6	19
7	18

Table no. 4.7 and table no.4.8 above shows the scores of control group who learnt from the non-adapted material and scores of the experimental group who learnt from adapted material. There is a vast difference in the achievement of both the groups.

Table 4.9. Mean and the Standard deviation of Control group and Experimental group after learning from the non-adapted and adapted material respectively.

Groups	N	Mean	Std.Deviation
Marks after training Control	7	10.1429	4.6701
Experimental	7	20.5714	2.3705

Independent sample test was performed for the comparison of these groups.

Table 4.10. The results of independent t-test.

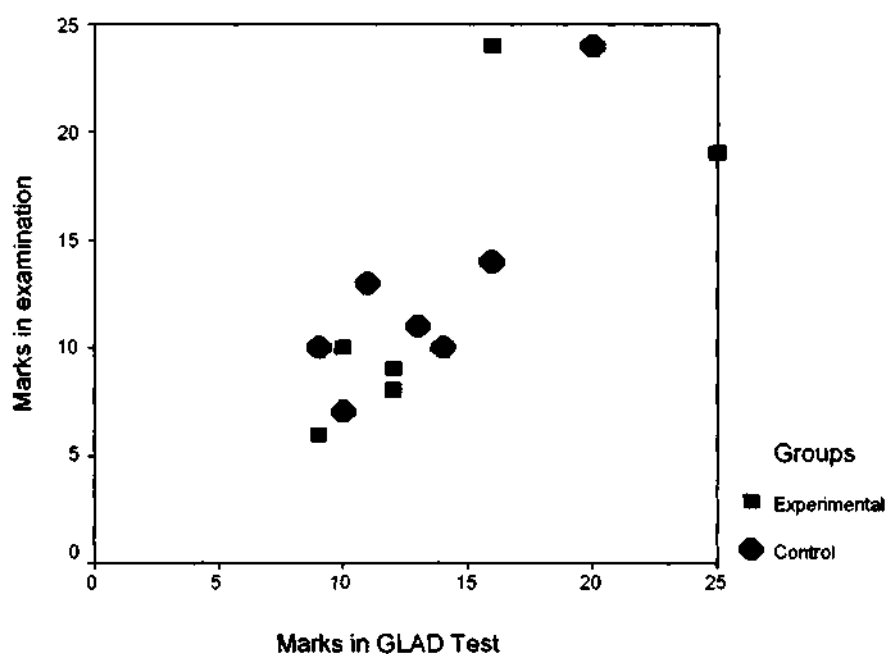
Marks after training	t	df	P
	5.268	12	<0.001

Similarly, the mean scores and scores attained in t test can be discussed. As it is seen in the above table that the mean difference between the control group and the experimental group is 10.1429 and 20.5714 respectively, it is quite clear, there is immense variation in the performance of subject in the examination marks after the training. The scores on t test also show that there is a significant difference between both the groups.

As the above scores quite clearly indicate that there is an enormous disparity in the achievement of both the groups, the difference in marks can be contributed to the training only, hence the adapted material was effective. Here it can be discussed that, it is quite clear from the achievement of students in experimental group that the key component for the success of the adapted material owes to the versatility. Here versatility

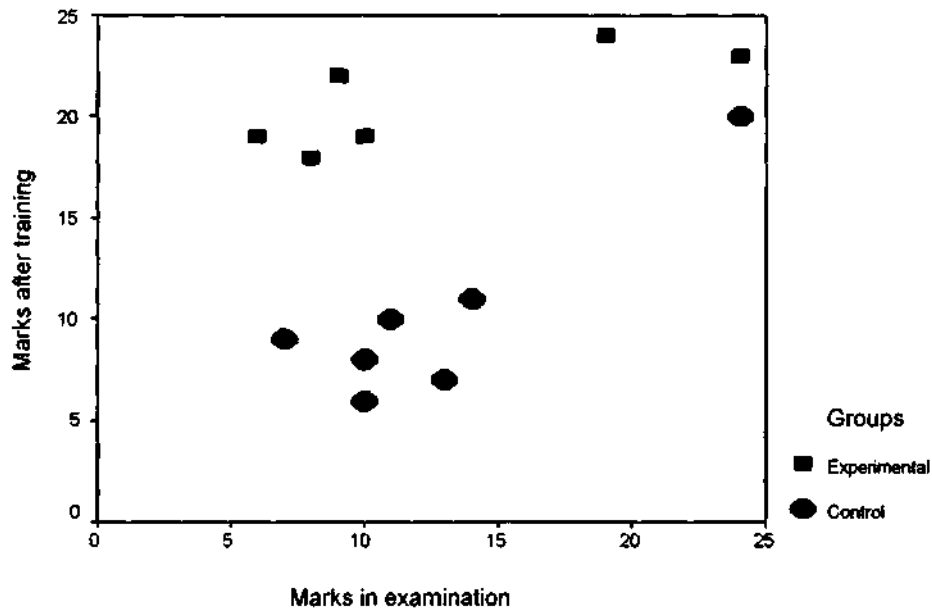
means the teachers use a variety of instructional tools, resources, classroom management techniques and communication strategies to ensure that the students in their classes have access to meaningful learning experiences (Stewart & Kluwin, 2001). They also opined that materials should be age appropriate, interesting and of high quality which meets the needs of the students. All the above factors assessed academic achievement among students.

Figure 4.1: Scatter plot for marks of students obtained in GLAD test and in the examination.



