

# Effectiveness of Instructional Material for Hearing Impaired Girl Students

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## ABSTRACT

The present study investigated the instructional material method of education system of hearing impaired rural girls students of upper primary level. Special education in school education system is practice of educating students in a way of teaching with the help of instructional method. These instructional materials are designed to help individuals with the special needs to achieve success in school and their community. The sample consisted of 26 girls rural students of class 6<sup>th</sup> of the hearing impaired school in Haryana State. Researcher was administered the pre –test before given treatment of 30 days teaching with the help of instructional material method use as pictorial strategies. After this post-test has been conducted on the same group. T-test was used for analysis the data. Students scored was high in post-test as compare to pre-test.

**Keyword:** Instructional material, Hearing impaired , Rural girls

## 1. INTRODUCTION

Education of learners with hearing impairments worldwide has been one of the most controversial topics. This is because it has been difficult to come up with an agreed upon communication technique that best suits learners with hearing impairments.

In the present study the researcher used visuals to communicate . The instructional material so developed was on self learning technique namely sign language and picture method .The researcher took help of interpreter where ones need was felt.

## 2. REVIEW OF LITERATURE

ALIF AKAY(2018) “ Support Services in Social Studies Courses for Students with Hearing Loss”

Social Studies courses aimed to market the event of vital thinking skills in students. This study centered on the issues 2 students with hearing impairment encountered whereas they're mistreatment 3 strategies: “identifying and mistreatment reference sources”, “perception of chronology” and “critical reasoning” methods, that is needed for the advance of the vital skills. Action analysis technique was used. a substantial knowledge were collected through observations, interviews, documents, method product and therefore the analysis diary. Findings showed that creating the content of Social Studies concrete with activities and being a model to students whereas mistreatment methods fostered the methods students used. At the tip of the study, it had been determined that the activities that area unit supported with wealthy materials and activities in the middle of active participation contributed to the utilization of methods with that initially students moon-faced issues.

John Lewin & Kenneth J. Gregory (2018) “Evolving curricula and syllabi – challenges for physical geography”

Recent technological changes in communications, in analysis and in learning and teaching designs ought to prompt developments in approaches to geographics curricula. This paper queries whether or not there has been enough open discussion of such curricula and people that are set across the country. Developments in European nation and Wales over quite fifty years give the context for this state of affairs, that is taken into account per kinds of data beneath the headings of skills, concepts, and world and native data. it's projected that “Young Britannia”, a personification of the coed World Health Organization presently faces a dynamic world, deserves decisions for geographics coaching that give enough alternatives. we recommend that there ought to be additional open discussion of future info architectures for geographics

Alison Jolley , Samuel J. Hampton, Erik Brogt, Ben M. Kennedy , Lyndon Fraser & Angus historian [2018] “Student field experiences: coming up with for various instructors and variable weather”

This study compares the sphere expertise and development of sense of place (in this case, human attributed meanings and attachments to the sphere area) in geosciences students on 3 separate course sections of a six-day introductory geologic mapping jaunt. Students stayed in an exceedingly tiny farm station among their four km<sup>2</sup> field space, worked in teams of 3 or four, and made a private final assessment. Findings from student interviews and pre-post surveys indicated that there have been no vital variations in perceptions of the sphere trip purpose or sense of place between jaunt sections, despite variations in pedagogical pedagogy and sense of place, further as varied climate. there have been vital will increase in student sense of place on all field visits, in distinction with previous work on a “roadside” (regional, multi-site) jaunt wherever no vital amendment in sense of place occurred. In-field observations and pedagogical interviews known key characteristics that supported similar sense of place and experiences on all trips: (1) consistent supposed learning outcomes, (2) a fastidiously chosen and immersive field space valued by instructors, associate degrees (3) an assessment connected to the landscape/field space with flexibility in its implementation, particularly once sweet-faced with adverse climate.

### 3. OBJECTIVE

The study was carried out to see the effectiveness of visuals as communication strategies for hearing impaired girls rural students.

