CHAPTER 4

RESULT & DISCUSSION

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In the present research quantitative method approach was used to achieve its broad objective to Design & Develop Accessible Digital Media on "Basics of Entrepreneurship' for Deaf and to study its comprehension amongst the selected Deaf across selected states of India**.** Therefore, for easy comprehension, the 'Findings and Discussion' chapter is divided in following sections:

Section I

4.1 Designing & Development of Module I on "Interest" for the Selected Deaf Respondents from National Institute Speech & Hearing, Thiruvananthapuram, Kerala.

4.1.1 Profile of the Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala.

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4.1.3.1 Overall Accessibility of the Designed & Developed Module I on "Interest" for the Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram Kerala**.**

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4.2.2 Overall Effectiveness of the Designed & Developed Module II on "Place/Convenience" in terms of Comprehension of the Selected Deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya).

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4.3 Designing & Development of Module III on "Finance/ Money: To Start your own Business/ Enterprise" for the Selected Deaf Respondents from the Special Industrial Training Institute for PWDs, Jatni, - Odisha

4.3.1 Profile of the Selected Deaf Respondents from the Special Industrial Training Institute for PWDs, Jatni, Odisha.

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4.3.2.2 Differences in the Variable-Wise Effectiveness of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" in terms of Comprehension of the Selected Deaf from the Special Industrial Training Institute for PWDs, Jatni, Odisha.

4.3.3 Accessibility of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" for the Selected Deaf from the Special Industrial Training Institute for PWDs, Jatni, Odisha.

4.3.3.1 Overall Accessibility of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" for the

Selected Deaf from the Special Industrial Training Institute for PWDs, Jatni, Odisha.

4.3.3.2 Variable Wise Accessibility of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" for the Selected Deaf from the Special Industrial Training Institute for PWDs, Jatni, Odisha.

4.3.3.3 Differences in the Variable-Wise Accessibility of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise "for Selected Deaf from the Special Industrial Training Institute for PWDs, Jatni, Odisha.

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4.4 Designing & Development Module IV on "Resource Management: How to Manage Resource" for the Selected Deaf from Government College for Deaf, Jaipur, Rajasthan.

4.4.1 Profile of the Selected Deaf Respondents from the Government College for Deaf, Jaipur, Rajasthan**.**

4.4.2 Overall Effectiveness of the Designed & Developed Module IV on "Resource Management: How to Manage Resource" in terms of Comprehension of the selected deaf from the Government College for Deaf, Jaipur, Rajasthan.

4.4.2.1 Variable Wise Effectiveness of the Designed & Developed Module IV on "Resource Management: How to Manage Resource" in terms of Comprehension of the Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan.

4.4.2.2 Differences in the Effectiveness of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" in terms of Comprehension of Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan.

4.4.3 Accessibility of the Designed & Developed module IV on "Resource Management: How to Manage Resources" for Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan.

4.4.3.1 Overall Accessibility of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" for Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan.

4.4.3.2 Variable Wise Accessibility of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" for Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan.

4.4.3.3 Differences in the Variable Wise Accessibility of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" for Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan.

4.4.3.4 Accessibility of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" for Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan with Reference to the Selected Features.

4.5 Designing & Development of Module V on "Concept of Marketing" for Selected Deaf from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi

4.5.1 Profile of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi**.**

4.5.2 Overall Effectiveness of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi.

4.5.2.1 Variable-Wise Effectiveness of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi.

4.5.2.2 Differences in the Variable-Wise Effectiveness of the Designed & Developed Module V on "Concept of Marketing" in terms of

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4.5.3 Accessibility of the Designed & Developed Module V on "Concept of Marketing" for the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi.

4.5.3.1 Overall Accessibility of the Designed & Developed Module V on "Concept of Marketing" for Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi.

4.5.3.2 Variable-Wise Accessibility of the Designed & Developed Module V on "Concept of Marketing" for the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi.

4.5.3.3 Differences in the Variable-Wise Accessibility of the Designed & Developed Module V on 'Concept of Marketing' for the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi.

4.5.3.4 Accessibility of the Designed & Developed Module V on "Concept of Marketing" for the Selected Deaf from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi with Reference to the Selected Features.

4.6 Experiment of Modules on Accessible Digital Media in Video Format on "Basics of Entrepreneurship for Deaf", Indore Deaf Bilingual Academy, Indore, Madhya Pradesh.

4.6.1 Profile of the Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh.

4.6.2 Overall Effectiveness of the Designed & Developed Modules on "Basics of Entrepreneurship" in terms of Comprehension of the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh.

4.6.2.1 Variable-Wise Effectiveness of the Designed & Developed Modules on "Basics of Entrepreneurship" in terms of Comprehension of the

Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh.

4.6.2.2 Differences in the Variable-Wise Effectiveness of the Designed & Developed Modules on ‘‘Basics of Entrepreneurship’’ in terms of Comprehension for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh.

4.6.3 Accessibility of the Designed & Developed Modules on “Basics of Entrepreneurship” for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh.

4.6.3.1 Overall Accessibility of the Designed & Developed Modules on “Basics of Entrepreneurship” for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh.

4.6.3.2 Variable-Wise Accessibility of the Designed & Developed Modules on “Basics of Entrepreneurship” for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh.

4.6.3.3 Differences in the Variable-Wise Accessibility of the Designed & Developed Modules on “Basics of Entrepreneurship” for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh.

4.6.3.4 Module-Wise Overall Accessibility of the Designed & Developed Modules on “Basics of Entrepreneurship” for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh

4.6.3.5 Module-Wise Accessibility of the Designed & Developed Modules on “Basics of Entrepreneurship” for the Selected Deaf **Respondents from** the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh with the Selected Variables

4.6.3.6 Variable-Wise Differences Accessibility of the Designed & Developed Modules on “Basics of Entrepreneurship” for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh across the five Modules

4.6.3.7Accessibility of the Designed & Developed Module I on “Interest” for the Selected Deaf Respondents from the Indore Deaf Bilingual

Academy, Indore, Madhya Pradesh with Reference to the Selected Features.

4.6.3.8 Accessibility of the Designed & Developed Module II on "Place" for the Selected Deaf from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh with Reference to the Selected Features.

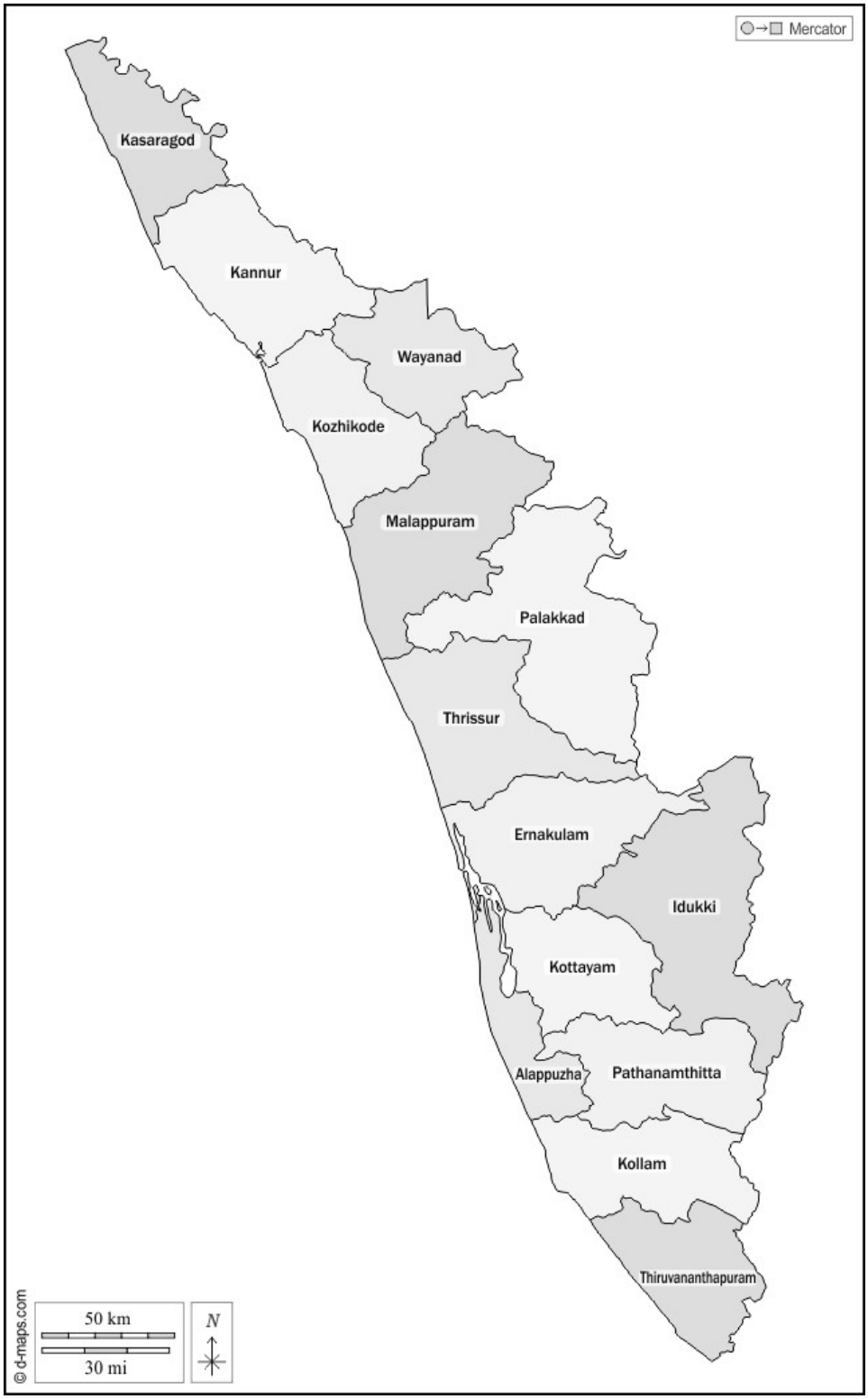
4.6.3.9 Accessibility of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" for Selected Deaf from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh with Reference to the Selected Features.

