The Impact Of Nasheman on Capacity Building of Hearing Impaired (HI) Students

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ARTICLE DETAILS

ABSTRACT

Purpose: The main objective of the study was to explore the impact of Nasheman on the capacity building of hearing-impaired (HI) students. The present study was descriptive and qualitative in nature.

Methodology: The population of the study consisted of all the forty-eight graduates of Nasheman who have completed their course of skills development from Nasheman. The sample of the study consisted of 14 students, which were selected through a convenient sampling technique. An in-depth interview schedule was used to collect data from selected respondents. Researcher personally visited the selected respondents and interviewed them. Thematic analysis technique was used for data analysis.

Findings: The findings of the study revealed that most of the graduates were successful and living honorable lives. The administrative staff was very welcoming and caring. On the other hand, the teaching staff was professionally qualified and hard working.

Implications: More institutes like Nasheman should be established all around the country to facilitate special persons to increase and improve their capacities and there should be more diploma courses offered to facilitate a large number of special persons.

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Introduction

For those with special needs, the Nasheman Home for Special Persons (also known as "Nasheman") was established in 1989 at the Social Welfare Complex in Township Lahore with the goal of helping them develop their full potential and become productive members of society through employment and a decent quality of life. Faisalabad and Bahawalpur later got their own Nasheman Institutes to better serve the surrounding areas. In total, 100 residents, including 50 Day Scholars and 50 Boarders can currently be accommodated at the school in its current configuration. Special persons, such as the physically and mentally challenged, the deaf and the dump, who are between the ages of 18 and 50 years and who reside in Punjab are eligible to apply. The recommendation of the District Assessment Board is required for admission, and the applicant must not be suffering from any infectious disease. People who are addicted to drugs, have no family or guardians, or are
otherwise difficult to locate, as well as those who are illiterate, are all disqualified from applying (GoP, 2022)

There is a committee of the Chairman, Secretary, and Member of the Advisory Committee that analyses each applicant's qualifications for admission. Free medical care is provided as well as free boarding and lodging through the organization's network of medical facilities. There are six-month courses in home appliance repair, six-month courses in software and hardware packages, and six-month courses in tailoring. Women's Skill Development, Capacity Building (In-Service Training), District Industrial Houses (Sanatzars), Skill Development Institute (Qasar-e-Behbood), and the Social Welfare Training Institute are all collectively offered programmes (SWTI) (GoP, 2022).

Nasheman provides a suitable platform to the special persons. Special persons are the most important part of the society. It is the duty of the society to provide all the facilities to them as it is the basic right of all the individuals of the society. These people have the capacity to work hard as normal persons, but they need special attention and care. The government also must focus on these people. Government must arrange facility to teach these differently abled persons, must arrange facilities to enhance their capacity and develop their skills. This study was an attempt to display the work of Nasheman for special persons (Barakat & Chard, 2002).

Capacity-building is defined as the process of developing and strengthening the skills, instincts, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in a fast-changing world. An essential ingredient in capacity-building is transformation that is generated and sustained over time from within; transformation of this kind goes beyond performing tasks to changing mindsets and attitudes. Persons with disability are a community chronically discriminated against. Doing things for them, or to them, is not going to end exclusion - persons with disabilities will remain dependent and marginalized (Lee, Kang, & Shin, 2015). Through Nasheman, persons with disabilities are empowered to make change for themselves. At the heart of the work of disability Nasheman, is the drive to increase the engagement of persons with disabilities at all levels of society – within families, communities, service providers and power holders. This increased engagement boosts a positive cycle: persons with disabilities emerge from isolation and, in the process, shift the understanding of those around them, leading to changes in attitude, behavior and practice (Craig, 2007).

**Review of Related Literature**

Building or developing institutions is based on the premise that poor communities and national governments are ineffective at providing for the needs of their population because of a lack or loss of institutional capacity. Again, the many possible meanings of the word lead to ambiguity. Its technical meaning is "a space, area, or volume that holds anything," but it has long since acquired the figurative sense of "mental receiving power," and subsequently the general meaning of "the capacity, capability, or facility for something specific" (Lee, Kang, & Shin, 2015).