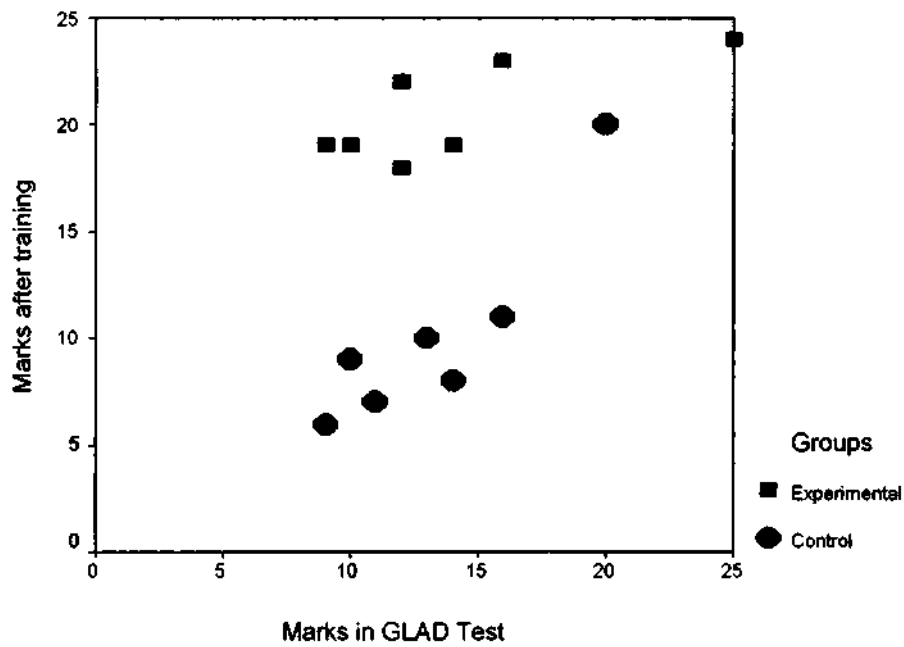
The above scatter plot shows that trend in marks of examination & GLAD test were similar in experimental group and the control group.

Figure 4.2: Scatter plot for marks obtained by students in examination and marks obtained after training



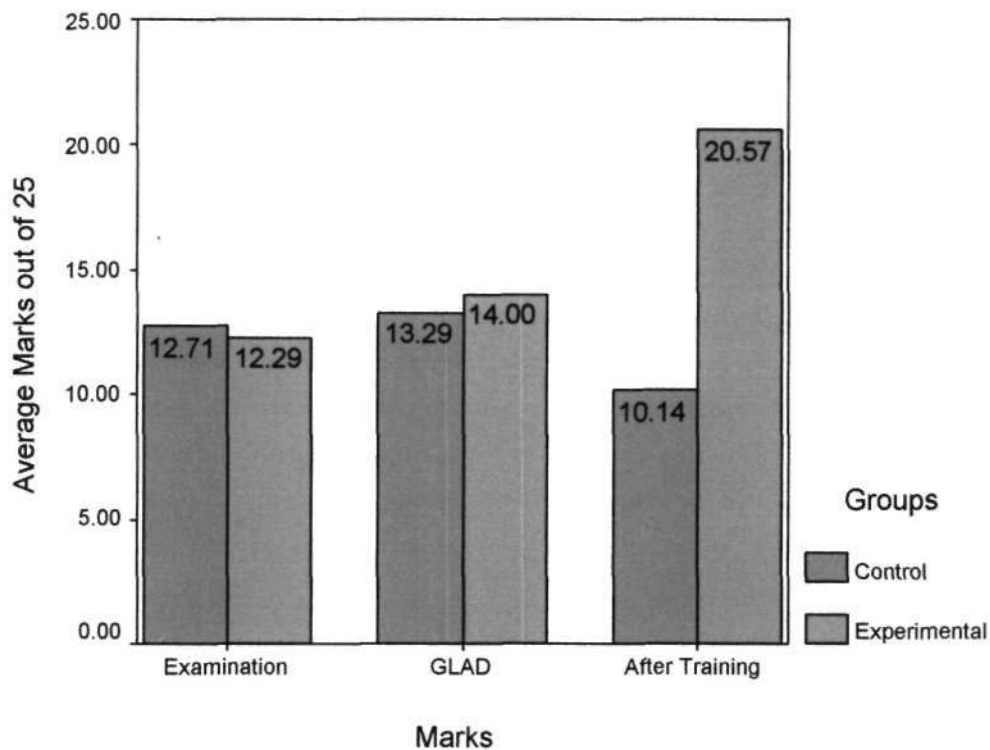
The marks in examination indicated on the X-axis, and vertically arranged shows that there is not much dissimilarity between both the groups, however marks after training, plotted on the Y-axis and horizontally arranged, indicates greater difference between experimental and control groups. Even though there was not much difference in marks of school examination, the experimental group benefited from the adapted material as the adapted material was quite interesting and effective. Besides it can also be argued that the textbook materials, the organization, graphics, cueing, clarity, use of examples were lacking or insufficient thus making them difficult to use. Consequently the students did not benefit much from the textbook teaching. As Blosser (1986) affirms the importance of effective material which states that " instructional techniques which help students focus on pre-instructional strategies, increased structure in the verbal content of materials and use of concrete objects are effective in promoting student achievement".

Figure 4.3: Scatter plot for marks obtained by students in GLAD test and marks obtained by students after training



The marks in GLAD test indicated on the X-axis, and vertically arranged shows that there is not much dissimilarity between both the groups, however marks after training, plotted on the Y-axis and horizontally arranged, indicates greater difference in the marks after training.

Figure 4.4 Performance of control group and experimental group in school examination, GLAD test and after training through the non-adapted / adapted material.



It is apparent from the bar diagram above that the experimental group scored well in the examination which was conducted after teaching and learning through the adapted material. This is well observed by the difference of score obtained, 10.14 for the control group and 20.57 for the experimental group. The difference in score can be supported by the opinion of Woodward (1967) which states that when suitable textbooks are not available, teacher prepared material should be used to present key ideas and vocabulary clearly and efficiently. It can also be argued that when adaptation occurs all students can make optimum progress. Hence it can be concluded that when the experimental group learnt from the adapted materials, the performance was better.