4.6.3.10 Accessibility of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" for Selected Deaf from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh with Reference to the Selected Features.

4.6.3.11 Accessibility of the Designed & Developed Module V on "Concept of Marketing" for Selected Deaf from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh with Reference to the Selected Features.

4.6.4 Module-Wise Comparison of Accessibility of the Designed & Developed Modules on "Basics of Entrepreneurship" for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh with Reference to Selected Features.

Political Map of Kerala State



Source: ***https://d-maps.com***

4.1 Designing & Development of Module I on "Interest" for the Selected Deaf Respondents from National Institute Speech & Hearing, Thiruvananthapuram, Kerala

4.1.1 Profile of the Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala

This section of results and discussion chapter caters to the first objective of the present research. The researcher made personal visits to National Institute of Speech & Hearing, Thiruvananthapuram, Kerala to seek data fulfilling the first objective i.e., to prepare 'Profile of selected deaf of National Institute of Speech & Hearing, Thiruvananthapuram, Kerala'. A questionnaire was shared with the selected deaf and then data were provided by them in July 2022.

Table 28 Profile of the Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala

n=69

Variables	Categories	F	%
Age	16-20 Years	12	17.4
	21-25 Years	56	81.2
	26-30 Years	1	1.4
	31-35 Years	0	0.0
	Total	69	100.0
Education	8th Pass	0	0.0
	10th Pass	0	0.0
	12th Pass	0	0.0
	2nd Intermediate	0	0.0
	Bachelor's degree	69	100.0
	Total	69	100.0
Gender	Female	24	34.8
	Male	45	65.2
	Total	69	100.0
Exposure to Social Media	Low Exposure	40	58.0
	High Exposure	29	42.0
	Total	69	100.0
Exposure to Accessible Media	Low Exposure	32	46.4
	High Exposure	37	53.6
	Total	69	100.0

The table 28– highlights that the majority i.e., eighty one percent of the respondents belonged to the 21-25 age group. This may reflect that the research primarily targeted individuals in the higher education bracket, particularly those in the peak years of

undergraduate studies. The complete experience and understanding of older age groups in relation to the research topic.

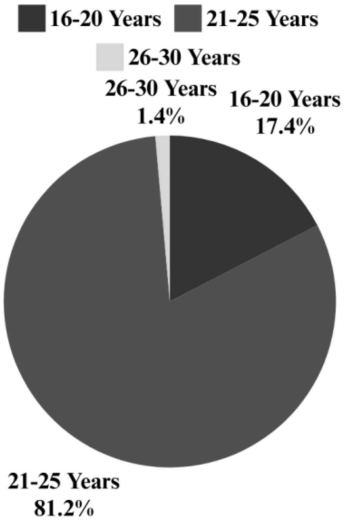


Figure 4 **Age Status of the Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala.**

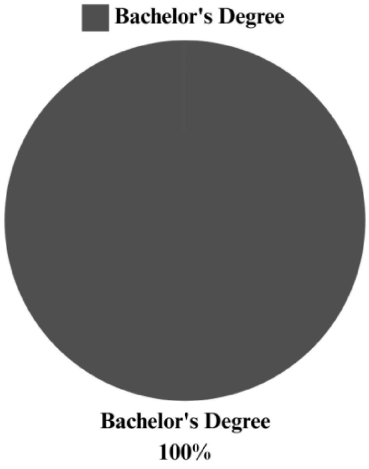


Figure 5 **Education Status of the Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala.**

100% of the respondents in Kerala were studying in bachelor's degree (FY-TY). The sample specifically represents individuals in higher education settings, particularly those pursuing undergraduate studies.

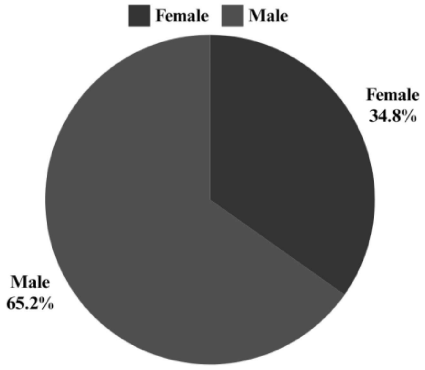


Figure 6 **Gender Status of the Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala.**

There's a significant higher number of male respondents i.e., sixty five percent compared to female deaf respondents i.e., only thirty four percent. This could be due to various reasons, including societal factors, or the inherent interest and accessibility of the study topic among genders. The findings might lean more towards the male perspective, potentially limiting the holistic understanding of both genders in the context of the study. A little less then majority i.e., fifty eight percent of the participants had low exposure to social media.

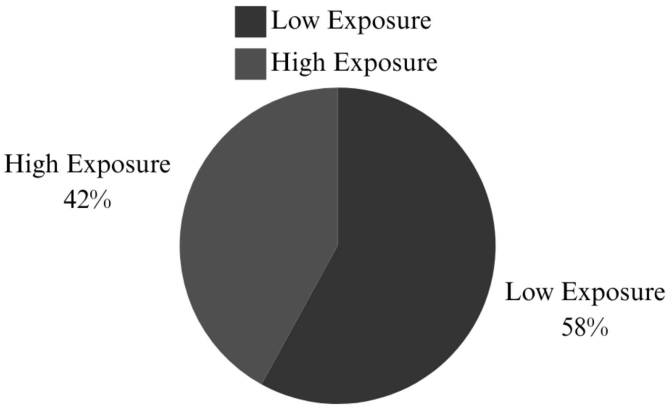


Figure 7 **Exposure to Social Media Status of the Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala.**

The limited exposure might be due to limited accessibility features on social media platforms for the deaf community or personal preferences. This signifies a potential gap in digital accessibility and suggests that the creation of more accessible digital media content can have a significant impact.

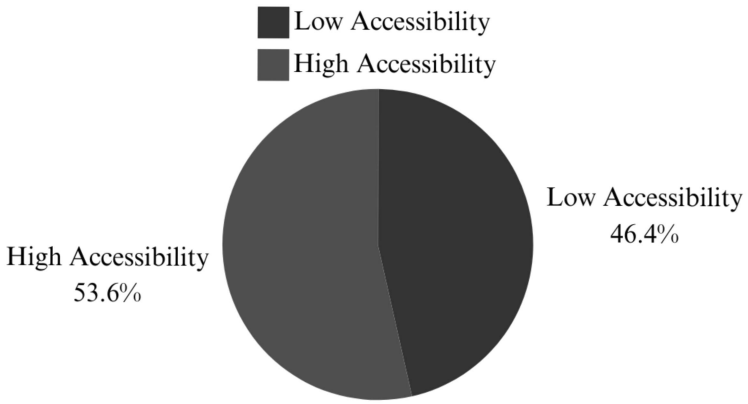


Figure 8 **Exposure to Accessible Media Status of the Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala**

The respondents were almost equally divided in terms of Exposure to Accessible Media, with a slight inclination towards high exposure to accessible media i.e., fifty three percent. The split might represent diverse accessibility conditions in the sample – some having better tools and resources to access digital content than others. It highlights the importance of creating content that caters to varying degrees of accessibility needs, ensuring that information is understood and retained by all.

The research findings primarily represent the experiences and challenges of male, bachelor's degree holders in the 21-25 age bracket.

There is a clear need to develop digital content that is accessible to those with both high and low exposure to social media. The even distribution in exposure to accessible media shows a crucial requirement for content creators to a diverse range of accessibility needs. In brief, while the findings shed light on the experiences of a specific demographic, it also highlights the broader challenges of digital accessibility faced by the deaf community. It emphasizes the need for more inclusive digital

content that meets diverse accessibility needs.

4.1.2 Overall Effectiveness of the Designed & Developed Module I on "Interest" in terms of Comprehension of the Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala.