Barakat, & Chard, (2002) discusses these issues in a research on the World Bank's support for Colombian Local Government reform and development. As he refers to these components, he calls them "dimensions of local capability." which he refers to as "labour, capital, and technology." A company's capacity might be restricted by the "ineffective utilisation" of its employees due to constraining circumstances (such as personnel policies). Lack of financial means and equipment, as well as poor distribution of those resources and equipment, as well as inadequate information collecting, decision-making, and evaluation processes, can all lead to an apparent lack of personal capacity in the same way.

Craig, (2007) believed that for a long time, donors and recipients of capacity building programs have struggled because they failed to recognize that one's ability or power to act effectively is influenced by one's environment as well as one's own knowledge and ability. This has probably been the root of many of the problems encountered. As an element of community development,
capacity building is now widely seen as a vital component, particularly in the area of empowering the poor, which is also known as empowerment of the poor.

A more inclusive approach that considers human ability, material resources, and power as all three components of capacity for participatory development has become popular in recent years, and the term "capacity development" has become more widely used as a result. In the context of capacity (capacity development, capacity strengthening), it is the ability to generate, perform, or deploy that is referred to as "capacity". Despite the fact that an OECD-DAC document released in 2006 said that the phrase capacity development was the preferred language, the two concepts are widely used interchangeably. Capacity building has been included in national and subnational development plans as part of "social and economic development" since the 1950s by international organizations, governments, NGOs, and communities. "Capacity development," as described by UNDP as the "how," underpins the organization's efforts to achieve its mission (Barakat, & Chard, 2002).

Many of the Sustainable Development Goals are being achieved through the usage of this tool. UN Sustainable Development Goal 17 calls for increased international support for developing nations' capacity building in order to support their national policies to implement the 2030 Agenda. It has been established in international development law that "cross-cutting modes of international intervention" such as public administration reform, democracy/good governance, and education are all part of the "line sectors" of public services that capacity building falls under (Narrow, Clarke, Kuramoto, Kraemer, Kupfer, Greiner, & Regier, 2013).

The international community has agreed on the components of capacity building in five areas. These include a clearly defined policy framework, institutional development and legal framework, citizen/democratic engagement and oversight, human resource improvements, including education and training, and sustainability. Consensus has been developed by organizations such as the World Bank, the UN, and the EU. There are overlaps between some of these activities and sectors and others. There has been a lot of focus on education and training inputs (Banyan, 2015) in the actual world, which may be a euphemism for training and education. While the United Nations Development Program (UNDP) focuses on "training" rather than actual performance criteria in their assessment procedure ( Potter, & Brough, 2004).

Pre-Pakistani establishment of programs for the education of children with hearing impairments was a precursor to current efforts. First, Karachi's first school for the deaf and hard of hearing was established in 1920; a foundation stone was thrown down in 1923 to build the other Karachi-based school, Ida Rio. "Gung Mahal," which translates as "Palace for the Deaf," was established by Fatima Jinnah in 1952 for the purpose of giving educational and practical training to hearing-impaired pupils. The first training college for teachers of the deaf was established in Lahore in 1961, and there were also student institutes. (Nyborg, Nawab, Khan, & Ali, 2012).

Those who are deaf or have difficulty hearing are frequently referred to as "Hearing Impaired" (HI), a term that refers to people who have varying degrees of hearing loss severity. Many deaf and hard-of-hearing people prefer to be addressed as "deaf" or "hard of hearing" rather than "hearing impaired," which implies a deficit or that a person is less than whole. To characterize someone who has a significant hearing loss as well as little or no hearing abilities, the term "disabled" is frequently employed. People who are hard of hearing have enough residual hearing for an auditory aid or FM system to be useful in aiding their speech processing, even if they are deaf or hard of hearing (Lorenzi, Gilbert, Carn, Garnier, & Moore, 2006).