CHAPTER V

SUMMARY & CONCLUSION

The present study on '**A study of effectiveness of adapted curriculum in social studies for secondary school children with hearing impairment**' was aimed at adapting a chapter from the history lesson 'National movement' for children with hearing impairment studying in Grade VII of an English medium special school. The selected chapter was adapted in terms of content, resource materials, teaching strategies and assessment. The study was also aimed at studying the effectiveness of the adapted materials on children with hearing impairment.

The main purpose of conducting the present study was to perceive how adaptation of curriculum can benefit children with hearing impairment in the mainstream set-up. The rationale behind adapting the curriculum and providing appropriate support is to meet the educational needs of all children i.e. children with additional needs, including deaf children. The adaptation of curriculum will provide children with hearing impairment an opportunity to have the same curriculum as that of their peers. The reason being that the meaningful adaptations will provide CWHI an in-depth knowledge of the content and hence widen their interest in learning.

Based on the above, following were the objectives of the present study:

1. To adapt a chapter from social studies textbook of Grade VII, for children with hearing impairment in areas of subject matter, resource materials, teaching strategies and assessments.
2. To study the effectiveness of the adapted materials on children with hearing impairment.

The methodology for the present study was as follows:

A chapter from History text-book of Grade VII Karnataka state syllabus was selected for the purpose of adaptation. Social studies were selected as a subject for the present study because very little is known about how best to teach social studies to students with special needs (Passe' & Beattie, 1994). Hence an effort is made in the present study to make history teaching interesting. The selected chapter was adapted in content, resource material, teaching strategies and assessments. The appropriate procedure given by Deschenes et al. 1999; Dettermer et al 2000; Hoover and Patton 1997, was taken as a guideline for adaptation for the present study. However before implementing the adapted material, the selected group was divided into two groups namely the control group and the experimental group. The groups were randomly divided based on their school examination marks and the marks scored in GLAD (Grade level assessment device) test. The control group was taught from the usual textbook material and the experimental group was taught from the adapted material for duration of 45 minutes each for a period

of six days. After the completion of the teaching, a twenty-five mark teacher made test was administered on both the control group and the experimental group. The marks of both the groups were compared to study the effectiveness of the adapted material.

Findings obtained based on the analysis of the data:

1. The marks in examination of the control group and the experimental group state that the mean scores of both the groups are 12.71 and 12.29 respectively. This indicates that no significant difference between both the groups from the independent t test conducted.
2. The marks in GLAD test also reveals that there no significant difference between both the groups.
3. The mean scores of 10.1429 for the control group and 20.5714 for the experimental group after learning through the non-adapted and the adapted material respectively shows the enormous disparity in the performance. The good performance of the experimental group could be contributed to the effective adapted material.

In conclusion it can be said that adaptation is an aspiration which when well planned will certainly benefit all pupils. It is a solution to the dull and boring textbook, however it should be remembered that the material for adaptation should be acceptable otherwise it is unlikely to be useful.

Limitations:

Only one unit from the history textbook was considered.

Curriculum encompasses different elements like teaching objectives, methods of teaching, textbook and evaluation, however due to time constraint only one element (textbook) was selected for the present study.

Only print materials were used as instructional materials for the present study.

Reliability of the developed tool and the test were not carried out due to the paucity of time.

Recommendations:***For Teachers***

Teachers should develop adapted instructional materials based on similar nature for those students who cannot benefit from the classic model of teaching.

The use of visual materials of a historical nature, designing an appropriate programme that will prepare students who are disabled for success in an inclusive set -up.

Teachers can select a variety of materials at various levels to explore themes without stigmatizing students who require less complex materials.

The teachers should be prepared and made comfortable about the adaptation procedure.

Teachers can also focus on developing computer assisted adapted materials which are of audio-visual nature.

For Research Students:

Similar studies can be conducted in other school subjects.

Similar studies can be carried out by including more number of history lessons.

Adapted materials can be made using the programmed learning technique.

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Lesson - 11

THE INDIAN NATIONAL MOVEMENT

INDIA PASSES UNDER THE CROWN: The European settlement in Asia, begun by the Portuguese in the fifteenth century, resulted in the occupation and domination of India by Britain in the middle of the nineteenth century. In 1857, the Indians rose in protest against British occupation and policies. It ended the rule of the East India Company in India and brought it under the direct rule of the Crown. By the end of the 19th century, Britain directly ruled over three-fifths of the country, while the rest was controlled by it through the Indian princes. This left only a small portion of India for the Portuguese and the French to be shared between themselves.

THE BEGINNINGS OF NATIONALISM: The Indian national movement took a definite shape with the foundation of the Indian National Congress in 1885. But several earlier movements had paved the way for the establishment of the Congress, of which the (1) social reform movements of the nineteenth century (2) administrative reforms introduced by the English, and (3) foundation of political organizations such as the *British India Society* (1843), *British India Association* (1876), etc., were noteworthy.

THREE STAGES IN THE MOVEMENT: The history of the Indian national movement may be divided into the following three parts:

- (A) From the foundation of the Indian National Congress (1885) to the arrival of Mahatma Gandhi (c. 1920);
- (B) from about 1920 to the Second Great War; and
- (C) from the Second Great War (c. 1939) to the partition of the nation in August 1947.

1. NATIONAL MOVEMENT: FROM HUME TO GANDHI (1885 -1920)

THE INDIAN NATIONAL CONGRESS: The father of the Indian National Congress was Allan Octavian Hume, a retired officer of the Indian Civil Service. Hume formed the Indian National Congress in 1884. With seventy two delegates meeting at Bombay on 27 December 1885, the Indian-National Congress Party formally came into existence.