Table 29: Overall Effectiveness of the Designed & Developed Module I on "Interest" in terms of Comprehension of the Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala

n=69

COMPREHENSION	F	%
Low Effectiveness	25	36.2
High Effectiveness	44	63.8
Total	69	100.0

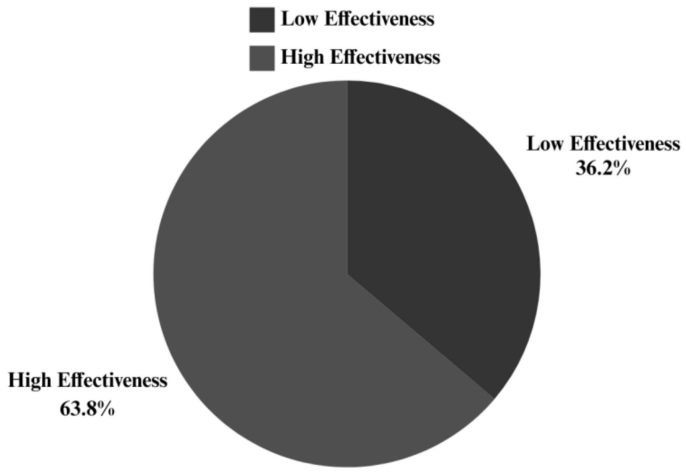


Figure 9 **Overall Effectiveness of the Designed & Developed Module I on "Interest" in terms of Comprehension of the Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala**

Majority i.e., almost sixty four percent of the deaf respondents found the developed module I to be highly effective. However, 36.2% of respondents from Kerala found the accessible digital media in video format to be of low effectiveness in comprehension of the basics of entrepreneurship.

The possible reasons could be the diverse preferences in learning methods among students can account for the varied responses on the effectiveness of digital media. Further the varying accessibility needs and accommodations required by different students can lead to different levels of perceived effectiveness. The third reason could be the way the material is designed and presented can play a significant role in its perceived effectiveness. If the material is not designed with the specific needs of deaf students in mind, it might not be as effective. Lastly, Previous knowledge or exposure to the basics of entrepreneurship may influence the perceived effectiveness of the digital media material.

The above findings imply that there is a need to further refine and enhance the design of digital media materials, taking into consideration the specific needs and preferences of deaf students to increase effectiveness. To cater to the diverse learning preferences and accessibility needs of all students, developing a range of learning materials and methods is crucial. The feedback from students who found the material to be of low effectiveness should be meticulously analyzed and incorporated into future designs to improve comprehension**.** These findings highlight the importance of creating inclusive learning environments and materials that cater to the unique needs of deaf students to ensure equitable access to education. This study can inform educational policies and resource allocation to ensure that adequate attention and support are provided to develop effective learning materials for deaf students in higher education.

The results indicate a promising inclination towards the high effectiveness of accessible digital media in video format on the comprehension of basics of entrepreneurship for deaf students. However, the significant proportion of students perceiving low effectiveness necessitates a meticulous examination and revision of material design, presentation, and content, focusing on inclusivity and individual learning preferences and needs. This paves the way for informed advancements in educational resources, policy formulation, and implementation to foster enhanced learning experiences for deaf students in higher education settings.

4.1.2.1 Variable-Wise Effectiveness of the Designed & Developed Module I on "Interest" in terms of Comprehension of the Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala

Table 30: Variable-Wise Effectiveness of the Designed & Developed Module I on "Interest" in terms of Comprehension of the Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala

n=69

Variables	Categories	Comprehension					
		Low Effectiveness		High Effectiveness		Total	
		Count	%	Count	%	Count	%
Age	16-20 Years	5	41.7	7	58.3	12	100.0
	21-25 Years	20	35.7	36	64.3	56	100.0
	26-30 Years	0	0.0	1	100.0	1	100.0
	31-35 Years	0	0.0	0	0.0	0	0.0
	Total	25	36.2	44	63.8	69	100.0
Education	8th Pass	0	0.0	0	0.0	0	0.0
	10th Pass	0	0.0	0	0.0	0	0.0
	12th Pass	0	0.0	0	0.0	0	0.0
	2nd Intermediate	0	0.0	0	0.0	0	0.0
	Bachelor's degree	25	36.2	44	63.8	69	100.0
	Total	25	36.2	44	63.8	69	100.0
Gender	Female	9	37.5	15	62.5	24	100.0
	Male	16	35.6	29	64.4	45	100.0
	Total	25	36.2	44	63.8	69	100.0
Exposure to Social Media Access	Low Exposure	16	40.0	24	60.0	40	100.0
	High Exposure	9	31.0	20	69.0	29	100.0
	Total	25	36.2	44	63.8	69	100.0
Exposure to Accessible Media	Low Exposure	9	28.1	23	71.9	32	100.0
	High Exposure	16	43.2	21	56.8	37	100.0
	Total	25	36.2	44	63.8	69	100.0

The majority of the student i.e., 63.8%, across all variables like age, gender, and social media access, found the accessible digital media to be of highly effective in comprehension of the basics of entrepreneurship.

Hundred percent of the mature students i.e., belonging to the age group of 26-30 years, expressed that the module I entitled "Interest" was highly effective, followed by 64.3% of the students belonging to the age group of 21-25 years. Fifty eight percent of the students from the age group of 16-20 years found the module to be highly effective. With respect to the variable education, 63.8% of the deaf students of

bachelor's degree (FY-TY) found the module highly effective. Though, their counterparts i.e., 36.2% of them found it to be not so effective. Sixty-nine percent of the respondents with 'High Exposure' to social media found the module to be highly effective compared to their counterparts i.e., from the group of students who had low 'Exposure to Social Media' at 60%. Almost fifty seven percent of those respondents who had high exposure to the accessible media reported that the module was 'Highly Effective' compared to 71.9% of those students with 'Low Exposure" to the accessible media found the module highly effective.

As a result, the findings show that perceptions of the effectiveness of accessible digital media vary across demographics and exposure levels. This variation emphasizes the necessity of knowing and meeting the different learning needs, preferences, accessibility requirements, and backgrounds of the learning demography. To accommodate to varied learner profiles and ensure optimal learning results for all, learning materials and delivery systems must be continually refined, customized, and enhanced. Incorporating insights from these studies can considerably contribute to the design of more inclusive educational policies, guidelines, and practices.

4.1.2.2 Differences in the Variable-Wise Effectiveness of the Designed and Developed Module I on "Interest" in terms of Comprehension of the Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala

Table 31: Age-Wise Differences in the Effectiveness of the Designed and Developed Module I on "Interest" in terms of Comprehension of the Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala

n=69

Variable	Categories	Mean	SD	P-Value
Age	Teenagers	34.38	1.7	0.532
	Young Adults	34.74		
	Adults	57		

In this case, with a P-value of 0.532, it is greater than 0.05. Therefore, based on conventional significance levels, you might fail to reject the null hypothesis. There

was no significant difference in the comprehension of the selected Deaf regarding the designed & developed module on “Interest” in relation to the variable age. Therefore, the null hypothesis, stating no significant differences in the effectiveness of the developed module I on "interest for being an entrepreneur" in terms of comprehension of the selected Deaf respondents in relation to the variable Age was **accepted**.

Education-Wise Differences in the Effectiveness of the Designed and Developed Module on “Interest” in terms of Comprehension of the Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala

There was no significant difference in the comprehension of the selected Deaf regarding the designed & developed module on “Interest” in relation to the variable Education. Therefore, the null hypothesis, stating no significant differences in the effectiveness of the developed module I on "interest for being an entrepreneur" in terms of comprehension of the selected deaf respondents in relation to the variable Education was accepted. The all selected Deaf are graduates hence there is no table of mean. standard deviation and P value.

Table 32: Gender-Wise Differences in the Effectiveness of the Designed and Developed Module I on “Interest” in terms of Comprehension of the Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala

n=69

Variable	Categories	Mean	Mann-Whitney	P-Value
Gender	Female	35.15	536.500	0.964
	Male	34.92		

The Mann-Whitney U test is a non-parametric test used to determine whether there is a significant difference between two independent groups. In this case, the P-value is 0.964. If the P-value is less than the significance level (commonly 0.05) rejects the null hypothesis, suggesting that there is a significant difference between the two groups. Here in the above table P-value is 0.964, it is very high. Typically, a high P-value suggests that there is no significant difference between the groups with respect to the variable "Gender". Therefore, the null hypothesis, indicating that there is no

strong evidence of a difference in means between males and females for the given variable is **accepted**.

Table 33: Exposure to Social Media-Wise Differences in the Effectiveness of the Designed and Developed Module I on "Interest" in terms of Comprehension of the Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala

n=69

Variable	Categories	Mean	Mann-Whitney	P-Value
Exposure to Social Media	Low Exposure	33.15	506.000	0.361
	High Exposure	37.55		

The Mann-Whitney U test P-value is 0.361. Typically, if the P-value is less than the significance level (commonly 0.05) rejects the null hypothesis, suggesting that there is a significant difference between the two groups. Here in the above table P-value is 0.361, it is greater than 0.05. This suggests that there is no strong evidence of a significant difference in means between individuals with low exposure to social media and those with high exposure to social media for the given variable.