### 4. RESEARCH QUESTION

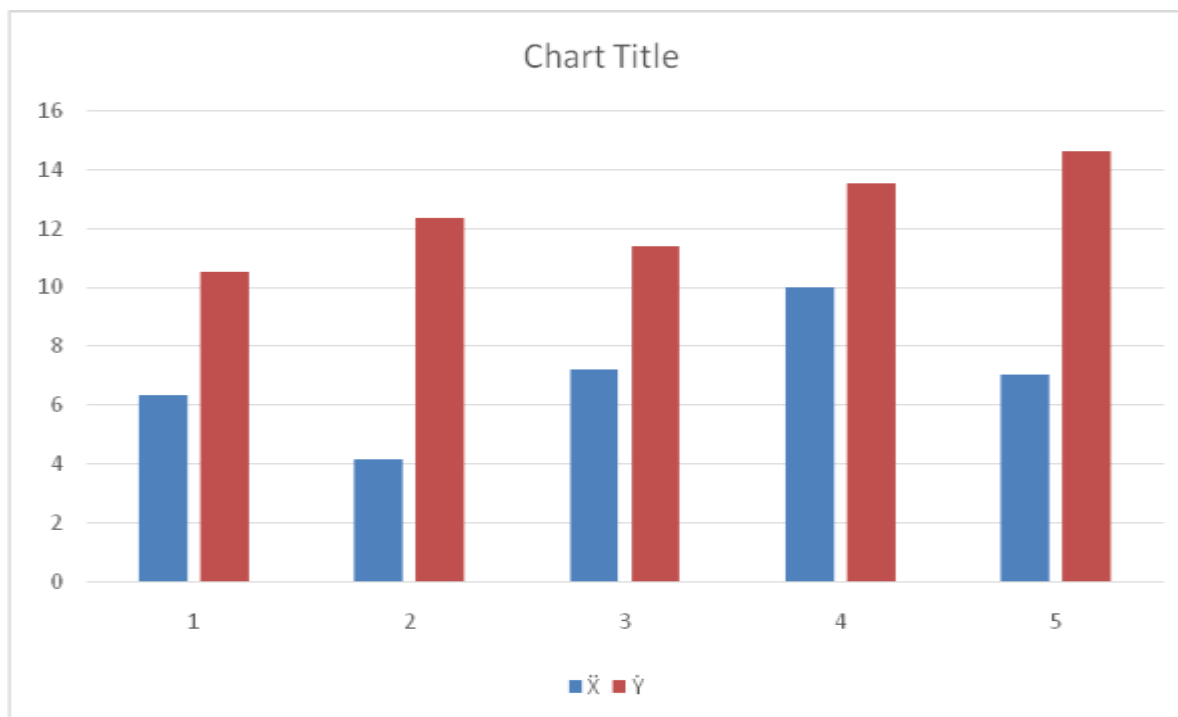
To what extent self learning instructional material in helpful to hearing impaired girl rural students in learning.

### 5. SAMPLE

In all 26 students study in 5 schools of Haryana State were taken as a sample.

The table given below shows that the self learning material for hearing impaired students is effective.

School	Sample	$\bar{X}$	$\bar{Y}$	SD	T Test	D (n-1)	Value (5%)	Significance
1 <sup>st</sup> School	06	6.3	10.5	1.35	7.54	05	2.57	Not significant
2 <sup>nd</sup> School	06	4.16	12.33	2.81	2.98	05	2.57	Not significant
3 <sup>rd</sup> School	05	7.2	11.4	2.72	3.43	04	2.78	Not significant
4 <sup>th</sup> School	04	10	13.5	6.57	12.131	03	3.18	Not significant
5 <sup>th</sup> School	05	7	14.6	1.28	14.87	04	2.78	Not significant



The calculation to see the effectiveness of self instructional material was done

Separately for each school. So that the social factor if there is anything may be taken to account. The result shows that in all the 5 schools the table value of  $t$  is less than calculated value of  $T$ . The table value at .05 level of significance in case of School no.1 and 2 is 2.57 and 2.57 in the school no. 3 and 5 is 2.78 and 2.78 in case of 4 is 3.18 while in all the five cases the calculated value of  $T$  is higher than the table value. This showed the strategies used for teaching hearing impaired students is effective.

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