Allan Octavian Hume

EARLY PHASE, GOALS AND METHODS: At the time of the foundation of the Congress, it comprised more number of retired Indian Civil Servants than others. Its main aim was to bring the grievances of Indians to the attention of the rulers. The Congress met annually, passed a series of resolutions, and submitted them to the rulers.

Most of the early members of the Congress belonged to the upper middle classes and they were also Western-educated. They believed in the English sense of justice. "England is our guide", said Surendra Nath Banerjea, one of the early Nationalists.

CONGRESS BECOMES A 'SEDITIONOUS BODY': The foundation of the Congress was generally hailed by enlightened Englishmen, both in India and Britain. But within three years, differences began to grow between the government and members of the Congress party. Viceroy Dufferin, who had helped Hume in founding this party, began to dislike it. He called it a 'seditious body' of the 'microscopic minority'.

BIRTH OF MUSLIM LEAGUE: Soon after this, the government issued orders forbidding government servants to attend the Congress meetings. In the meanwhile, the English sowed the first seeds of communalism at Aligarh in 1888 and divided Indians as Muslims and non-Muslims. It resulted in the establishment of the All India Muslim League in 1906.

One group of outstanding leaders of this period were Bal Gangadhar Tilak, Bipin Chandra Pal and Lala Lajpat Rai. These were called Extremists. Another group of leaders was led by Gopal Krishna Gokhale, Pherozeshah Mehta and Surendra Nath Banerjee. These were called the Moderates.

SWARAJ IS MY BIRTH RIGHT : Tilak (1856-1920) of Maharashtra, a staunch patriot, was an extremist. He opposed the policies and methods of the early Congress leaders. He advocated mass movement and complete liberation of the country. "Swaraj is my birthright," he asserted and declared his resolve 'and I shall have it.



SURAT SESSION OF THE CONGRESS : Tilak's methods were, however, disapproved by the Moderates within the Congress.

Gopal Krishna Gokhale

Gopal Krishna Gokhale (1866-1915), a moderate, advocated the constitutional method and co-operation with the government. The rift between the Moderates and the Extremists widened during 1905-1906. It reached a climax in the annual session of the Indian National Congress held at Surat. Shouts, stones, sticks and shoes were freely exchanged in this Session. It ended with the division of the Congress party. Tilak and his followers withdrew from the Congress and stayed out of it until the death of Gokhale in 1915.

REVOLUTIONISTS : The moderate policy of the Congress and the general apathy of the English disappointed a section of nationalists V.D. Savarkar, Chandrashekar Azad and Bhagat Singh were forced to take things into their hands. They did not hesitate to adopt revolutionary methods. In order to show their disapproval of English dominance, they began to attack English officers and magistrates, blow up trains and burn government offices. The horse-carriage of Lord and Lady Minto was also attacked in 1909. Many revolutionists were hanged.

ACTION AGAINST EXTREMISTS : Despite the inspiring leadership provided by these revolutionists (one of whom was a brother of Swami Vivekananda, and the other a brother of Aurobindo Ghosh) this movement gradually declined. The government passed a series of laws restricting public meetings and the liberty of the press. Several leaders were either arrested or deported. Aurobindo and Tilak were put behind the bars. Tilak was taken to Burma and kept as a prisoner there. The English hoped that Tilak's absence in India would help to put down the extremists and revolutionary movements.

1909 ACT AND AFTER: Such policies of the English only helped to harden the feelings of the nationalists and intensify their fight. To satisfy them, the government conceded some of their demands in the 1909 Act. The partition of Bengal was cancelled in 1911. New Universities were established. The Victoria Cross awards were introduced to honour the brave and dedicated Indian soldiers. These reforms as well as the visit of King George V and Queen Mary to India, no doubt, brought some consolation to the Moderates. However, none of these satisfied the Extremists.

LUCKNOW PACT OF 1916: When the first Great War broke out in Europe, dark clouds began to gather all over the English empire. Tilak came back to the Congress in 1914 and assumed its leadership. Disappointed by the withdrawal of the partition of Bengal, the Muslims moved away from the English and drifted closer to the Congress party. For a couple of years after 1915, the Congress and the League held their annual sessions in the same cities and passed more or less the same resolutions. In 1916, the Congress and the League made a pact at Lucknow. This is known as the Lucknow Pact.

HOME-RULE MOVEMENT: The Extremists regarded the Great War as a godsent occasion. They sought to intensify their attack on the English government. This led to the 'Home Rule' movement

SELF GOVERNMENT: To Tilak and to Mrs. Annie Besant, his Irish colleague, the term 'Home Rule' did not mean Complete Independence. It only meant self-government for the Indians within the British empire. Its methods were constitutional. Two branches of the Home Rule League functioned during the war. One was led by Tilak from Pune and the other was led by Annie Besant from Madras (Chennai). Tilak travelled extensively and explained the principles of 'Home Rule'. Through the *Commonwealth*, a weekly, and *New India*, a daily, Annie Besant propagated these principles to the masses. The Home Rule movement not only reached the remotest corners of the country, but also awakened the women and brought them into the mainstream of the National movement. It was accepted both by the Congress and the Muslim League.

GOVERNMENT REACTION: Alarmed by the popularity gained by the Home Rule Movement, the government took a series of repressive measures. Annie Besant was interned and Tilak was prosecuted.



Jallianwala Bagh where Indians were massacred by Dyer



Some survivors were made to crawl on their knees

JALLIANWALA BAGH: In return for the co-operation given by Indians during the War, the Nationalists expected the Government to liberally concede their demands after the war. When the 1919-Act was introduced, no such concessions came forth. This disappointed even the loyal sections of the nationalists. A few small concessions made in this Act were viewed by them as 'unsatisfactory, inadequate and disappointing'.