Therefore, the null hypothesis stating that there will be no significant differences in the effectiveness of the developed module I on "Interest" in terms of comprehension of the selected Deaf respondents, in relation to the variable Exposure to Social Media was accepted.

Table 34: Exposure to Accessible Media-Wise Differences in the Effectiveness of the Designed and Developed Module I on "Interest" in terms of Comprehension of the selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala

n=69

Variable	Categories	Mean	Mann-Whitney	P-Value
Exposure to Accessible Media	Low Exposure	37.63	508.000	0.305
	High Exposure	32.73		

The Mann-Whitney U test P-value is 0.305. As mentioned before, if the P-value is less than the significance level (commonly 0.05), the null hypothesis, suggesting that there is a significant difference between the two groups is rejected.

There was no significant difference in the comprehension of the selected Deaf regarding the designed & developed module on “Interest” in relation to the variable Exposure to Accessible Media. Therefore, the null hypothesis stating no significant differences in the effectiveness of the developed module I on "Interest " in terms of comprehension of selected deaf respondents in relation to the variable Exposure to accessible Media was **accepted**.

4.1.3 Accessibility of the Designed & Developed Module I on “Interest” for the Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala.

4.1.3.1 Overall Accessibility of the Designed & developed Module I on “Interest” for the Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram Kerala.

Table 35: Overall Accessibility of the Designed & Developed Module I on “Interest” for the Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram Kerala

n=69

Accessibility	F	%
Low Exposure	23	33.3
High Exposure	46	66.7
Total	69	100.0

Significant majority of deaf students in the BA FY-TY program i.e., 66.7% found the accessible digital media to be of high exposure, indicating its suitability and effectiveness in addressing their learning needs in entrepreneurship basics. But one-third i.e., 33.3% of the students experienced difficulties, pointing to existing barriers or unmet needs in the accessibility of the digital media developed.

The probable reason could be the Content Design and Presentation. The manner in which the content is designed, structured, and presented can significantly impact its accessibility, with inadequate design leading to lower exposure for some students.

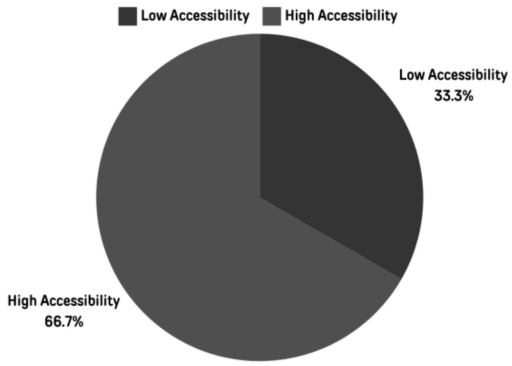


Figure 10 **Overall Accessibility of the Designed & Developed Module on "Interest" for the Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram Kerala**

This finding may lead to various implications like, **Refinement in Content Design.** The content and design of the digital media need to be continually refined and improved to meet the diverse accessibility needs and preferences of all students.

Next implication could be the **Provision of Additional Support.** Additional support and resources may be necessary to assist students who experience low accessibility, ensuring equitable access to learning materials.

The Inclusive Design Approach may increase the comprehension thus the effectiveness of the accessible digital media in video format.

Adopting a user-centred, inclusive design approach is crucial to develop materials that are universally accessible, addressing the varied needs and preferences of deaf students.

The findings can be informed to the educational policy makers and advocate for the allocation of necessary resources to enhance the accessibility of learning materials for deaf students.

Feedback from students should be collected regularly, and ongoing development should be implemented to consistently improve the accessibility and effectiveness of learning materials..

Thus, it can be concluded that while the findings illustrate a favorable inclination towards high accessibility of the provided digital media content among a majority of the deaf students, the substantial proportion experiencing low accessibility underscores the imperative need for further enhancements and refinements in content design and delivery. This necessitates the adoption of an inclusive design approach, informed by regular feedback and iterative development, to ensure the development of universally accessible and effective learning materials, thereby fostering an equitable and inclusive learning environment for deaf students in higher education settings.

A significant majority of Deaf students in the BA, FY-TY program i.e., 66.7%, found Accessible Digital Media to be of high accessibility. This indicated its suitability and effectiveness in addressing their learning needs in entrepreneurship basics. However, one-third i.e., 33.3% of the students experienced difficulties, pointing to existing barriers or unmet needs in accessibility of the digital media developed.

4.1.3.2 Variable-Wise Accessibility of the Designed & Developed Module I on "Interest" for Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala

Table 36: Variable-Wise Accessibility of the Designed & Developed Module I on "Interest" for Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala

n=69

Variables	Categories	Low Accessibility		High Accessibility		Total	
		Count	%	Count	%	Count	%
Age	16-20 Years	3	25.0	9	75.0	12	100.0
	21-25 Years	20	35.7	36	64.3	56	100.0
	26-30 Years	0	0.0	1	100.0	1	100.0
	31-35 Years	0	0.0	0	0.0	0	0.0
	Total	23	33.3	46	66.7	69	100.0
Education	8th Pass	0	0.0	0	0.0	0	0.0
	10th Pass	0	0.0	0	0.0	0	0.0
	12th Pass	0	0.0	0	0.0	0	0.0
	2nd Intermediate	0	0.0	0	0.0	0	0.0
	Bachelor's degree (FY-TY)	23	33.3	46	66.7	69	100.0
	Total	23	33.3	46	66.7	69	100.0

Gender	Female	6	25.0	18	75.0	24	100.0
	Male	17	37.8	28	62.2	45	100.0
	Total	23	33.3	46	66.7	69	100.0
Exposure to Social Media	Low Exposure	11	27.5	29	72.5	40	100.0
	High Exposure	12	41.4	17	58.6	29	100.0
	Total	23	33.3	46	66.7	69	100.0
Exposure to Accessible Media	Low Exposure	12	37.5	20	62.5	32	100.0
	High Exposure	11	29.7	26	70.3	37	100.0
	Total	23	33.3	46	66.7	69	100.0

The data reveals varying perceptions of digital media accessibility among selected deaf students, categorized by factors such as age, education, gender, social media exposure, and overall media access. Of the students surveyed, 33.3% reported low accessibility to digital content, while 66.7% perceived it to be highly accessible.

In terms of age, both the youngest and oldest groups generally reported better accessibility to digital media. However, there was minimal representation from the 26-30 age group. All participants had at least a bachelor's degree, but about one-third of them still reported lower accessibility. Gender also played a role, with females perceiving higher exposure to accessible media (75%) compared to males (62.2%).

Interestingly, students with less exposure to social media reported higher exposure to accessible media (72.5%) than those who were more active on social platforms (58.6%). Additionally, those with greater accessible media reported higher levels of accessibility (70.3%) compared to those with limited media access (62.5%).

4.1.3.3 Differences in the Variable-Wise Accessibility of the Designed & Developed Module I on ''Interest'' for Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala.

Table 37: Age-Wise Differences in the Accessibility of the Designed & Developed Module I on ''Interest'' for Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala

n=69

Variable	Categories	Mean	SD	P-Value
Age	Teenagers	41.21	1.3	0.254
	Young Adults	33.33		
	Adults	54		

In this case, since P value is 0.254 is greater than 0.05, it suggests that there is not enough evidence to reject the null hypothesis that there is no significant difference

in age means between the groups. Therefore, there was no significant difference in the accessibility of the designed & developed module on "Interest" of the selected Deaf in relation to the variable age. Therefore, the null hypothesis stating that there will be no significant differences in the accessibility of the designed & developed module on "Interest" of the selected Deaf in relation to the variable Age, was **accepted**.

Education-Wise Differences in the Accessibility of the Designed & Developed Module I on ''Interest'' for Selected Deaf Respondents From National Institute of Speech & Hearing, Thiruvananthapuram, Kerala

There was no significant difference in the accessibility of the designed & developed module on "Interest" of the selected Deaf in relation to the variable Education. Therefore, the null hypothesis stating that there will be no significant differences in the accessibility of the designed & developed module on "Interest" of the selected Deaf in relation to the variable education, was **accepted**. The all selected Deaf are graduates hence there is no table find mean. standard deviation and P value.

Table 38: Gender-Wise Differences in the Accessibility of the Designed & Developed Module I on ''Interest'' for Selected Deaf Respondents from National Institute Of Speech & Hearing, Thiruvananthapuram, Kerala

n=69

Variable	Categories	Mean	Mann-Whitney	P-Value
Gender	Female	38.50	456.000	0.261
	Male	33.13		

In this case, since the P value 0.261 is greater than 0.05, it suggests that there is not enough evidence to reject the null hypothesis that there is no difference between the groups. Therefore, there was no significant difference in the accessibility of the designed & developed module on "Interest" of the selected Deaf in relation to the variable Gender. Therefore, the null hypothesis stating no significant differences in the accessibility of the designed & developed module on "Interest" of the selected Deaf in relation to the variable Gender, was **accepted**.