Deaf and hard-of-hearing children have difficulty in all academic areas. The academic achievement gap between children with normal hearing and those with hearing loss widens as they progress through school. The amount, quality, and timing of educational support services provided to children have a direct impact on their academic success, as does parental involvement (Marschark, Shaver, Nagle, & Newman, 2015). The significantly lower reading achievement of deaf children than that of literate children is due to their significantly delayed language development, whether in sign or speech. On the other hand, many deaf children struggle just as much as their hearing peers to
read and understand. It's possible to succeed in reading based on either good spoken language development or good sign language development, depending on the circumstances. Due to a lack of language development, these deaf children are unable to understand the motivations and actions of other people (Kyle, & Harris, 2010).

There were 24 hearing-impaired schools and institutions in the country by 1980, however, which was considered to be the most prosperous period in the country's sector of hearing-impaired students' educational establishments. There are currently 13 schools for students who are deaf or hard of hearing in Khyber Pakhtunkhwa province. The Dialogue Between Rukhshanda and Amjad Rukhshanda and Amjad's Dialogue in Volume 39, Number 1 People with varying degrees of hearing loss, from mild to profound, are included in the category of hearing impairment. Deaf and hard of hearing people are also included. As the word, "impaired" is added to the term, deaf people are becoming less accepting of it. Deafness is defined as a condition in which a person cannot hear certain sounds, speak clearly, or have an adequate hearing sense in order to understand what is being said. Deafness is defined in decibels (dB), which is the unit of measurement for sound volume (dB). The louder the sound, the higher the decibel level must be for it to be considered deafening. Among other things, their ability to hear is used to categorize them as hard of hearing, deaf, dumb, and mute (Mushtaq, & Reba, 2017).

When a child has a hearing impairment, it means that he or she is unable to hear or hear well enough to be educated in a general school setting without the aid of assistive devices and training. There are two types of people who are deaf: those who are severely impaired in their hearing, and those who use hearing aids to aid their comprehension of speech. When it comes to children who are deaf or hard-of-hearing, they are those who have impaired hearing to the point where it causes problems, but not to the point where they cannot understand speech through the ear, with or without the use of hearing aids (Decker, Vallotton, & Johnson, 2012).

Other studies have shown a direct correlation between the difficulty of communication and interaction, with parents and educators believing that deaf children have a diminished capacity to learn. A lack of ability to express their feelings to family members, siblings, and friends is one of the main causes of these children's social isolation. As a result, children who are deaf or hard of hearing lack social maturity. As a result, their behavior is characterized by anxiety and depression (Mushtaq, & Reba, 2017). On the other hand, children who have difficulty hearing can do better. Additionally, the government should push for a national awareness campaign to change public perceptions of education and provide training and workshops for children and adults with hearing impairments in order to improve their capacity and rehabilitation. All academic subjects and are more capable of carrying out their responsibilities and activities than most children their age (Akram, & Bashir, 2012).

To educate students who are deaf or hard of hearing, there are three main methods: the oral method, the manual method, and the total sign language communication method. These methods all emphasize the development of speech and sign language. Hearing aids, audio system voice therapy, speech therapy training, sign language, finger spelling, lip reading, and total communication with Capacity Building Initiatives for Hearing–Impaired Children are among the methods used in Khyber Pakhtunkhwa to educate hearing-impaired children. There is a great deal of compatibility between Rukhshanda and Amjad as friends. Vocational training, such as canning and basketry, as well as medical treatment and rehabilitation; employment; religious education; transportation; hostel; sports and recreation activities; and other related activities are all included in this issue's focus on the use of hearing aids or manual alphabets in conjunction with other modes of transmission (Mushtaq, & Reba, 2017).

