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Assessment of Product Value of the Scheme of Studies for Deaf at Associate Degree Level in Punjab: Special Education Teachers Perspective

Ghulam Farooque
PhD (Education) Scholar Department of Education Alhamd Islamic University Islamabad Campus ghulamfarooq13@yahoo.com
Dr Qurat ul Ain
quratul.ain@alhamd.pk Supervisor/ HOD Department of Education Alhamd Islamic University Islamabad Campus

Abstract:

The main purpose of this study was to find out the product value of the curriculum of Associate degree of Arts for the deaf and hard of hearing students in Punjab. Opinion of 72 teacher's, teaching at associate degree level in seven public sector colleges for deaf functioning under the directorate of Special Education in Punjab were taken. The results show that the present scheme of studies is not upto the standard and it does not enable the special students to become self-reliant, economically independent and contributive member of society. Majority of the teachers agree that there is need to revise the scheme of studies that develop technical skills among these special students according to the demand of society. For this purpose there is need to develop comprehensive plan at Government level. One of the major barriers is improper policy and its initiative. Deaf people are among the low paid community because of their disabilities. Majority of these special people are hired as low paid workers such as office boy, waiter, gardener, lower division clerk and drawing teachers in private special schools.

Key words: product value, scheme of Studies, Self-reliant, contributive, special education, deaf

Introduction:

Hearing is one of the five senses and is the ability to perceive sound by detecting vibrations through an organ such as the ear. A child facing hearing loss or deafness perceives difficulty in listening the sound properly. Deafness may be due to problem in conductive part of ear, sensorineural part of ear and in both parts of the ear that is called mixed hearing loss. Along with the type of deafness, it is also categories according to the degree of deafness. This degree of deafness represents the severity of deafness that includes mild, moderate, moderately severe, severe and profound deafness. Severity of deafness not only affects the academically but also it affects the life style of the individual. Individual with Mild Hearing Loss (26-40 dB) misses 25-40% of speech signals and struggle with early reading skills and understanding the speech in noisy settings. Person facing Moderate Hearing Loss (41-55 dB) often ask for repetition during conversations and may rely on lip-reading. They miss 50-70% of speech signals. Individuals with Moderate to Severe Hearing Loss (56-70 dB) miss

70-90% of speech signals and conversation becomes challenging for these people without hearing aids or amplification devices. People with Severe Hearing Loss (71-90+ dB) miss more than 90% of speech signals. They heavily rely on hearing aids or cochlear implants and may use sign language for communication. With Profound Hearing Loss (91+ dB) Individuals can only hear extremely loud sounds and always prefer sign language over verbal communication (Clason, D. 2024).

According to Rabea, S. and Aqdas K. (2021) 17.9 % of the children between five to seventeen years are facing one or more types of disabilities in Punjab province According to the World Health Organization (2023), an estimated 1.3 billion people worldwide experience significant disability, which includes children and adolescents. This represents about 16% of the global population**.** Children with disabilities are among the most likely to be excluded from education. According World Health Organization (2024), approximately 34 million children worldwide have hearing loss and this represents about 5% of the global population. According to Deaf Reach (n.d.) there are over 1 million deaf children of school age in Pakistan but only 5% of these children attend schools. This is all due to the non-availability of suitable policy and non-technical/ vocational education being offered in special education institutions for deaf children.

Statement of the problem

This study was undertaking to assess the product value of the scheme of studies for deaf at Associate Degree Level in Punjab: Special Education Teachers Perspective.

Objectives of the Study

The current study was intended to achieve the following objectives:

1. Find out the teacher's opinion about product value of the scheme of studies for deaf at associate degree level in Punjab.
2. To find out teacher's opinion about weaken areas of scheme of studies.

Literature review

Education is a fundamental pillar of society that fosters critical thinking, enhance economic growth, and promote social cohesion. By providing knowledge and skill, it empowers the individuals to become economically independent, self- reliant and contributor to the society. Along with this education is associated with other numerous benefits such as sense of hygiene, cleanliness and better civic sense. According to Smith (2020) education is crucial in breaking the cycle of poverty and inequality, helping to build more sustainable and resilient communities.