Table 39: Exposure to Social Media-Wise Differences in the Accessibility of the Designed & Developed Module I on ‘‘Interest’’ for Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala

n=69

Variable	Categories	Mean	Mann-Whitney	P-Value
Exposure to Social Media	Low Exposure	35.55	558.000	0.776
	High Exposure	34.24		

In this case, since the P value is 0.776 is greater than 0.05, it suggests that there is not enough evidence to reject the null hypothesis that there is no difference in exposure to social media between low and high exposure groups. Therefore, there was no significant difference in the accessibility of the designed & developed module on “Interest” of the selected Deaf in relation to the variable Exposure to Social Media. Therefore, the null hypothesis stating that there will be no significant differences in the accessibility of the designed & developed module on “Interest” of the selected Deaf in relation to the variable Exposure to Social Media, was **accepted**.

Table 40: Exposure to Accessible Media -Wise Differences in the Accessibility of the Designed & Developed Module I on ‘‘Interest’’ for Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala

Variable	Categories	Mean	Mann-Whitney	P-Value
Exposure to Accessible Media	Low Exposure	32.80	521.500	0.368
	High Exposure	36.91		

In this case, since P value is 0.368 is greater than 0.05, it suggests that there is not enough evidence to reject the null hypothesis that there is no difference in exposure to accessible media between low and high exposure groups. Therefore, there was no significant difference in the accessibility of the designed & developed module on “Interest” of the selected Deaf in relation to the variable Exposure to Accessible Media. Therefore, the null hypothesis stating that there will be no significant differences in the accessibility of the designed & developed module on “Interest” of

the selected Deaf in relation to the variable Exposure to Accessible Media, was **accepted**.

Accessibility of the Designed & Developed Module I on "Interest" for Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala with Reference to the Selected Features

Table 41: Accessibility of the Designed & Developed Module I on "Interest" for Selected Deaf Respondents from National Institute of Speech & Hearing, Thiruvananthapuram, Kerala with Reference to the Selected Features:

n=69

Features	Categories	Count	%
Content	Low Accessibility of Content	27	34.6
	High Accessibility of Content	51	65.4
	Total	78	100.0
Language	Low Accessibility of sing Language	31	39.7
	High Accessibility of Sign Language	47	60.3
	Total	78	100.0
Visual	Low Accessibility of Visuals	12	15.4
	High Accessibility of Visuals	66	84.6
	Total	78	100.0
Text	Low Accessibility of Text	31	39.7
	High Accessibility of Text	47	60.3
	Total	78	100.0
Time duration	Short	47	100.0
	Long	0	0.0
	Total	47	100.0
Caption	Low Accessibility of Caption	18	23.1
	High Accessibility of Caption	60	76.9
	Total	78	100.0
Accessibility Format	Yes	64	98.5
	No	1	1.5
	Total	65	100.0

This table revealed mixed perceptions regarding accessibility. Approximately 34.6% of participants reported low accessibility of content, while a larger majority, 65.4%, found the content to be highly accessible. Similarly, 39.7% of respondents indicated that sign language had low accessibility, with 60.3% reporting high accessibility. When it came to visuals, only 15.4% experienced low accessibility, while the vast majority, 84.6%, considered the visuals to be highly accessible. In line with the

language accessibility findings, 39.7% found the text to have low accessibility, whereas 60.3% indicated high accessibility. All respondents (100.0%) agreed that the time duration was short, with none reporting it as long. Additionally, 23.1% of respondents mentioned low accessibility of captions, while 76.9% reported high accessibility. Lastly, almost all participants (98.5%) indicated the presence of accessibility formats, with only 1.5% noting the absence of such formats. In summary, the majority of respondents reported high accessibility across different categories such as content, language, visuals, text, time duration, and captions. Additionally, nearly all respondents indicated the presence of accessibility formats. It suggests a positive overall perception of accessibility in the surveyed context.

The implications of the results suggest a generally positive perception of accessibility in the surveyed context. Let's discuss the implications for each category:

The majority of respondents (65.4%) found the content to be highly accessible. This is a positive outcome, indicating that the content provided is likely meeting the accessibility needs of a significant portion of the audience.

A substantial majority (60.3%) reported high accessibility of sign language. This is a positive result, indicating that efforts to make content accessible in sign language are largely successful.

A significant majority (84.6%) reported high accessibility of visuals. This suggests that the visuals provided are accessible to a large portion of the respondents, which is crucial for those who rely on visual information.

Similar to language accessibility, a majority (60.3%) reported high accessibility of text. This is important for individuals who depend on written information, indicating that efforts to make text content accessible have been successful for a significant portion of respondents.

All respondents indicating short time duration could imply that the content or activities are designed to be concise and time-efficient, which could be appreciated by the audience.

While a portion (23.1%) reported low accessibility of captions, the majority (76.9%) reported high accessibility. This suggests that efforts to provide captions are generally successful, but there may be room for improvement for a minority of respondents.

Almost all respondents (98.5%) indicating the presence of accessibility formats is a very positive result. It suggests that the majority of the audience is being accommodated with accessible formats, meeting diverse needs.

Thus, such findings have many implications across various dimensions of accessibility, the majority of respondents perceive high accessibility. This positive feedback indicates that efforts to make content and services accessible are, in general, meeting the needs of the surveyed population. However, it's also important to consider feedback from the minority who reported lower accessibility in certain aspects, indicating areas that might require further attention and improvement. Continuous efforts to enhance accessibility based on user feedback could lead to even more inclusive practice.

Political Map of NORTH-EAST

Source: ***https://prajatantranews.co.in***

4.2 Designing & Development of Module II "Place/Convenience" for the Selected Deaf from North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya)

4.2.1 Profile of the Selected Deaf Respondents from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya).

Table 42: Profile of the Deaf Respondents from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya).

n=113

Variables	Categories	F	%
Age	16-20 Years	48	42.5
	21-25 Years	25	22.1
	26-30 Years	9	8.0
	31-35 Years	31	27.4
	Total	113	100.0
Education	8th Pass	45	39.8
	10th Pass	35	31.0
	12th Pass	20	17.7
	2nd Intermediate	0	0.0
	Bachelor's degree	13	11.5
	Total	113	100.0
Gender	Female	47	41.6
	Male	66	58.4
	Total	113	100.0
Exposure to Social Media	Low Exposure	94	83.2
	High Exposure	19	16.8
	Total	113	100.0
Exposure to Accessible Media	Low Exposure	65	57.5
	High Exposure	48	42.5
	Total	113	100.0

This table reveals notable patterns within the participant demographics. In terms of age, a substantial portion, constituting 42.5%, falls within the 16-20 years range, while 22.1% are aged between 21-25 years. Participants aged 26-30 years constitute 8.0%, and 27.4% fall within the 31-35 years age bracket.

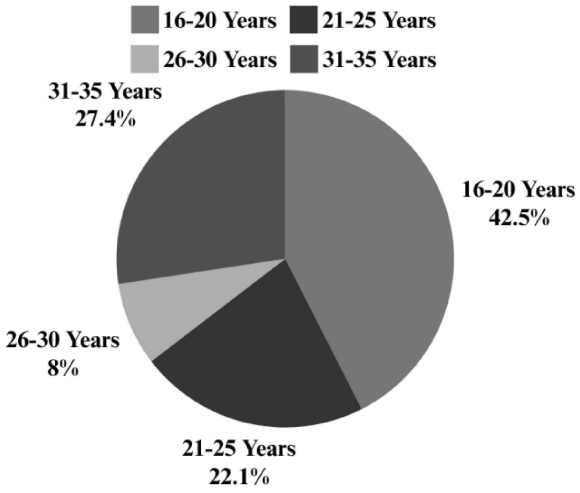


Figure 11 **Age Status of the Deaf Respondents from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya)**

Moving to education, a significant majority (39.8%) have completed education up to the 8th grade, followed by 31.0% who completed the 10th grade, and 17.7% who finished the 12th grade. Surprisingly, no participants reported having completed the 2nd Intermediate level, and 11.5% hold a bachelor's degree.

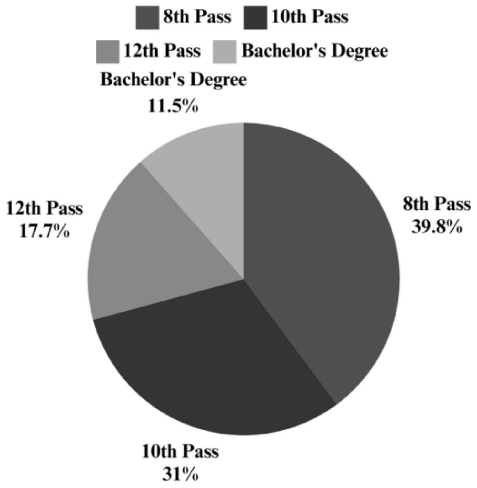


Figure 12 **Education Status of the Deaf Respondents from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya)**

The gender distribution is balanced, with 41.6% female participants and 58.4% male participants.

