

Effectiveness of Instructional Material for Rural Hearing Impaired Students (2017-18)

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Abstract : The present study investigated the effectiveness of instructional material and the achievement of the student upper primary level. The sample consisted of 105 students of class 6th to 8th of the hearing impaired school in Haryana State. The experimental method was employed in the study e.i. Pre-test and Past-test were conducted. A Pre-test was administered before the treatment, then treatment of 30 days was given. The experimental group was taught through the various instructional materials where as the other group was taught conventional method of teaching. Then a Past-test was administered on both groups. T test was used for the analysis of data. The experimental group was found significantly higher achievement scores as compared to other group.

IndexTerms - Instructional material, conventional class, Study, Pre Test, Past Test

I. INTRODUCTION

Special education means specially designed instruction which means special education and related needs of an exceptional child. It is distinguished from regular educational program for non-exceptional children by some unusual quality, something uncommon, more worthy. It is something special materials, special training techniques, special equipment and special help as special facilities may be required for special categories like visually, hearing, orthopedically or mentally retarded children. Educational provision for Hearing Impaired Children, since these child need some educational provisions, special arrangements can be made to meet their needs some educational facilities are being discussed below, Use of Hearing Aids, Vocational Training, Auditory Training, Nursery Education, Classroom Arrangements, Reading, Role of parents, Role of school, Role of Teacher. Teaching Strategies for Hearing Impaired Children, certain general teaching techniques are to be practiced by the teachers of hearing impaired children. Combined visual presentation with oral materials, Use handouts for these children, Use multisensory approach when necessary focus on pupil's attention.

In hearing impaired students class use all interactive module like videos and presentation and there visually attractive method of teaching becomes appealing to students who are dreary struggling with the traditional method of teaching in classroom. The curriculum is changed into animated visuals, which become an enjoyable for students. For them, while learning in the classroom becomes very good experience. Such teaching helps to maintain the student's interest and focus them fully for the entire learning experience.

Teach the major portion of the lesson, Make summary presentation, Use transition sentences, Use short and clear verbalization, Ask question to check comprehension and explain things and repeat. The instructional procedures have the following advantages in teaching and learning process: The instructional procedures tell us how to teach concepts, principle and problem solving. It provides steps how to teach skills. The instructional procedures provide us guideline how to teach sign language and pictorial methods. The awareness and practice of instructional procedures for teaching various subjects may be useful for producing effective teaching.

II. LITERATURE REVIEW

Campbell, Gilmore, & Cuskell (2003) focused on determining the knowledge level of LD among in-service teachers working in regular high schools and in special schools, and pre-service teachers pursuing their education in a teacher education college, the high schools, special schools were located in a metropolitan city in one of the southern states in India. Manju Pandey (2001) has focused on the learning disability and Super- ego variants. 100 learning able and 100 learning disabled children aged 6 to 9 years were studied. Super ego variants were assessed by using the Indian adaptation of Rosenzweig Picture- frustration study. The Results of the study revealed that the t-value of one variant (1-1) is statistically significant while the other was insignificant.

Paul (2000) assessed the knowledge level of LD among pre- and in-service Teachers is of critical importance, states that one of the barriers encountered by students with disabilities is teachers' lack of knowledge about the disability and the types of services and accommodations they require. Research has also show that inadequate knowledge about disabilities leads to negative attitudes toward persons with disabilities.

III. OPERATIONAL DEFINITIONS

3.1 Instructional Material:-

Instructional material includes, internet smart board, a visualizer, multimedia devices, sign language, zip language, pictorial method are main parts of smart class. Teachers use digital resources and use them as a part of their lesson plan in every classroom period. Teacher uses only BD and 2D multimedia modules.

3.2 Conventional Class:-

It is traditional classroom which teacher use normal teaching method for teaching the students. In which the teaching aids used Blackboard, Chalk, Book etc.

3.3 Effectiveness:-

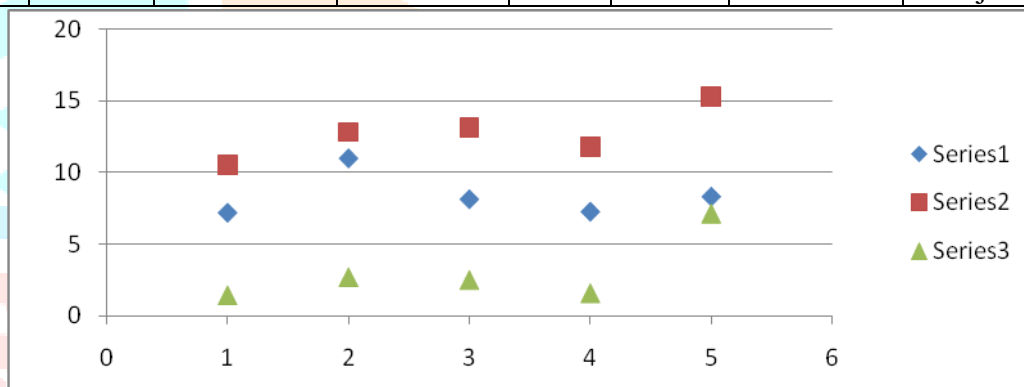
The purpose of the study effectiveness is defined in terms of the marks obtained by students in social study in the achievement test constructed by the researcher.

IV. METHODOLOGY

The Research paper is based on the use of instructional material. We try to make effective teaching by using different methods such as Lip reading, sign language and pictorial methods. The paper is based on primary data that the data was collected from original source of first hand and some data is also collected from the secondary data.

The propose of study is that Haryana is the area for research study. Total number of Hearing impaired Schools in Haryana are ten. The School that are chosen five in number through purposive sampling. The classes were selected the 6th, 7th, 8th and their teaching subject was social study. When the sample of 105 students of five schools were taken during the pre-test by the use of normal teaching method. After this apply the teaching through instructional material with the help of teaching aids. This post test was taken by teaching them with effective instructional material.

School	Sample	Control Group	Experimental Group	SD	T Test	Value	Significance
1st	20	7.21	10.5	1.429	10.640	2.539	Rejected
2nd	21	10.952	12.809	2.7	4.687	2.09	Rejected
3rd	21	8.142	13.09	2.504	9.06	2.09	Rejected
4th	21	7.28	11.76	1.578	12.998	2.09	Rejected
5th	22	8.318	15.27	7.158	21.390	2.08	Rejected



V. VARIABLES

5.1 Independent Variable:- Teaching method was taken as independent variable and it had two levels i.e. Instructional Material method and traditional method.

5.2 Dependent Variable:- Effectiveness of the students in social study was taken as the dependent variable.

VI. OBJECTIVES OF THE STUDY

The proposed research will be conducted keeping the following objectives:-

1. To develop an Instructional Material for Rural Hearing Impaired Students.
2. To find the Effectiveness of Instructional Material for Rural Hearing Impaired Students.

VII. HYPOTHESIS

The following hypothesis are formulated keeping in view of the objectives of the study.

1. There is no significant difference between the students of control and experimental group.
2. There will be significant difference in the achievement of the Rural hearing Impaired students of these control and experimental group.

VIII. EDUCATIONAL IMPLICATIONS

The educational implications of the present study are as follows.

1. The teacher of social study as well as other subjects may include instructional materials as a part of teaching in order to improve students achievement.
2. Curriculum may include instructional material as a part of the teaching learning process in order to students progress.

IX. CONCLUSION

The results of the study shows that students of experimental group performed better in their part-test as compared to student of control group. It revealed that instructional material is more beneficial for students than conventional Class in gaining in achievement in social science subject at upper primary level.

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