ROWLATT ACT: Ignoring the feelings of the nationalists, the English passed the Rowlatt Act. This Act imposed war time restrictions on peace-time society. When the nationalists protested against this, the government responded with more repressive measures. These climaxed in an atrocious act at the Jallianwala Bagh, a central park in Amritsar city, in Punjab.

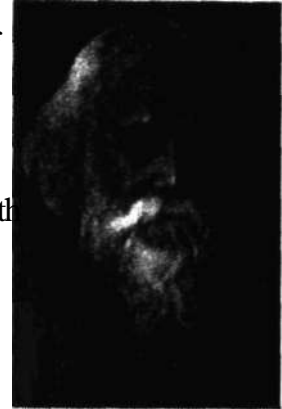


Some were whipped in the public

An English general called Dyer massacred three hundred and seventy-nine men, women and children and injured another twelve hundred of the fifteen thousand people gathered in this park on 13th April 1919. They were all unarmed people and had no intention of committing any violence on anyone. Dyer took this action only to prove the superiority of English might and to strike terror into the hearts of the common people. Heavy punishment followed this. The survivors were either asked to crawl on their knees or they were whipped in the public.

The news of the Jallianwala Bagh massacre exploded like an earthquake. The murder of innocent and unarmed people was condemned by many, both in India and England. But the official reaction was somewhat different. Dyer's action was applauded by the House of Lords vi

in London. A purse of about Rs. 4,80,000 (£24,000) was presented by English businessmen to their 'hero'. Gandhi condemned this act of the 'satanic government', Rabindranath Tagore returned the knighthood conferred on him earlier. England could not be a Guide to anyone, and there was hardly anyone among the Nationalists who could have agreed with the sentimental statement made by Surendranath Banerjea in the late 19th century.



Rabindranath Tagore

Answer the following questions, each in a sentence or two :

1. Why was the Indian National Congress founded?
2. Who said 'England is our Guide' ?
3. What is meant by 'Petition and Prayer' ?
4. Who were the Moderates and Extremists?

Answer the following questions, each in two or three sentences :

1. What were the initial achievements of the Indian National Congress?
2. Who declared that 'Swaraj is my Birthright' ?
3. Why did the Congress Party split in 1907?
4. What were the aims and means of the Extremists?
5. What were the goals of the Swadeshi movement?
6. What were the aims of the All India Muslim League?

Write short notes on :

1. Dadabhai Naoroji
2. Gopal Krishna Gokhale
3. Jallianwalabagh Massacre

Do you know this?

Young Rabindranath Tagore sang 'Vande Mataram' melodiously during the Second Congress Session at Kolkata in 1886. Later on, it became a tradition to sing this song in every Congress Session. 'Jana Gana Mana' is India's National Anthem, whereas 'Vande Mataram' is our National song.

THE INDIAN NATIONAL MOVEMENT

APPENDIX-2

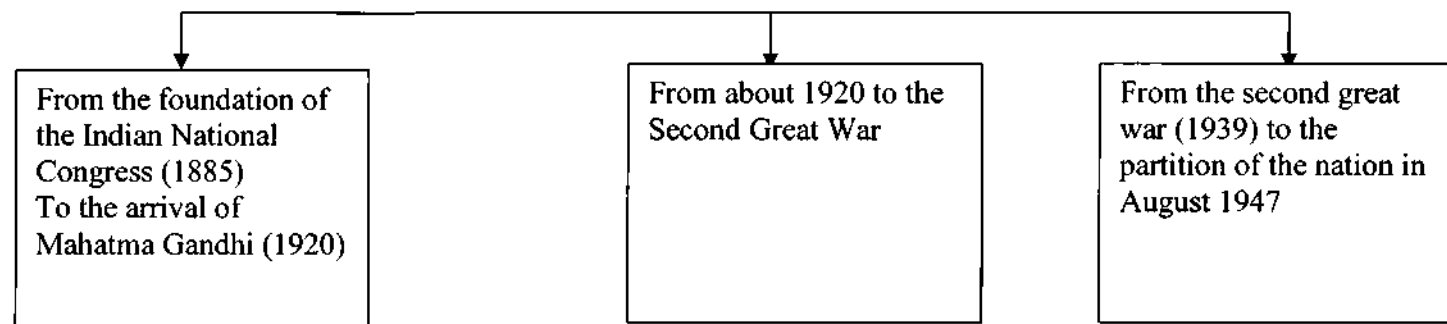
English rule brought some discontent (unhappiness) among Indians. The British Government overpowered the Indians in the 19th century. The Indians protested (went against) against the British occupation and policies.

The Indian National Congress Party was established in 1885. The Indian national movement took a definite shape with its foundation. The earlier movements had made (paved) the way for the establishment of the Congress party.

1. Social **reform movements of the nineteenth century.
2. Administrative reforms introduced by the **English.
3. Foundation of political organizations such as the British India society (1843). British India association (1876) etc was note worthy.

** Reforms -change
** English -British Government

Three Stages in the Indian national Movement



National Movement: From Hume to Gandhi (1885-1920)

The Indian National Congress:



Allan Octavian Hume
Father of the Indian National Congress

Allan Octavian Hume founded the Indian National Congress in 1884. He was retired officer of the Indian Civil Service. Viceroy Dufferin, helped Hume in founding the Indian National Congress party. He began to dislike it. He called it a **sedition body** of the **microscopic minority**.

** seditious body- a group who oppose the government.
** microscopic minority - very less people.

Early phase Goals and Methods:

- > **Members:** Many of the members of the congress were retired Indian Civil Servants. They belonged to the upper middle classes and were Western -educated. They believed in the English sense of justice.
- > **Main aim of Congress was:** The members met annually (once in a year) to bring the grievances (complaint)of the Indians to the attention, of the rulers.
- > **Method:** The Congress party passed resolutions in the annual (yearly) meetings and submitted them to the rulers.



