

Intensifying Textile and Apparel Edification for Recruitment and Entrepreneurship for the Deaf

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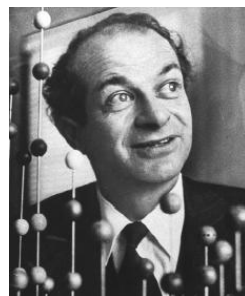
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ABSTRACT

Education for All (EFA) is a national as well as an international commitment to ascertain that every child and adult receives fundamental and quality education. The objective of this paper is to highlight the goals and the measures that can be taken to avail people with disabilities to surmount the barriers that is averting them access to fundamental education. This further ascertains them not only for rudimentary edification and adeptness but prepares them for employment and life. Fashion and apparel design have undergone a rapid transformation over the past decade, with companies evolving their business models to meet the expeditious-pace of the digital world by transmuting runway to retail cycles, reinforcing e-commerce offerings and dedicating entire teams to convivial media in a bid to keep pace with ever-transmuting consumer values. A sizably voluminous part of this transformation can be attributed to the advancements in technology, which have availed push through some of the most paramount vicissitudes in the fashion industry. The merging of fashion and technology requires a very diverse adeptness set namely design, coding and engineering. The paper focusses on the scope, opportunities and possibilities the

textiles and apparel education can provide for people with auricularly discerning impairment. This can only be achieved by concentrated efforts and close monitoring of the edification system since edification orchestrating and implementation is as dynamic as fashion. Prosperity in achieving this mandate will ultimately depend on how Indian educators and inculcation systems can collaborate to deal with differences in India's culturally charged and transmuting context. But one thing is definite that equal opportunities and inclusive edification will definitely ascertain a sustainable world.

Key words: Deaf, Indian Sign language, Education, Fashion design, ICT, Technology, Textile.



*“The best way to have a good idea is to have lots of ideas”-
Linus Pauling
Linus Carl*

Pauling (February 28, 1901 – August 19, 1994) was an American chemist, biochemist, peace activist, author, educator, and husband of

American human rights activist Ava Helen Pauling

INTRODUCTION

The challenge of Textile and Apparel education for students and especially for the auditory perception impaired persons is to understand and close the riven in education and the training sector by finding viable solutions to make the world a better place of learning for future generation. The objective is only attainable with coming together of educationists, whether management, leadership or faculty, and joining the global movement to bring about meaningful transformation in learning. It is important to create a sustainable impact on the society by providing education and training in the field of study related to textiles, apparel and fashion design for the hearing impaired.

Education is the means whereby adults pass on to children their beliefs, values and desires for the future. The objective of every field of study should be to provide, for each student, opportunities to develop in four categories:

Knowledge, which enables the students to understand.

Know-how, which enables them to do.

Wisdom, which enables them to set priorities.

Character, which enables them to cooperate, to become respected and trusted members of society.

Experiences, made comprehensible and critically reviewed, become a means to generate new understandings and new knowledge.

Development of creative and critical thinking is required for the same.

Critical and creative thinking would make students to think broadly and deeply when they use skills, behaviours and dispositions, such as reason, logic, resourcefulness, imagination and

innovation. Creative thinking involves creating something new or original and makes one curious and promotes divergence. Critical thinking involves both logical thinking and reasoning. These are developed by the use of skills like observing, analysing, comparing, classifying, sequencing, hypothesizing, critiquing, finding cause and effect, deductive and inductive reasoning. While, fluency, associative thinking, attribute listing, flexibility, forced relationship are some of the important skills. It is important that institutions develop human qualities in students along with qualifications. For achieving the same mentoring needs to be practiced in the training centres and colleges. (Ramachandran, 2018). Fashion and Apparel design education has tremendous potential to achieve these attributes.