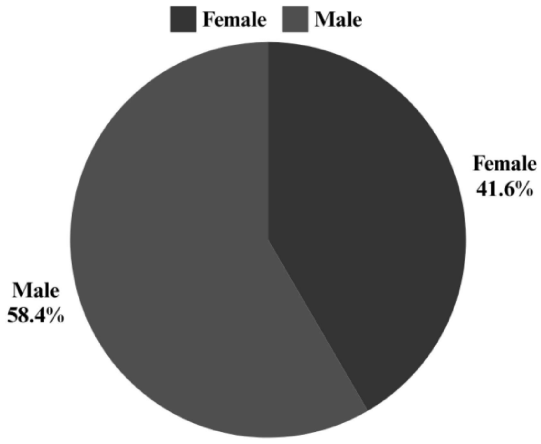


Figure 13 **Gender Status of the Deaf Respondents from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya)**

Regarding social media exposure, a substantial 83.2% reported low exposure to social media, while only 16.8% reported high exposure. Furthermore, in terms of media accessibility, a slight majority (57.5%) reported low accessibility, with 42.5% reporting high accessibility.

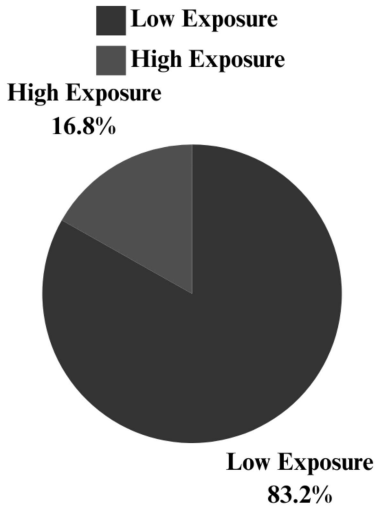


Figure 14 **Exposure to Social Media Status of the Deaf Respondents from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya)**

The study's examination of participant demographics reveals distinctive patterns that hold significant implications for future research and interventions. The concentration of participants within the 16-20 years age range at 42.5% and the subsequent decline in percentages across older age brackets indicate a demographic skew towards younger individuals. This lays the importance of adapting interventions and communication strategies to resonate with the preferences and needs of this predominant age group.

Furthermore, the educational profile highlights a substantial portion (39.8%) having completed education up to the 8th grade. The understanding of this distribution is crucial for designing targeted educational programs that address the diverse educational backgrounds of participants.

The absence of reported completions at the 2nd Intermediate level raises questions about educational opportunities within the studied population.

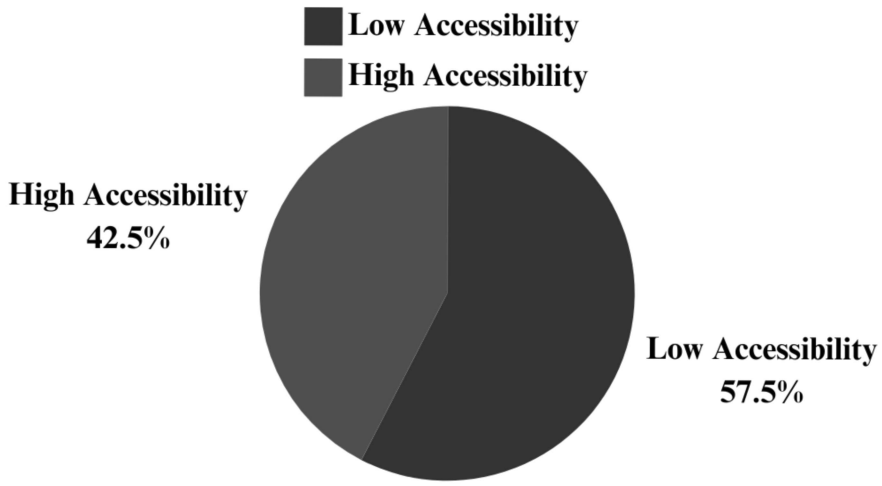


Figure 15 **Exposure to Accessible Media Status of the Deaf Respondents from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya)**

The balanced gender distribution suggested a representative sample, offering an opportunity to explore gender-related patterns or disparities in future analyses. Additionally, the prevalence of low exposure to social media (83.2%) and low exposure to accessible media (57.5%) highlights the need for nuanced communication strategies, recognizing the varying levels of technology integration and media access

among participants. These findings offer a solid foundation for future research, providing valuable insights into the unique characteristics of the deaf community. They suggest potential correlations and trends related to specific research questions and contexts, such as the growing importance of digital education for younger generations and the need for increased accessibility for individuals with disabilities.

The concentration of participants in the 16-20 age range emphasizes the significance of youth-focused strategies. The data also highlights concerns about educational inequalities, particularly among those who have completed only up to the 8th grade. The lack of representation at the 2nd Intermediate level raises questions about the availability and accessibility of educational pathways for deaf individuals in the region.

In Shillong, even Imphal, Dimapur for example, the absence of higher education opportunities for the deaf and the shortage of sign language-trained teachers underline the need for innovative approaches. This study suggests that entrepreneurship modules could provide an alternative pathway for deaf individuals who may face challenges in traditional higher education.

The balanced gender distribution among participants provides a well-rounded sample, allowing for future analysis of gender-related patterns and differences. Given Meghalaya's matriarchal system, it's important to note the significant role women play in this society.

Additionally, the limited exposure to social media and restricted media accessibility among participants highlight the need for more tailored communication strategies. Addressing these disparities is crucial for ensuring effective engagement and information dissemination.

In summary, these findings serve as a strong platform for further research, encouraging a deeper exploration of the unique needs and experiences of the deaf community. The insights gained not only enhance academic understanding but also offer practical guidance for designing interventions and policies that address the specific challenges and opportunities faced by this population.

4.2.2 Overall Effectiveness of the Designed & Developed Module II on "Place/Convenience" in terms of Comprehension of the Selected Deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya).

Table 43: Overall Effectiveness of the Designed & Developed Module II on "Place/Convenience" in terms of Comprehension of the Selected Deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya).

n=69

	Categories	Count	%
Comprehension	Low Effectiveness	54	47.8
	High Effectiveness	59	52.2
	Total	113	100.0

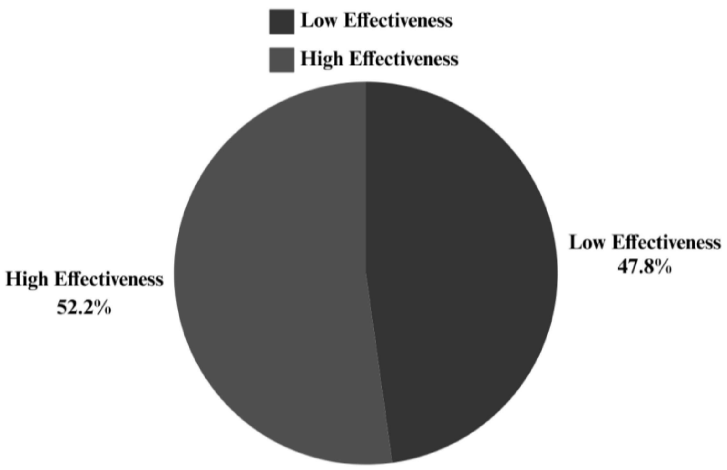


Figure 16 **Overall Effectiveness of the Designed & Developed Module II on "Place/Convenience" in terms of Comprehension of the Selected Deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya)**

In the given sample from the Northeast, about 47.8% of participants found the accessible digital media to have low effectiveness in comprehending the basics of entrepreneurship, while 52.2% found it to have high effectiveness. The sample showed a near-equal divide between participants who find the media highly effective and those who find it to have low effectiveness.

This implies that there's a clear need to optimize the content to better cater to the varied learning preferences and needs of the deaf community in the Northeast region. The results also imply a need for improved accessibility and more inclusive design of digital media content to resonate with a wider audience and enhance learning outcomes. Collecting and incorporating feedback from users who found the media to be of low effectiveness is essential to make necessary adjustments and improvements. These findings can inform policy formulation and allocation of resources to ensure the development of more effective and universally accessible learning materials.

Therefore, the near-equal distribution in perceived effectiveness of the accessible digital media focuses the importance of recognizing and addressing the diverse learning preferences, needs, and experiences within the deaf community in the Northeast region. It necessitates a strategic approach in designing and delivering digital content, involving optimization of content, enhanced accessibility, incorporation of diverse learning modalities, and continuous user feedback integration, to ensure more inclusive and effective learning experiences in entrepreneurship basics for the deaf community.