Likewise the normal students, education for deaf is also very important. It provides an opportunity to learn and communicate effectively not only within the deaf community but also with the normal people. It is also the source that provides access to information, and enables the individual to fully participate in social activities. In Pakistan educational opportunities to deaf children are available in segregated environment where as in developed states Inclusive education environment is provided to this type of students with support of sign language and spoken language and resultantly these children find better opportunities for cognitive development, social skills, and academic achievement. According to Marschark, M., Lang, H. G., &

Albertini, J. A. (2001) education empowers deaf individuals to pursue their goals and contribute meaningfully to their communities.
At every level of education either for normal or special students a proper scheme of studies is developed that provides a planned outline that details the subjects, courses, and scholastic objectives for a particular level of education. It guides the educators and students by outlining what topics will be taught, the order that will be followed, and the methods of teaching/ assessment that will be used. The scheme of studies ensures a coherent and comprehensive educational experience, aligning with the goals of the program.

Dewey, J. (2018). Stated that scheme of studies is a comprehensive plan that organizes the academic content and pedagogical strategies to be employed in an educational setting, ensuring alignment with educational goals and standards. According to Miller, R. (2019) a scheme of studies encompasses the curriculum structure, detailing the various subjects and educational activities designed to achieve the intended learning outcomes for students within an academic program. According to Smith, J. (2020) a scheme of studies refers to a systematic plan that outlines the subjects, learning objectives, and assessment methods for a specific educational program or course of study. Johnson, L., & Brown, T. (2021) stated that scheme of studies is an organized framework that specifies the content, sequence, and duration of instruction for a particular level of education, ensuring a structured and coherent learning experience.

According to unpublished record, Directorate of Special Education Punjab has established seven Government Degree colleges in different cities of Punjab. All these colleges are affiliated with University of the Punjab Lahore. According to the scheme of scheme of studies (2003), two years Associate Degree in Arts with the following subjects is being offered in these colleges.

S/NO	Subject	Compulsory/ Elective/ Optional	Weightage of marks		Total Marks
			Theory	Practical	
1.	English	Compulsory	200	-	200
2.	Islamic Studies	Compulsory	60	-	60
3.	Pakistan Studies	Compulsory	40	-	40
4.	Computer Studies	Elective*	60	140	200
5.	Fine Arts	Elective*	50	150	200
6.	Physical Education	Elective*	60	140	200
7.	Social Work	Elective*	200	-	200
8.	Islamiat	Elective*	200	-	200
9.	Sign Language	Optional**	50	50	100
10.	Urdu	Optional**	100	-	100

- Any two subjects

** Any one subject

Research Methodology

Research Design

Research design for this study was quantitate survey. The main motivation behind the study was to access the Product Value of the Scheme of Studies for Deaf at Associate Degree Level in Punjab: Special Education Teachers Perspective and further recommendation about the scheme of studies for deaf at associate degree level in Punjab.

Population

Study was conducted in whole Punjab so, all the teaching staff of public sector colleges functioning under Directorate of Special Education Government of Punjab constitutes the population of this study.

Sample

Hundred percent (72) teachers working in degree colleges of Special Education in Punjab were taken as the sample of this study.

Instrumentation

Tailor made questionnaire was used as a tool for this study. Questionnaire was developed while keeping in view the knowledge and skill, economically self-independence, current need, future trends and inclusion of deaf in normal community. The questionnaire was divided into two sections, the first was preliminary information of respondent and second part was consisting of teacher's opinion about the product value of scheme of studies on five point Likert scale.

Data Collection & Analysis

After the tool development, the research was conducted through postal services. The data collected was tabulated and analyzed using SPSS thirty version software. Descriptive and varied statistics were performed to obtain results. Based on the results, conclusions have been obtained.

Table: 1

Sr#	Respondents	Frequency (f)	Percentage (%)
Gender			
1.	Female	42	58.33%
2.	Male	30	41.67%
	Total	72	100%
Teaching Experience			
1.	1-5 years	32	44.44%
2.	6-10 years	15	20.84%
3.	11-15 years	15	20.84%
4.	16 and above years	10	13.88%
	Total	72	100.00 %
Educational Qualification			
1.	Masters	61	84.72%
2.	M. Phil	11	15.28%
	Total	72	100%

Analysis of Teachers Opinion

Table: 2

S/No	Statement	SA	A	UNC	DA	SDA	M	SD
1.	Students comprehend the curriculum.	51	10	05	DA	-	4.47	0.936

The calculated mean (M) value is 4.47 and the standard deviation (SD) is 0.936.The results indicate that majority of the respondents strongly agreed with the statement that students comprehend the curriculum, as reflected by the high mean value.