Surendra Nath Banerjee

Birth of Muslim League

The foundation of the Congress party was supported by the Indians and the British government.

However there was dissimilarity among the members of the Congress party and the British Government.

The Government stopped their members from attending the Congress meeting.

Difference between the Government and the members of the Congress party began to grow. (the problems became more)

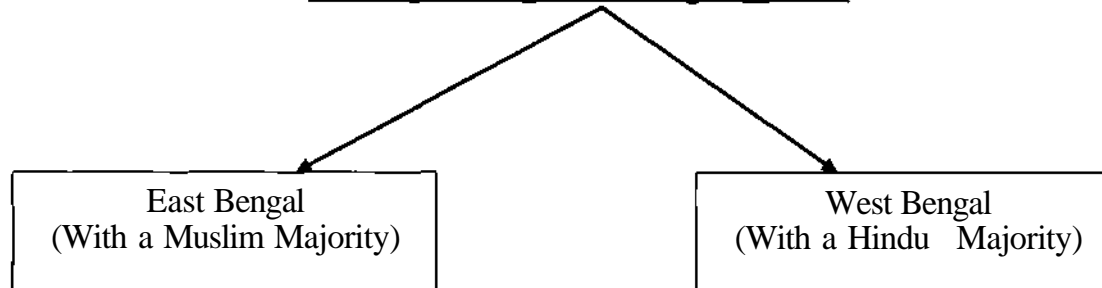
English started separating the Hindus and the Muslims at Aligarh in 1888

This led to the division of the Muslims and the Non- Muslims

It resulted in the establishment of the ' All India Muslim League' in 1906.

Division of Bengal

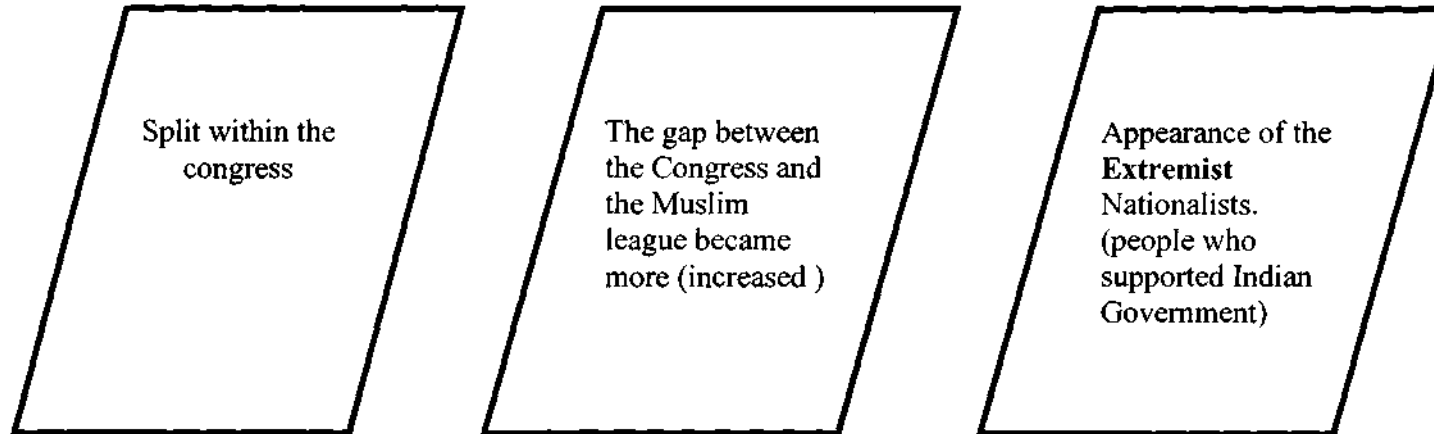
Lord Curzon divided Bengal in 1905



- ✓ The English policy of dividing the people of our country on communal lines (basis) became manifestly (noticeably) clear.
- ✓ This led the Congress party to launch (to start) the 'Swadeshi movement'. It also brought an end the policy of ** 'petition and prayer'

****Petition- requesting and pleading.**

The Indian National Movement (1905-1916) was marked by three out-standing events.



Moderates: 1. Moderates used the right (constitutional) method.
2. Co-operation with the Indian Government.

Extremists: 1. Extremists chose the Revolutionary method
2. They were against the English Government

- Moderates**
- ❖ Gopal Krishna Gokhale
 - ❖ Pherozeshah Mehta
 - ❖ Surendra nath Baneerjee

- Extremists**
- ❖ Bal Gangadhar Tilak
 - ❖ Bipin Chandra pal
 - ❖ Lala Lajpath Roy

* revolutionary –people who are planning to bring change

***Swaraj is my
birthright**



*Swaraj means Self rule of
Independence*

Bal Ganagdhar Tilak
(1856-1920)

- He opposed the policies and methods of the early Congress leaders.
- He advocated mass movement and complete liberation of the country.

*** Revolutionists:** A section of the nationalists were disappointed because of the moderate policy of the congress and the general apathy (indifference) of the English.
A group of people wanted to change the government.
They are called the revolutionists and they used the revolutionary methods.

Names of revolutionists: V.D Savarkar, Chandrasekhar Azad and Bhagat Singh.

What did they do:

- Forced to take things in to their hands.
- They began to attack English officers and magistrates (judges)
- blow up trains and burn government offices.
- The horse-carriage of Lord and Lady Minto was also attacked in 1909.
- Many revolutionists were hanged.

Involving or causing great change.