4.2.2.1 Variable-Wise Effectiveness of the Designed & Developed Module II on "Place/Convenience" in terms of Comprehension of the Selected Deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya)

Table 44: Variable-Wise Effectiveness of the Designed & Developed Module II on "Place/Convenience" in terms of Comprehension of the selected deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya)

n =69

Variables	Categories	Low Effectiveness		High Effectiveness		Total	
		Count	%	Count	%	Count	%
Age	16-20 Years	22	45.8	26	54.2	48	100.0
	21-25 Years	10	40.0	15	60.0	25	100.0
	26-30 Years	1	11.1	8	88.9	9	100.0
	31-35 Years	21	67.7	10	32.3	31	100.0
	Total	54	47.8	59	52.2	113	100.0

Education	8th Pass	24	53.3	21	46.7	45	100.0
	10th Pass	17	48.6	18	51.4	35	100.0
	12th Pass	7	35.0	13	65.0	20	100.0
	2nd Intermediate	0	0.0	0	0.0	0	0.0
	Bachelor Degree	6	46.2	7	53.8	13	100.0
	Total	54	47.8	59	52.2	113	100.0
Gender	Female	21	44.7	26	55.3	47	100.0
	Male	33	50.0	33	50.0	66	100.0
	Total	54	47.8	59	52.2	113	100.0
Exposure to Social Media	Low Exposure	49	52.1	45	47.9	94	100.0
	High Exposure	5	26.3	14	73.7	19	100.0
	Total	54	47.8	59	52.2	113	100.0
Exposure to Accessible Media	Low Exposure	35	53.8	30	46.2	65	100.0
	High Exposure	19	39.6	29	60.4	48	100.0
	Total	54	47.8	59	52.2	113	100.0

The data mentioned in the above table no 44 illustrates varying levels of comprehension effectiveness across different demographics and factors such as age, education, gender, social media access, and media access. The 31-35 years group shows significantly lower high effectiveness (32.3%) in comprehension compared to other age groups, particularly the 26-30 years group at 88.9% high effectiveness. Those with 12th Pass education level reported a higher high effectiveness (65.0%) compared to those with 8th Pass (46.7%) and 10th Pass (51.4%) education levels. Females had a slightly higher high effectiveness (55.3%) compared to males (50.0%) in comprehension. Those with high exposure to social media have substantially higher high effectiveness (73.7%) compared to those with low exposure (47.9%). Participants with high accessibility to media show higher high effectiveness (60.4%) in comprehension compared to those with low accessibility (46.2%).

There is a need to enhance exposure to accessible media and provide adequate technology support, especially to those with low exposure to social media and low media access, to improve comprehension effectiveness. Designing content that is

inclusive and considers the learning preferences of both genders is crucial to ensure equitable comprehension effectiveness. Continuous feedback from different demographic groups should be integrated to refine and optimize the content for improved comprehension effectiveness across all groups. Insights from the varied comprehension effectiveness can guide policy formulation and resource allocation for developing more effective and universally accessible learning materials.

Hence the variation in comprehension effectiveness across different demographic groups and exposure levels highlights the importance of creating content that is universally designed, inclusive, and considers the diverse learning needs, preferences, and backgrounds of the learners. Personalising content to different age and education levels, enhancing accessibility, providing technology support, and incorporating user feedback are critical to ensuring optimal comprehension effectiveness in accessible digital media content on entrepreneurship basics for the deaf community in the Northeast region. The findings should inform future content development strategies, policy decisions, and resource allocations to foster an inclusive and equitable learning environment.

4.2.2.2 Differences in the Variable-Wise Effectiveness of the Designed & Developed Module II on "Place/Convenience" in terms of Comprehension of the Selected Deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya).

Table 45: Age-Wise Differences in the Effectiveness of the Designed & Developed Module on "Place/Convenience" in terms of Comprehension of the Selected Deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya)

n =113

Variable	Categories	Mean	SD	P-Value
Age	Teenagers	57.17	5.0	0.05
	Young Adults	60.06		
	Early Adults	92.33		
	Adults	44.02		

The table presents an analysis of the variable labelled "Age" with three distinct categories:

"Teenagers," "Young Adults," “Early Adults” and "Adults." The mean age for each category was reported as 57.17 for Teenagers, 60.06 for Young Adults, 92.33 for Adults and 44.02for Adults. Additionally, standard deviations (SD) are provided, with specific values of 5.0 for Teenagers and 44.02 for adults. The P-value is indicated as "Sig," which typically implies significance. The significant P-value suggests that there is strong evidence to reject the null hypothesis, indicating a significant difference in mean ages among the three age categories. The specific values of the means and standard deviations provide information about the central tendency and variability within each group. Notably, the mean age for Adults is substantially higher than that of Teenagers and Young Adults, and the large standard deviation for Adults suggests considerable variability within this category.

In summary, based on the statistical analysis, there is a significant difference in mean ages among Teenagers, Young Adults, and Adults. The provided standard deviations offer insights into the spread of ages within each group. The significant P-value suggests that the observed differences in mean ages are unlikely to be due to random chance alone. Therefore, there was no significant difference in the comprehension of the selected Deaf regarding the designed & developed module II on “**Place/Convenience**” in relation to the variable Age. Therefore, the null hypothesis, stating that there will be no significant differences in the effectiveness of the developed module II on "**Place/Convenience"** in terms of comprehension of the selected deaf respondents in relation to the variable Age, was **accepted.**

Table 46: Education-Wise Differences in the Effectiveness of the Designed & Developed Module II on "Place/Convenience" in terms of Comprehension of the Selected Deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya)

n =113

Variable	Categories	Mean	SD	P-Value
Education	8th Pass	52.72	5.0	0.0491
	10th Pass	55.74		
	2nd Intermediate	63.85		
	Bachelor's degree	64.65		

The table provides an analysis of a variable, possibly related to educational attainment, with four distinct categories: "8th Pass," "10th Pass," "2nd Intermediate," and "bachelor's degree." The mean values for each category are reported as 52.72 for 8th Pass, 55.74 for 10th Pass, 63.85 for 2nd Intermediate, and 64.65 for bachelor's degree. Standard deviations (SD) are also provided, with a specific value of 5.0 for 8th Pass. The P-value is indicated as 0.0491. The non-significant P-value (0.0491) suggests that there is insufficient evidence to reject the null hypothesis, indicating no significant difference in mean values among the educational categories. The specific mean values indicate an increasing trend in mean ages with higher educational attainment, with bachelor's degree having the highest mean age. The standard deviation for 8th Pass suggests a moderate amount of variability within that category.

In summary, based on the statistical analysis, there is no significant difference in mean values among individuals with different educational attainment levels (8th Pass, 10th Pass, 2nd Intermediate, and Bachelor's Degree). The increasing trend in mean ages with higher educational attainment is interesting but is not statistically significant according to the provided P-value. The standard deviation for 8th Pass provides information about the variability within that category. Therefore, there was no significant difference in the comprehension of the selected Deaf regarding the designed & developed module II on "**Place/Convenience**" in relation to the variable Education. Therefore, the null hypothesis, stating that there will be no significant differences in the effectiveness of the developed module II on "**Place/Convenience"**

in terms of comprehension of the selected deaf respondents in relation to the variable Education, was **accepted.**

Table 47: Gender-Wise Differences in the Effectiveness of the Designed & Developed Module II on "Place/Convenience" in terms of Comprehension of the Selected Deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya)

n =113

Variable	Categories	Mean	Mann-Whitney	P-Value
Gender	Female	58.91	1461.000	0.0599
	Male	55.64		

In the above table the p-value is 0.0599, which is greater than the typical significance level of 0.05. The high p-value suggests that there is not enough evidence to reject the null hypothesis, indicating that there may not be a significant difference between females and males with respect to their comprehension. The mean for female viewers is 58.91, while for male viewers, it is 55.64. This suggests that, on average, female viewers are slightly better in their comprehension than male viewers. The Mann-Whitney U test was used to compare the comprehensionof female and male viewers. The U statistic is 1461.000, and the p-value is 0.0599. With a p-value of 0.599, the null hypothesis at a significance level of 0.05 is accepted. Based on the provided results, there is no strong evidence to suggest a significant difference in the gender of viewers. The accessible module appears to be comprehensible across both female and male viewers. It's important to note that while the statistical analysis suggests no significant age difference, other factors related to gender (such as preferences, experiences, or expectations) could still influence the comprehension and effectiveness of the accessible module. In summary, the accessible module seems to be equally comprehensible for both female and male viewers. Therefore, there was no significant difference in the comprehension of the selected Deaf regarding the designed & developed module II on "**Place/Convenience**" in relation to the variable Gender. Therefore, the null hypothesis stating that there will be no significant differences in the effectiveness of the developed module II on **"Place/Convenience"** in terms of comprehension of the selected deaf respondents in relation to the variable Gender, was **accepted**.