Table: 3

S/No	Statement	SA	A	UNC	DA	SDA	M	SD
2.	Curriculum develop computer based knowledge and skill.	04	04		41	23	1.96	1.02

The calculated mean (M) is 1.96, and the standard deviation (SD) is 1.02. The results indicate that majority of the respondents disagree that the curriculum develops computer-based knowledge and skills, as reflected by the low mean value. The standard deviation suggests there is a moderate amount of variation in the responses, indicating differing opinions among the respondents.

Table: 4

S/No	Statement	SA	A	UNC	DA	SDA	M	SD
3.	Curriculum enables deaf students to compete with normal students of this level.	-	-	-	30	42	1.42	0.493

The calculated mean (M) is 1.42, and the standard deviation (SD) is 0.493, indicate that majority of the respondents strongly disagree that the curriculum enables deaf students to compete with normal students at this level, as reflected by the low mean value. The relatively low standard deviation suggests that there is little variation in the responses that indicates a strong consensus among the respondents.

Table: 5

S/No	Statement	SA	A	UNC	DA	SDA	M	SD
4.	Curriculum prepares the child for practical life.	05	02	02	03	60	1.46	1.142

The calculated mean (M) is 1.46, and the standard deviation (SD) is 1.142, indicate that majority of the respondents strongly disagree that the curriculum prepares the child for practical life, as reflected by the low mean value. The relatively low standard deviation suggests that there is some variation in the responses, indicating differing opinions among the respondents.

Table: 6

S/No	Statement	SA	A	UNC	DA	SDA	M	SD
5.	Curriculum enables the students to start their business in market	06	02	03	50	11	2.19	1.01

Calculated mean (M) is 2.19, and the standard deviation (SD) is 1.01, that indicate that majority of the respondents disagree with the statement that the curriculum enables students to start their business in the market, as reflected by the low mean value. The standard deviation suggests there is some variation in the responses, indicating differing opinions among the respondents.

Table: 7

S/No	Statement	SA	A	UNC	DA	SDA	M	SD
6.	After completing the program students can start their online business.	05	03	01	50	13	2.13	0.989

The calculated mean (M) is 2.13, and the standard deviation (SD) is 0.989 that indicate that majority of the respondents disagree with the statement that the curriculum enables students to start their online business, as reflected by the low mean value. The relatively low standard deviation suggests that there is some variation in the responses, indicating differing opinions among the respondents.

Table: 8

S/No	Statement	SA	A	UNC	DA	SDA	M	SD
7.	After Associate Degree students get job.	08	06	10	35	13	2.46	1.2

The calculated mean (M) is 2.46, and the standard deviation (SD) is 1.2. The results indicate that majority of the respondents disagree with the statement that students get a job after completing their Associate Degree, as reflected by the low mean value. The standard deviation suggests there is some variation in the responses that indicate different opinions among the respondents.

Table: 9

S/No	Statement	SA	A	UNC	DA	SDA	M	SD
8.	After Associate Degree students become financially self- reliant and contributor to community.	05	04	07	41	15	2.21	1.05

The calculated mean (M) is 2.21, and the standard deviation (SD) is 1.05. These results indicate that majority of the respondents disagree with the statement that students become financially self-reliant and contributors to the community after completing their Associate Degree, as reflected by the low mean value. The standard deviation suggests there is some variation in the responses, indicating differing opinions among the respondents.

Table: 10

S/No	Statement	SA	A	UNC	DA	SDA	M	SD
9.	Knowledge and Skills competency enable the student to meet local market demands	02	02	03	60	05	2.11	0.68

The calculated mean (M) is 2.11, and the standard deviation (SD) is 0.68. These results indicate that majority of the respondents disagree with the statement that knowledge and skills competency enables students to meet local market demands, as reflected by the low mean value. The relatively low standard deviation suggests that there is some variation in the responses, indicating differing opinions among the respondents

Table: 11

S/No	Statement	SA	A	UNC	DA	SDA	M	SD

10.	Curriculum enables the students to meet global market demands.	-	-	02	64	06	1.94	0.329

The calculated mean (M) is 1.94, and the standard deviation (SD) is 0.329. Results indicate that majority of the respondents disagree or strongly disagree with the statement that the curriculum enables students to meet global market demands, as reflected by the low mean value. The relatively low standard deviation suggests that there is little variation in the responses, indicating a strong consensus among the respondents.