** Revolutionary: A person who starts or supports a political change.*

1909 Act and after:

- The British Government stopped public meetings and the freedom of press (newspaper).
- The policies of the English *harden the feelings of the nationalists and intensify (make stronger) their fight.
- To satisfy them, the government conceded (unwillingly fulfilled.) some of the demands in the 1909 Act.
The demands were :

1. The partition of Bengal was cancelled in 1911.
2. New Universities were established.
3. The Victoria Cross awards were introduced to honour the brave and dedicated (good) Indian soldiers.
4. These changes as well as the visit of King George V and Queen Mary to India, brought some support to the Moderates. However, none of these satisfied the Extremists.

* harden the feelings - to feel bad.

Lucknow Pact of 1916:

- When the British withdrew the partition of Bengal, the Muslims moved away from the English and drifted (moved) closer to the Congress
- After 1915, the Congress and the Muslim league held their annual sessions in the same cities .They passed more or less the same resolutions.
- In 1916, the Congress and the League made a pact (agreement) at Lucknow. This is known as the Lucknow pact.

Home-rule movement: Home rule does not mean Complete Independence. It only means self-government for the Indians within the British Empire. Bal Gangadhar Tilak and Mrs. Annie Besant (his Irish Colleague) worked for the Home Rule movement.

The Home rule movement not only reached the remotest corner of the country, but also awakened the women and brought them into the mainstream of the National movement .It was accepted both by the congress and the Muslim League.

Rowlatt Act:

Reason for Rowlatt Act:

1. Indians helped the British Government during the war.
2. The nationalists wanted the Government to fulfill the demands.
3. Very few demands were fulfilled.
4. The Indians protested to the British Government.

- According to this law, the political prisoners can be kept in the prison (jail) for 2 years without any trial (check).
- Gandhiji in 1919 decided to launch a nation wide Satyagraha against the proposed Rowlatt Act (1919).

Jallianwala Bagh: The English passed the Rowlatt Act ignoring the feelings of the nationalists. When the Nationalists protested against the Rowlatt Act (1919), the British Government took more cruel measures. This led to the atrocious (frightful) incident at Jallianwala Bagh.

Jallianwala Bagh is a central park in Amritsar city in Punjab. An English general called Dyer massacred (killing many people together) three hundred and seventy -nine men, women and children and injured another twelve hundred of the fifteen thousand people gathered in this park on 13th April 1919. Dyer took this action only to prove the power of the English and to make fears into the hearts of the common people.



Jallianwala Bagh Massacre (13th April 1919)



General Dyer

Consequence of Jallianwala Bagh Massacre:

- The news of the Jallianwala Bagh massacre was a shock for the people.
- People in India and England, condemned the murder of innocent and unarmed (without weapons) people.
- Gandhi disapproved this act of the 'satanic government'.
- Rabindranath Tagore returned the **knighthood conferred on him earlier.