Known as SANATZAR, the district industrial home is a training and production facility that serves the area. In 1979, this program was launched with the goal of empowering women in each district of the country. Since then, it has been in operation. Between 1994 and 1996, Sanatzar opened in the towns of Lodhran, Pakpattan, Mandi Bahauddin, Hafizabad, and Narowal. The District Head Quarters in Punjab, India, currently employs 36 centers. Women's spare time could be put to good
use by training them in various crafts and arranging center/order work for trained workers, which was the underlying principle of this scheme, which aimed to make women financially sound so that they could contribute to the income of their families (Iqbal, & Hassan, 2015).

**Objectives of the Study**
1. To know the perception of HI students about the effectiveness of Nasheman
2. To explore the impact of Nasheman on capacity building of HI Students.

**Significance of the Study**
After some good steps of government and society for special persons, they are now able to get education. However, it is the need of the hour that they must have skills to compete the demand of market. This study will explore the importance of the Nasheman and other institutes working on capacity building of special persons. This study will also help students of special education to explore benefits of skills for special persons. It will be helpful for policy makers, experts of special education and researchers. This study will also be helpful for teachers and subject specialist of special education to enhance capacity of special persons by giving them practical experience.

**Research Methodology**
This research study was conducted to analyze the impact of Nasheman on Capacity Building of HI students. This study was descriptive and qualitative in nature.

**Population**
The population of the study consisted of all the graduates of the session 2021 from February to July. The total number of students, who passed the six months course were 48, Twenty-eight were hearing impaired students.

**Sample**
The sample of the study was 14 students. The sample was selected through convenient sampling technique.

**Instrument**
An in-depth Interview schedule was used to collect data from selected respondents. The instrument was validated from a panel of three experts. Researcher personally visited the selected respondents and interviewed them.

**Data Analysis**
The analysis of data are as follows:

**Q1: What is Nasheman?**
In question 1, respondents were inquired about Nasheman that what is Nasheman. Every respondent responded the question with answer of his or her own. A respondent responded that it is an institution of teaching technical education, which provides technical education to students with special needs; other replied that it is a home for disabled people; this is an institution that teaching technical education, Nasheman teacher teaches technical education to disabled people. Some of them responded that this is an institution in which the disabled people are given technical education; Nasheman is an institution in which the disabled people are given technical education so that they can do their best job and sever the country and the nation. Nasheman is the institution of disabled people in it different course are conducted and the job is also helped after the course is completed, Disabled people are taught art in this instruction, this is a good institution that makes handicraft disable persons, this is a house, Nasheman training center for Special children with highly qualified instructions, Nasheman is an institution where we can learn different courses, institute for disabled person, Nasheman is a home

**Q2: How you come to know about Nasheman?**
In question 2, the researcher asked the responded that how they have to know about Nasheman. A respondent responded that, my father work in Nasheman and he let him know about it; other told that friend of his brother have idea about Nasheman and he forced my brother to contact it. Another
replied that a friend of her mother-completed course from Nasheman and gave the idea to her mother to send me in it to complete a course from there. A respondent got a call from Nasheman institution, as Nasheman get information about special persons from Social Welfare department. One of them found out through her friend, some of them came to know about Nasheman from Facebook, schoolteacher, from social media, and by their husband.

Q3: Which course you took in Nasheman?
The question 3 of the interview sheet was about Nasheman that which course they took in Nasheman. Some of them attended a beautician course; Motor cycle mechanic, computer software and application, Tailor and Electrician. Most of them have attended Computer related course.

Q4: What was the duration of the course?
In question 4 of the interview sheet about what was the duration of the course. The entire respondent responded that the course duration was six months.

Q5: What was the behavior of Nasheman’s Administration during the course?
Question no 5 of the interview sheet was about Nasheman that what was the behavior of Nasheman Administration during the course. Every respondent responded the question with answer of his or her own. A respondent responded that their attitude was very good; other replied that everyone had a very good attitude, their attitude was very good, teacher’s attitude was very rough and ignoring. Most of the respondents responded that the attitude of the teachers and administration was good.

Q6: After completing your course, how much time did it take to get employment?
Question no 6 was about that After completing your course How much time did it take to get employment. Some of the respondent responded that they have started their own business related to their course that they have attended in Nasheman after 3 to 6 months. Some of them were unable to find job until now. Most of them have started their own business.