2. Motivation, problem and solution

2.1 Communication for educating the Deaf using Indian Sign Language (ISL)

It is important to remember and recognise that each person in this world has unique experiences and expertise. The Deaf community is very diverse and vibrant although these disabilities are rarely recognised. We rarely count Deaf, deaf, Hard of Hearing, Deafblind, and Deaf people with multiple disabilities amongst us and try to bring them in to the manifold of education and training. As high as 99% of people with hearing impairment in India do not even pass class 10. They lack information resources and education for basic and training and sustenance. As a result of this, deaf people face multiple problems when it comes to social interaction, language and daily communication, education, mental health, access to financial, legal & medical services, safety measures, entertainment and information and technology. The Rights of People with Disabilities Act, 2016 talks about accessible education, ensuring that

persons with hearing impairment can have access to television programmes with sign language interpretation or subtitles, equal opportunities in education and employment. RPWD Act, 2016 has laid a foundation for the promotion and flourishing of sign language in the educational institutes and other places for establishing access to communication. The setting up of Indian Sign Language Research and Training Centre (ISLRTC) by the government has been a step in the right direction.

The Rights of People with Disabilities Act, 2016 talks about accessible education, ensuring that persons with hearing impairment can have access to television programmes with sign language interpretation or sub-titles, equal opportunities in education and employment. India with a population of 1.35 crores there are only 250 interpreters for a population of 18 million deaf people in India, which means that there is only one interpreter for 72,000 people. The recognition of ISL as a language is paramount to enable equal opportunities and a life of dignity to people with hearing impairment in our country. Several countries such as Austria, Brazil, Czech Republic, Denmark, Finland, Sri Lanka, Thailand, UK, USA, etc. have officially recognised the respective sign languages of their country. Once Indian Sign Language gains official recognition, there will be enhanced efforts to propagate and develop it and this will result in the society having a choice to learn the language, even as a separate language.



Figure 1 Indian Sign Language

The incorporation of sign language as a mode of communication, ensuring that education is imparted to deaf in their appropriate language and mode of communication and accessibility to communication for deaf in the Right to persons with disabilities Act, 2016 (RPWD Act, 2016) is the result of endeavors taken by the Deaf community of India, National organisations like National Association of the Deaf (NAD), interpreters and other organisations advocating for deaf people's rights. The focal point of RPWD Act, 2016 is that it is in compliance with United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) which was ratified by India in 2007. The act lays emphasis on respect for dignity, individual autonomy including the freedom to make one's own choices and independence of persons, non-discrimination, respect for difference and acceptance of persons with disabilities as part of human diversity and humanity. Further it stresses the implementation of

full and effective participation and inclusion of persons with disabilities in the society. It demands equality of opportunity, accessibility, equality between men and women and respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities for the empowerment of persons with disabilities. With specific reference to deaf people, UNCRPD has given the recognition to sign language as language. RPWD Act, 2016 has laid a foundation for the promotion and flourishing of sign language in the educational institutes and other places for establishing access to communication. It is now the collective responsibility of educational stakeholders, community, rehabilitation institutes and other organisations involved in the education of deaf children directly or indirectly to implement the provisions given in the RPWD Act, 2016. The act is comprehensive in that it has focused on language needs of deaf people, teacher education and accessibility to communication for deaf people. (Singh, 2018).

2.2 Information and Communication Technology in Enhancing Learning Outcomes of Deaf Students

The need for language development, regardless of the specific communication mode is of paramount importance. Wherever communities of deaf people exist, sign languages have developed, and are at the cores of local deaf cultures. Although signing is used primarily by the deaf and hard of hearing, it is also used by hearing individuals, such as people who can hear but cannot physically speak, or have trouble with spoken language due to some other disability. A common misconception is that all sign languages are the same worldwide or that sign language is international, it is not

clear how many sign languages there are. Education for all is a right for all children including those with hearing impairments. The knowledge and skills which schools are required to impart to their students at present have to reflect the growing use of computers and information technology and the ability to source information easily from all parts of the world via the internet. However, teaching strategies and approaches employed by teachers during lessons are mainly traditional or passive types, they are approaches which are commonly used in academic institutions and work place to convey instruction. The longer the students with hearing impairment are required to struggle with the inadequacies of these approaches that is, traditional approaches in facilitating the acquisition of knowledge and understanding, the more likely they are to become frustrated, discouraged and disengaged from the academic experience, with the resultant effect of poor performance. (Leonard, 2017). Appropriate ICT could be used to teach and communicate with people with hearing impairment. Teacher, trainers and supervisors could use sign language effectively. A systematic planning, awareness and involvement will ensure assistance and help the parents, the administrators, curriculum planners, policy makers and all stakeholders to know the type of information and communication technology resources to be made available to facilitate better and faster teaching and learning process. (Egaga et al, 2015).

