

Effect of Programmed Learning Materials and Supervised Learning Module on Achievement of Students with Learning Disabilities of Secondary School Students of Agra District.

Indu Bala Kushwah, Prof. (Dr.) Sandhya Kumari Singh

*Research Scholar, NIU Noida
HOD School of Education NIU , Noida*

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ABSTRACT

In order to assess the impacts of Programmed learning and supervised learning materials on overall performance of students is dependent on certain extraneous variables. Findings confirmed that there is different means scores of students with learning disability towards achievements of students (N=300) after getting exposure through both the methods modern and traditional and there is significant difference between both. Therefore it is concluded that through modern teaching aids, and methods and materials playing significant role in minimizing learning disabilities of students.

I. INTRODUCTION

The education is one of the important components for growth and development of an individual Society, Nation and World and also to develop all the associated areas and sections. These days demands of modern teaching techniques, teaching aids and materials have been increasing significantly in order to ensure maximum and inclusive teaching to all and minimize Learning disabilities. However, an integrated, complete and comprehensive education depends on several factors and environments such as classroom, school

and home atmosphere, teacher's qualities and more on. Though effectiveness of self- instructional materials and modern instructional strategies play a crucial role for integrating efforts of all others associated factors in one direction. Therefore, the present study is focusing on Traditional ways of teaching and Modern instructional strategies and how they can minimize the learning disabilities, effect of programmed learning, supervised learning module and conventional lecture demonstration method in the study area.

Keywords:- PLM, SLM, instructional materials ,learning disabilities, modern instructional strategies

Effect of Programmed Learning Materials and Supervised Learning module on achievement of students with learning disabilities

In order to measure the effect of modern instructional materials on students (N=300) with learning disabilities "To find out the effect of programmed learning, supervised learning module on the achievement of science of secondary school students with learning disabilities" researcher has conducted a paired sample t-test and results are computed in table 4.1

Table 4.1 Paired t-test results for achievement of students with learning disabilities before and after adoption of modern instructional materials

Variable	N	Mean	S.D.	Mean Difference	t- ratio	p-value
Initial Achievement	300	124.90	13.49	85.72	76.21	0.000**

Final Achievement	300	39.18	11.92			
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** Significant at 0.01 level

Primary Data

For total students (N=300) table 4.1 shows the means of student's achievement' before and after adoption of modern instructional strategies and materials are 124.90, 39.18 respectively and mean difference of 85.72 between them, Values of S.D. for students' achievement before and after are 13.49, 11.92 respectively, value of t -ratio is 76.21 which indicate whether mean difference is significant or not with the help of degree of freedom which is further confirmed by the p value. Here p value is 0.000 ($p=0.000 < 0.01$) which is less than 0.01 that means there is a significant mean difference between achievement of students with

learning disabilities before and after implementing modern instruction strategies and materials has been achieved and sand final achievements of the secondary school students with learning disabilities when self-study approach and modern instructional strategy are adopted for their learning” is also being **accepted** at 0.01 level of significance.

Furthermore, with the help of table 4.2 it has been cleared that student with learning disabilities after getting exposure to modern technologies, instructional strategies, methods and materials how much they achieved and satisfied.

Table 4.2 Level of achievement and agreement of students with learning disabilities

S.N.	Range	Level of achievement & Agreement
1.	1-20	Fully Agree
2.	21-40	Strongly agree
3.	41-60	Somewhat agree
4.	61-80	Doubtful
5.	81-100	Somewhat disagree
6.	101-120	Strongly disagree
7.	121-140	Fully disagree

It is revealed from the above table that before implementing the modern technologies, instructional strategies, methods and materials students with learning disabilities were fully awareness and disagree about these modern instructional materials and strategies as their mean score (124.90) lie in fully disagree category whereas after getting familiar and exposure to modern teaching methods, materials and approaches, their level of agreement, awareness

and academic achievement have been significantly charged and improved as their mean score lie in strongly agree category (49.18).

Figure 4.1 shows the mean scores of initial and final achievements of students with learning disabilities and it also reflected that how academic achievement of students kept increases significantly due to modern instructional materials and methods.

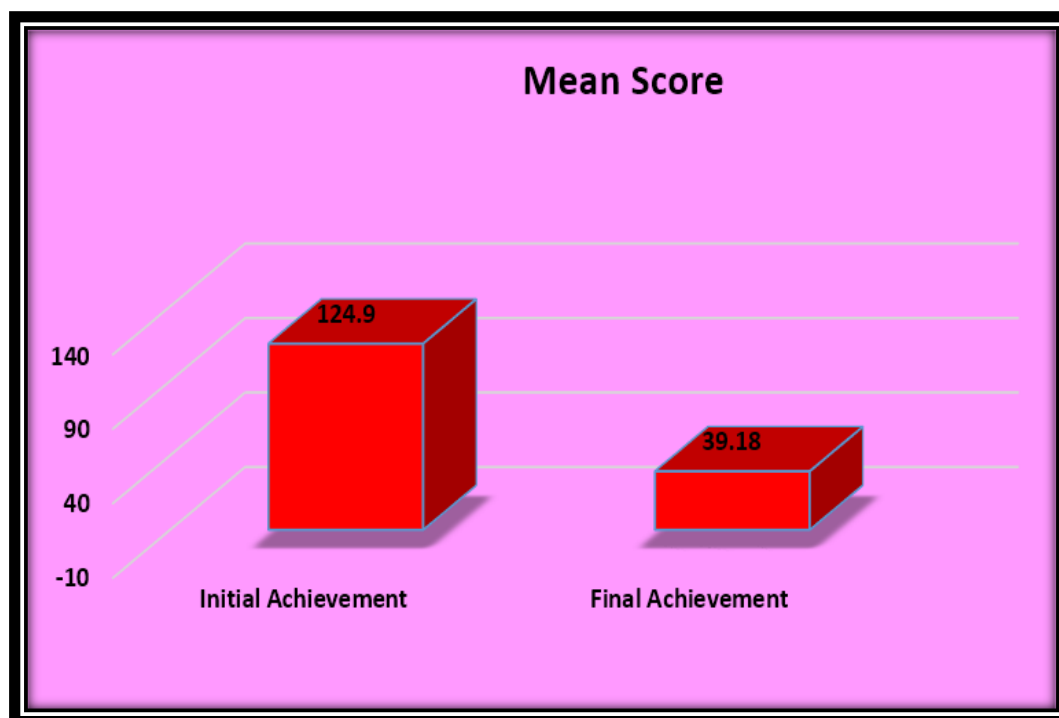


Figure 4.1 Mean score of initial and final achievement of students with learning disabilities

II. CONCLUSION

It was found that there is different between mean score of initial achievement (124.90) and final (39.18) achievement of students (N=300) before and after induction of Modern Instructional Materials towards minimize their learning disabilities and there is significant different between both (initial achievement and final achievement). Therefore, it is concluded that implication of modern instruction materials have significant impact on students final achievements after getting explore of modern teaching methods and materials and minimizing their learning disabilities. Results suggested that modern methods of teaching and materials are more effective and productive as compare to traditional methods of teaching towards student's achievement and minimizing their learning disabilities.

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