Mahatma Gandhi



Rabindranath Tagore

**** Knighthood - an award given for good work**

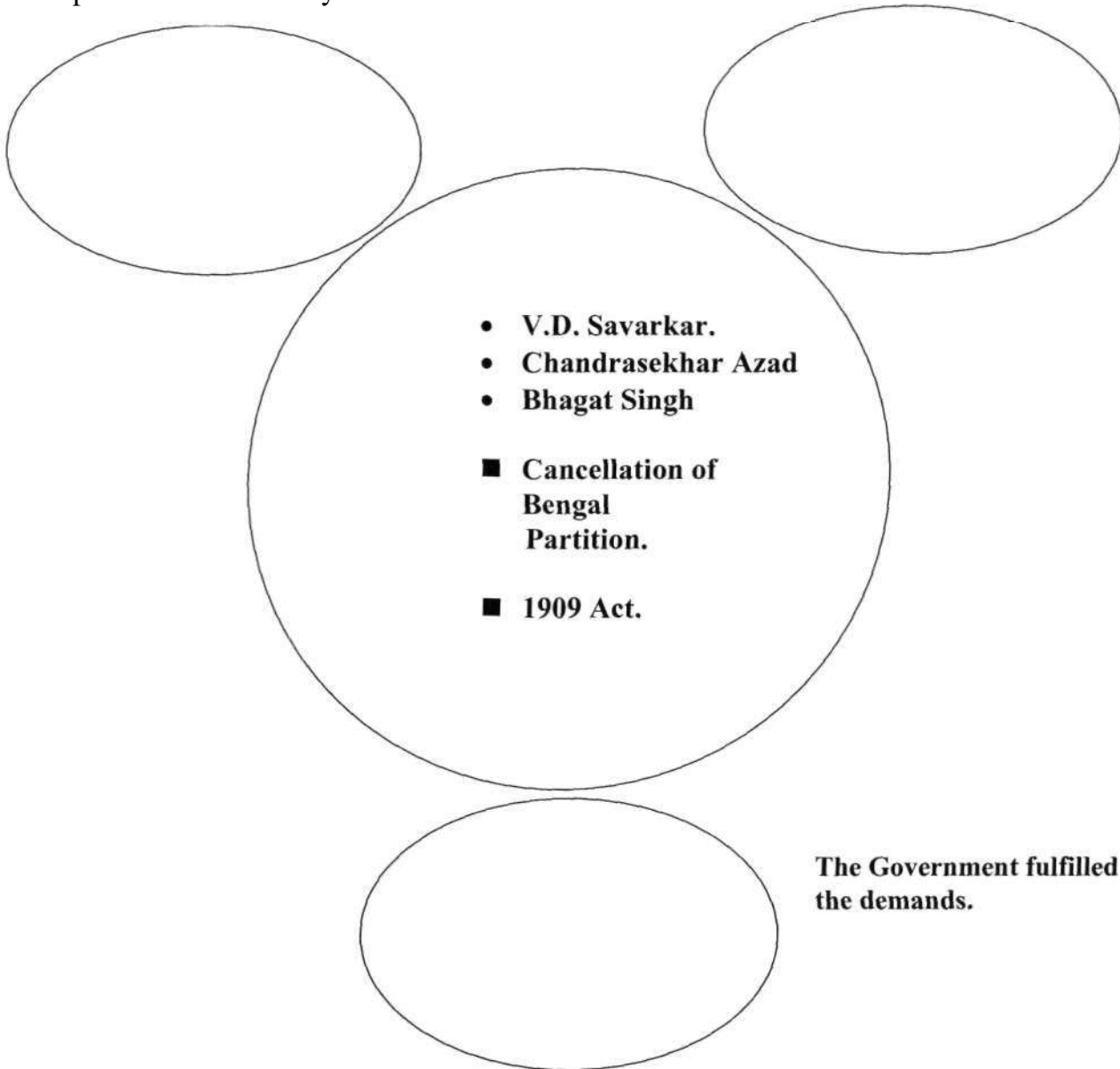
Appendix3

Assessment.

I. Put the right statement in the right circle:

Adopted the revolutionary method.

1911



II. Choose the correct answer.

**1. The horse carriage of Lord and Lady Minto was attacked
in _____**

a) 1909 b) 1990 c) 1888.

2. The English means _____

**a) British Government b) Indian Government
c) Government**

3. Revolutionary is a person who

**a) brings a great change
b) starts or supports a political change in the society.
c) a common man.**

Assessment.

I. Given is a set of dates. Arrange it according to the events:

(1916, 1915, 1919)

1. Launching of Nation wide Satyagraha by Gandhiji.
2. The Congress and the Muslim made a contract (Pact) at Lucknow.
3. The Congress and the Muslim league held their Annual sessions.

Answers

1. _____

2. _____

3. _____

II. Name the following :

1. The act gave enormous powers to repress political activities.

2. It means Self-Government.

3. The pact (contract) between the Hindus and the Muslims.

I. Tick \checkmark , in the space provided in the right or wrong circle.

<u>Sl No.</u>	<u>Statements</u>	<u>Right</u>	<u>Wrong</u>
1	Jalianwala Bagh is a central park in Bengal.	<input type="radio"/>	<input type="radio"/>
2	An English called general Dyer killed many people.	<input type="radio"/>	<input type="radio"/>
3	Mahatma Gandhi disliked the act of British Government	<input type="radio"/>	<input type="radio"/>
		<input type="radio"/>	<input type="radio"/>

II. Choose the correct answer

1. The British Government passed this act ignoring the feelings of the nationalists. _____

a) Rowlatt Act b) Lucknow pact. c) Jallianwala Bagh Act.

2. He returned the award given to him.

a). Rabindranath Tagore b) Mahatma Gandhi c) General Dyer

3. The Jallianwala Baug massacre took place in _____

(a) 13th April 1919 (b) 13th April 1920 (c) 14th April 1919.

To,

.....
.....
.....

Dear Madam,

I, the undersigned, is a student of M.S.Ed (H.I) doing my Master's Program at All India Institute of Speech and Hearing, Mysore. As a part of my study I have under taken a research study titled '**A study of effectiveness of adapted curriculum in social studies for secondary school children with Hearing impairment**', under the guidance of Ms.Prithi Nair, Lecturer, Department of Special Education, AIISH.

The study is based on the concept of Adaptation. The material is adapted in terms of content, language, knowledge, teaching strategies and assessment. The adapted material will be given to children with hearing impairment studying in Std.VII in an English medium special school. A chapter in history is selected for this purpose. I am in the process of adapting the material. Hence the adapted content in enclosed here with.

Your expertise in the subject is well known and hence I request you earnestly to give valuable time and suggestions for critical analysis of the adapted material.

Thanking you in anticipation.

Your's sincerely.

(Mr. Rayapu Reddy)

Appendix5

TEST

Grade: VII

Marks: 25

I. CHOOSE THE CORRECT ANSWER.

(10 marks)

1. The Indian National Congress was established on_____.
(a) 1885 (b) 1906 (c) 1919 (d) 1880.

2. The person who founded the Indian Nation Congress_____.
(a) Gandhi (b) Tagore (c) Allan O.Hume (d) Surendra Nath Banerjee.

- 3 The All India Muslim League was established in_____.
(a) 1885 (b) 1919 (c) 1880 (d) 1906

- 4 Swaraj is my Birth right_____.
(a) Bipin Chandra Pal (b) Gopal Krishna Gokhale (c) Bal Gangadhar Tilak
(d) Lal Lajpat Rai

- 5 The partition of Bengal was cancelled in_____.
(a) 1909 (b) 1911 (c) 1885 (d) 1916

II. TRUE/ FALSE

(5 marks)

1. Surendra Nath Banarjee said that England is our Guide ()
2. Lala Lajpath Roy was a Moderate. ()
3. Gokhale said that Swaraj is my Birth right ()
4. Home rule movement means Complete Independence ()
5. Mahatma Gandhi started (launched) Satyagraha ()

III. FILL IN THE BLANKS

(5 marks)

1. Allan O. Hume is called as the _____
2. The English sowed the first seeds of communalism at _____
in 1888.
3. West Bengal had _____majority of people.
4. _____advocated mass movement.
5. King George V and _____visited India after 1909 Act.

IV. MATCH THE FOLLOWING

(5 marks)

A

B

- | | |
|-----------------------------|------|
| 1. Jalianwala Bagh massacre | 1916 |
| 2. Indian National Movement | 1919 |
| 3. Partition of Bengal | 1885 |
| 4. Lucknow Pact | 1909 |
| 5. Birth of Muslim League | 1905 |

V. Look at the personality, name them and write what they did: (5M)

Photograph

Name of the personality what they did?

1.



2.



3.



4.



5.