Q7: The introduction of the company/institute in which you are working?
Question no 7 was about the introduction of the company/institute in which they are working. Most of them responded that they have started their own business. Some of them respondent responded that they have their own beauty parlor, Other replied that he repair the motorcycle, they have opened computer shop, Tailor shop, Electricity Shop, or started the business of freelancing.

Q8: What is your monthly income?
Question 8 was about their salary/Monthly income. Most of the respondents replied that they are earning from 12000-30,000 per month and are much satisfied from their earning.

Q9: How your colleagues/employees treat you on your workplace?
Question no 9 of the interview was about Nasheman that how your colleagues/employees treat you on your workplace. It was concluded that all of them were satisfied from their colleagues/employees as many of them have their own business.

Q10: What do you think about Nasheman?
Question no 10 of the interview sheet was about Nasheman that what do you think about Nasheman. A respondent responded that this is a very good institution; they work hard on special people. Other replied that it is an institution which provide free education, scholarships, pick and drop to special persons enrolled in it. Nasheman is an institution where disabled people were enabled to become employed. This is very good institution in which people with disabilities can take a course and they are able to open their own shop/business. This institution is very good and doing the best work. This good institution provide technical/vocational education and scholarships. It is very beneficial for Special persons; special persons can learn skills and can do their own business from this good institution.

Conclusion
Based on the findings, it was concluded that Nasheman is an institution of teaching technical education, which provides technical education to students with special needs; other replied that it is a home for disabled people; this is an institution that teaching technical education, Nasheman teacher teaches technical education to disabled people. When they were asked about how they have to know about Nasheman, they responded that, my father work in Nasheman and he let him know about it; other told that friend of his brother have idea about Nasheman and he forced my brother to contact it. Another replied that friend of her mother-completed course from Nasheman and gave idea to her mother to send me in it to complete a course from there. A respondent got a call from Nasheman institution, as Nasheman get information about special persons from Social Welfare department. One of them found out through her friend, some of them came to know about Nasheman from Facebook, schoolteacher, from social media, and by their husband.

In question about which course they took in Nasheman. Some of them attended beautician course; Motor cycle mechanic, computer software and application, Tailor and Electrician. Most of them have attended Computer related course. The entire respondent responded that the course duration was six Months. The behavior of Nasheman Administration during the course was very good; other replied that everyone had a very good attitude, his or her attitude was very good, and teacher’s attitude was very rough and ignoring. Most of the respondents responded that the attitude of the teachers and administration was good.

After completing their course, some of the respondent have started their own business related to their course that they have attended in Nasheman after 3 to 6 months. Few of them were unable to find job until now. Most of them have started their own business. They introduce their company/institute as most of them have started their own business. Some of them responded that they have their own beauty parlor, Other replied that he repair the motorcycle, they have opened computer shop, Tailor shop, Electricity Shop, or started the business of freelancing. Their salary/Monthly income was from 12000- 30,000 per month and they are much satisfied from their earning.

All of them were satisfied from their colleagues/employees as many of them have their own business. They responded that this is a very good institution; they work hard on special people. Other replied that it is an institution, which provide free education, scholarships, pick and drop to special persons enrolled in it. Nasheman is an institution where disabled people were enabled to become employed. This is very good institution in which people with disabilities can take a course and they are able to open their own shop/business. This institution is very good and doing the best work. This good institution provide technical/vocational education and scholarships. It is very beneficial for Special persons; special persons can learn skills and can do their own business from this good institution.

Recommendations
Based on the conclusions, following are the recommendations of the study:
1 Nasheman is a training center for Special children with highly qualified instructors, it may be spread all around the country to facilitate special person to build their capacity.

2 More diploma courses may be offered to facilitate more and more special persons especially females.

3 Government and NGO’s must provide maximum facilities for Nasheman, so its capacity may be enhanced.

4 Government may provide free interest loans and grants to the persons who have completed any diploma course from Nasheman.

References


