ABSTRACT

Mathematics is used throughout our lives. The ability to compute, solve problems and apply concepts and skills in mathematics influences multiple decisions in our lives. For children with hearing impairment, mathematics is also a difficult subject like any other subject because of the language base. Due to its language component, children with hearing impairment exhibit difficulties leading to errors in mathematical processes; ultimately losing interest in learning the subject. Hence an attempt was made in the present study; wherein through a remedial instruction programme in mathematics for children with hearing impairment studying in special schools, the difficulties exhibited by the children with hearing impairment (N:7) and the errors committed by them were tried to reduce and increase their mastery in mathematics learning. The result of the study proved that through an effective instructional programme for children with hearing impairment in mathematics; positive result could observed. However, the underlying problem of language difficulty in children with hearing impairment cannot be ignored as difficulties in language based criterion measures like world problems involving visual-spatial-numerical relations and fractions still continued even after the remedial instruction programme. Thus it could be concluded that at the overall performance level, the participants performed at 80% mastery level. However for individual criterion measures 100% mastery was observed after the remedial treatment.