Table: 12

S/No	Statement	SA	A	UNC	DA	SDA	M	SD
11.	Curriculum develop future competency needs in pupil	03	03	01	58	07	2.13	0.80

The calculated mean (M) is 2.13, and the standard deviation (SD) is 0.80. Results indicate that majority of the respondents disagree with the statement that the curriculum develops future competency needs in pupils, as reflected by the low mean value. The relatively low standard deviation suggests that there is some variation in the responses, indicating differing opinions among the respondents.

Table: 13

S/No	Statement	SA	A	UNC	DA	SDA	M	SD
12.	Curriculum develops social skills in deaf.	15	30	03	20	04	3.44	1.246

The calculated mean (M) is 3.44, and the standard deviation (SD) is 1.246. These results indicate that the respondents' opinions are mixed, with some agreeing and others disagreeing that the curriculum develops social skills in deaf students. The mean value suggests a tendency towards neutrality, while the standard deviation indicates a moderate variation in responses. However majority of the respondents were agreed with the statement.

Table: 14

S/No	Statement	SA	A	UNC	DA	SDA	M	SD
13.	Curriculum enhance the confidence level among deaf students	35	25	03	05	04	4.14	1.134

The calculated mean (M) is 4.14, and the standard deviation (SD) is 1.134. Results indicate that majority of the respondents agree or strongly agree that the curriculum enhances the confidence level among deaf students, as reflected by the high mean value. The standard deviation indicates that there is some variation in the responses, showing differing opinions among the respondents.

Table: 15

S/No	Statement	SA	A	UNC	DA	SDA	M	SD
14.	Curriculum enables deaf students to	02	02	03	60	05	2.11	0.68

	study higher education with normal students.							

The calculated mean (M) is 2.11, and the standard deviation (SD) is 0.68. Results indicate that majority of the respondents disagree with the statement that the curriculum enables deaf students to study higher education with normal students, as reflected by the low mean value.

Findings

i. Majority (84.72%) of the respondents agreed with the statement: "Students comprehend the curriculum". (Table 2)
ii. Majority (88.88%) of the respondents disagreed with the statement: "Curriculum develop computer based knowledge and skill". (Table 3)
iii. Majority (100%) of the respondents disagreed with the statement: "Curriculum enables deaf students to compete with normal students of this level". (Table 4)
iv. Most of the respondents (87.5%) disagreed with the statement: "Curriculum prepares the child for practical life". (Table 5)
v. Most of the respondents (84.72%) disagreed with the statement "Curriculum enables the students to start their business in market". (Table 6)
vi. Majority (85.5%) disagreed with the statement: "After completing the program, students can start their online business". (Table 7)
vii. Most of the respondents (66.66%) disagreed with the statement "After Associate Degree students get job". (Table 8)
viii. Most of the respondents (77.77%) disagreed with the statement "After Associate Degree students become financially self- reliant and contributor to community". (Table 9)
ix. Most of the respondents (90.27%) disagreed with the statement: "Knowledge and Skills competency enable the student to meet local market demands". (Table 10)
x. Most of the respondents (92.22%) disagreed with the statement: "Curriculum enables the students to meet global market demands". (Table 11)
xi. Majority of the respondents (90.27%) disagreed with the statement: "Curriculum develop future competency needs in pupil". (Table 12)
xii. Most of the respondents (62.5%) agreed with the statement: "Curriculum develops social skills in deaf". (Table 13)
xiii. Majority of the respondents (83.33%) agreed with the statement: "Curriculum enhance the confidence level among deaf students". (Table 14)
xiv. Majority of the respondents (90.27%) disagreed with the statement: "Curriculum enables deaf students to study higher education with normal students". (Table 15)

Discussion & Conclusions

The major purpose of this study was analyze the product values of scheme of studies at associate degree level for deaf in Punjab Province. Seventy two teachers opinion were taken from degree colleges of special education in Punjab. It was concluded that current scheme of studies/ curriculum is not up to the standard to develop deaf student an independent, self-reliant and fruitful contributor to society. It is old version type of curriculum that does not prepare the deaf student to socially and economically rehabilitate in society. After completing the degree program most of the deaf students feels difficulty in getting job and remains unable to start their own business in local market and global market. Academically the level of deaf students is far behind the normal students and they can't pursue higher studies with the normal students.

Recommendations

Following recommendations are made on the base of data analysis

1. Curriculum/ scheme of studies should be revised by incorporating ICT and new market demanding fields.
2. Scheme of studies must be more practical oriented. Traditional subjects may be replaced with technical subjects and technical workshop may be established in each college.
3. Present Teaching staff may be trained with modern pedagogical skills and ICT so that they may use technology in teaching learning process

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