2.3 Synergising education and skill for sustainable development

Training, education and skill development are the three terms that synonymously used and very apt for the educational institutes. In all training there is some education and, in all education,

there is some training and it is important to note that the two processes cannot be separated from development. Training is the process of learning a sequence of programmed behaviour. It is the application of knowledge. It gives people an awareness of the rules and procedures to guide their behaviour. It attempts to improve their performance on the job and prepares them for an intended job. Training is the understanding and interpretation of knowledge. It does not provide definite answers, but rather it develops a logical and rational mind that can determine relationships among pertained variables and thereby understand phenomena. Development is a related process. It covers not only those activities that improve job performance but also those that bring about growth of personality, help individual in the progress towards maturity and actualisation of potential capacities so that students become not only good employees but also better men and women. The process of development includes not only skills but also certain mental and personality attitudes. The institutes should expose the students to the latest equipment's that are used in the industries. (Venkatesh.J., 2017).

Howell.K.W (2000) defined curriculum as “a structured set of learning outcomes, or tasks that educators usually call goals or objectives”. Changes occur regularly within societies and, in response, suggested that curricula should be reviewed so as to meet the dynamics of society. Curriculum change is a complex issue which often provokes conflict, resistance, and anxiety even when there is a much greater reason to review or change a curriculum. For a nation to have efficient and skilled graduates to improve its economy, there is a need for the re organization of

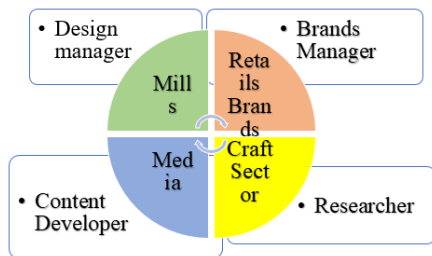
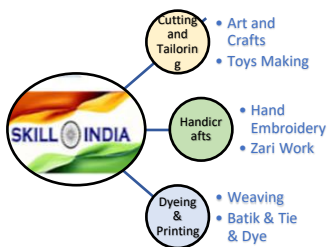
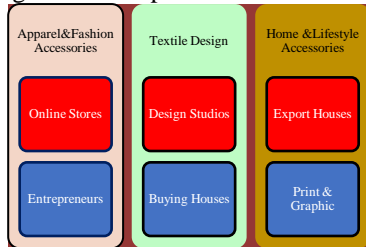
institutions which includes curriculum review. (Alade.I.A, 2011).



Figure: 2: Textile and apparel education and fashion design an amalgamation of Science, Technology, Arts, Commerce and Management.

Sustainability and going green are mantras for today's world. Every day we hear of new sustainability initiatives. Education is the key to support and develop these initiatives. However, sustainability cannot occur without understanding ecology. Today's student must be ecologically literate to contribute to a sustainable world. Ecological literacy and sustainability are interconnected terms. In order for a system to be sustainable, it must be based on ecologically sound information. Well-prepared future professionals must have a holistic perspective on sustainability that builds on their ecological literacy. Despite the omnipresence of sustainability, many educators at colleges and universities are not yet aware of the understanding and meaning of sustainability for students entering a degree program and their ecological literacy level. Thus, educators are not well informed as to the best or most effective ways to incorporate sustainability in the curriculum and teaching agenda.

Figure 3 Opportunities in textiles and marketing for trained personnel



The Indian textile industry has great potential for growth across the entire value chain from natural to man-made fiber to apparel to home furnishings. This sector is the second largest employer after agriculture with a Gross Domestic Product (GDP) share is 6% and in exports it is 13%. India could aspire to achieve 20% growth in exports over the next decade by taking innovative measures in partnership with the industry and developing suitable human resource.

With a 20% Compound annual growth rate (CAGR) in exports India would be exporting about US\$ 300 billion of textile and apparel by 2024-25 while with the lower 15% CAGR in exports, India would be exporting about US\$ 185 billion of textile and apparel by 2024-25. Considering the targeted growth in exports, India should by then have a market share of 15% to 20% of the global textile and apparel trade from the present level of 5%.

Figure 4 Scope in Design and Entrepreneurship

Figure 5 Disability wise Trades for the skill training of PwDs for Hearing Impaired related to Textiles, Apparel & made-ups

This would maximize employment generation and value creation within the country and the fulfilment of the vision of “Make of India”.

In the process, investment of about US\$ 180 billion to US\$ 200 billion would take place and about 35 million additional jobs would get created. For achieving the production capacities envisaged, additional skilled manpower of 35 million would be needed. Productive and skilled manpower is the only way to achieve global competitiveness and to derive the full benefit of the demographic and wage advantage that India would clearly have over the next decade. Investment in improving the skills and productivity of the workforce, by both private industry as well as the Government in genuine partnership, has been a weakness. The recent initiatives on skill development through the Textile Skill Sector Council in partnership with Industry need to be scaled up vigorously. Abundant availability of trained and certified manpower should become the norm in three years.



Figure 6 Kunchike-Traditional head cover from Karnataka for babies

Figure 7 Skill Training Institutions for PwDs.

Figure 7 gives the Infant wear using traditional, with Indian traditional motifs using painting and crochet techniques. Highlighting the scope of the design and value addition techniques for skill development and training for differently abled individuals for entrepreneurship.

- ✓ National Skill Development Council
- ✓ Vocational Training Courses offered by National Institutes of Department of Empowerment of Persons with Disabilities and NHFDC.
- ✓ Vocational Rehabilitation Centres for handicapped (VRCH)
- ✓ Technical & Vocational Courses offered through Community Colleges, IIT's, Universities affiliated to MHRD.
- ✓ NGO's focussing on vocational training and skill development



- ✓ Private sector Undertaking under CSR initiatives
- ✓ National Rural Livelihood Mission of Ministry of Rural Development
- ✓ National Urban Livelihood Mission of Ministry of Urban Development
- ✓ Vocational Training /Livelihood Programme of Central & State Governments



Figure 8 Hand Painted Jhabala and Kunchike

CONCLUSION

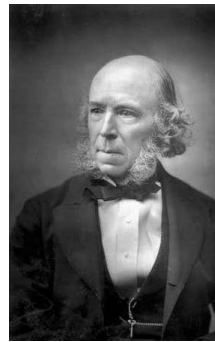
The discipline-oriented learning has to be replaced by interdisciplinary courses that are career oriented gradually. The curriculum must aim at giving field-based learning experiences for students and must respond to the local needs for human resource in specific work-related opportunities

The goal of education is to instil concepts and character building, not just examination and indoctrination. Education is in the process of a major change. It must be remembered that academic institutions are being given an opportunity to work for the benefit of the student through innovations in technology and teaching methodology.

The challenge of Textile and Apparel education for students and especially for the hard of hearing & Deaf is to understand and need of a viable and accessible means of communication and to understand the need to impart education in the Sign Language. The use of ISL as a language to teach and train will enable equal opportunities and a life of dignity to people with hearing impairment in our country. Indian Sign Language is a language in its own right, with its own style, grammar, and syntax as any other spoken language.

The objective is only attainable with coming together of educationists, whether management, leadership or faculty, and joining the global movement to bring about meaningful transformation in learning. It is important to create a sustainable impact on the society by providing education and training in the field of study related to textiles, apparel and fashion design for the hearing impaired. The need of deaf teachers is very necessary for the Deaf to be able to

gainfully learn. Hearing teachers should fully know sign language or be bilingual (in both sign and speech) and Interpreters should be made available in mainstream hearing schools. The goal of education is to instil concepts and character building, not just examination and indoctrination. Education is in the process of a major change. It must be remembered that academic institutions are being given an opportunity to work for the benefit of the student through innovations in technology and teaching methodology. This research could further be extended to develop skill-oriented programs for inclusive education and entrepreneurship.



“The great aim of education is not knowledge but action.”

– **Herbert Spencer**,
English sociologist and philosopher

(Born April 27, 1820, Derby, Derbyshire, England—Died

December 8, 1903, Brighton, Sussex)

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