Table 48: Exposure to Social Media-Wise Differences in the Effectiveness of the Designed & Developed Module II on "Place/Convenience" in terms of Comprehension of the Selected Deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya)

n =113

Variable	Categories	Mean	Mann-Whitney	P-Value
Exposure to Social Media	Low Exposure	54.12	622.500	0.037
	High Exposure	71.24		

In the above table the Mann-Whitney U test comparing the mean values of the "Exposure to Social Media" variable between the "Low Exposure" and of "High Exposure" groups, and the result was reported in terms of the U statistic and p-value. If the p-value is less than the chosen significance level (e.g., 0.05), it can be concluded that there is a statistically significant difference in exposure to social media between the two groups. The Mann-Whitney U test, as indicated by the p-value, does not provide strong evidence to reject the null hypothesis that there is no significant difference in exposure to social media between the "Low Exposure" and "High Exposure" groups. Therefore, there was a significant difference in the comprehension of the selected Deaf regarding the designed & developed module II on "**Place/Convenience**" in relation to the variable Exposure to Social Media. Therefore, the null hypothesis stating that there will be no significant differences in the effectiveness of the developed module II on "**Place/Convenience"** in terms of comprehension of the selected deaf respondents in relation to the variable Exposure to Social Media was **rejected**.

Table 49: Exposure to Accessible Media -Wise Differences in the Effectiveness of the Designed & Developed Module II on "Place/Convenience" in terms of Comprehension of the Selected Deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya)

n =113

Variable	Categories	Mean	Mann-Whitney	P-Value
Exposure to Accessible Media	Low Exposure	51.06	1174.000	0.025
	High Exposure	65.04		

The mean values indicated the average level associated with each exposure category. For "Low Exposure," the mean is 51.06, and for "High Exposure," the mean is 65.04. The Mann-Whitney U statistic is 1174.000 for "Low Exposure". This value is part of

the Mann-Whitney U test, a non-parametric test for comparing two independent samples. The p-value associated with the Mann-Whitney U test is 0.025. This p-value is less than the conventional significance level of 0.05, suggesting that there is a statistically significant difference in exposure to accessible media between the "Low Exposure" and "High Exposure" groups. The p-value of 0.025 suggests that there is a statistically significant difference in exposure to accessible media between individuals with low and high exposure. The mean values (51.06 for "Low Exposure" and 65.04 for "High Exposure") suggest that, on average, individuals with high exposure to accessible media have a higher level of exposure compared to those with low exposure. In this case, the higher mean for "High Exposure" indicates a higher level of exposure in that group. In brief, individuals with high exposure to accessible media, on average, have a statistically significant higher level of exposure compared to those with low exposure, as indicated by the Mann-Whitney U test. This suggests that media accessibility might play a role in influencing the outcome or behavior under consideration. Organizations or policymakers may consider these findings when designing interventions or campaigns related to the studied variable. If high media exposure is associated with more favorable outcomes, it could inform strategies to increase accessibility to media content. Depending on the nature of the variable being studied, targeted interventions might be developed to increase exposure to accessible media, especially if it is associated with positive outcomes. Understanding this relationship could be valuable for public health campaigns, educational initiatives, or other relevant areas. The study may prompt further investigation into the specific aspects of accessible media that contribute to the observed differences. This could include content analysis, media format preferences, or the impact of different types of accessible media on the variable of interest. The study might benefit from exploring whether demographic factors (e.g., age, gender, socio-economic status) interact with the relationship between exposure to accessible media and the studied variable. Therefore, there was a significant difference in the comprehension of the selected Deaf regarding the designed & developed module II on "**Place/Convenience**" in relation to the variable Exposure to Accessible Media. Therefore, the null hypothesis stating that there will be no significant differences in the effectiveness of the developed module II on "**Place/Convenience"** in terms of comprehension of selected deaf respondents in relation to the variable Exposure to Accessible Media was **rejected**.

4.2.3 Accessibility of the Designed & Developed Module II on "Place/Convenience" for the Selected Deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong -Meghalaya).

4.2.3.1 Overall Accessibility of the Designed & Developed Module II on "Place/Convenience" for the Selected Deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya)

Table 50: Overall Accessibility of the Designed & Developed Module II on "Place/Convenience" for the Selected Deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya)

n =113

	Categories	F	%
Accessibility	Low Accessibility	38	33.6
	High Accessibility	75	66.4
	Total	113	100.0

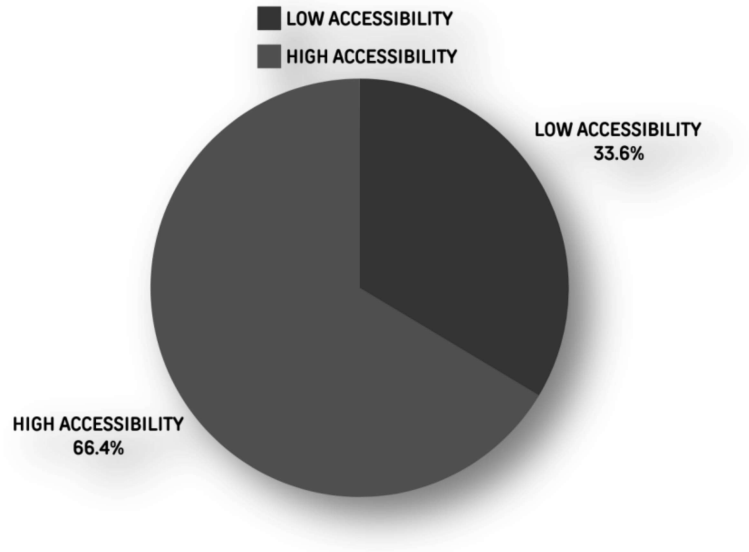


Figure 17 **Overall Accessibility of the Designed & Developed Module II on "Place/Convenience" for the Selected Deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya)**

A significant majority of Deaf in the North East region i.e., 66.4% found Accessible Digital Media to be high in exposure, indicating its suitability and effectiveness in addressing their learning needs in entrepreneurship basics. However, one-third i.e., 33.3% of the deaf experienced difficulties, pointing to existing barriers or unmet needs in accessing the digital media developed.

The above finding implies that given the substantial portion reporting low accessibility, there's a need to refine and optimize the content to address the diverse needs and preferences of all participants. Adopting a more inclusive design approach is critical to improving the accessibility of content, ensuring it caters to the varied needs of the deaf community in the Northeast region. Providing education and support in technology usage can help improve accessibility experiences, particularly for those struggling with technology literacy and infrastructure. Incorporating feedback from those experiencing low accessibility is essential to making the necessary adjustments and improving the overall accessibility of the content. The results should inform policy decisions and guide the allocation of resources to enhance the accessibility of educational materials in the region.

Therefore, the findings indicate a favourable inclination towards high accessibility of the digital media content in the Northeast region, but the significant proportion experiencing low accessibility underscores the urgent need for refinements and inclusivity in content design and delivery. A user-centered approach, backed by supportive technology education and policies, is paramount to navigate the diverse needs and preferences within the deaf community and to foster more equitable and accessible learning environments in the realm of digital education on entrepreneurship basics.

In the Northeast region, 33.6% of participants reported facing challenges in accessing digital media content related to basics of entrepreneurship for the deaf, while 66.4% found the content highly accessible. Interpreting these results, it is evident that a majority of participants in the Northeast region perceive the accessible digital media content to be highly accessible. Moreover, the design and structure of the material, as well as the content's relevance and engagement level, may not cater to the needs of all participants. The implications of these findings are significant. The content requires refinement to address the diverse needs and preferences of all participants,

particularly those facing accessibility challenges. Adopting a more inclusive design approach is crucial to improving accessibility, ensuring it meets the varied needs of the deaf community in the Northeast region. Additionally, providing education and support in technology usage can enhance accessibility experiences, especially for those with lower technology literacy. A user-centred approach, incorporating feedback from individuals facing low accessibility, is essential for making necessary adjustments and overall improvement. These results should inform policy decisions, guiding the allocation of resources to enhance the accessibility of educational materials in the region. In brief, while there is a favourable inclination towards high accessibility of digital media content in the Northeast region, the significant proportion experiencing low accessibility underscores the urgent need for refinements and inclusivity in content design and delivery. A user-centred approach, supported by technology education and policies, is paramount for creating equitable and accessible learning environments in the realm of digital education on entrepreneurship basics.

4.2.3.2. Variable-Wise Accessibility of the Designed & Developed Module II on "Place/Convenience" for the Selected Deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong -Meghalaya)

Table 51: Variable-Wise Accessibility of the Designed & Developed Module II on "Place/Convenience" for the Selected Deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong -Meghalaya)

n =113

Variables	Categories	Low Accessibility		High Accessibility		Total	
		Count	%	Count	%	Count	%
Age	16-20 Years	14	29.2	34	70.8	48	100.0
	21-25 Years	5	20.0	20	80.0	25	100.0
	26-30 Years	2	22.2	7	77.8	9	100.0
	31-35 Years	17	54.8	14	45.2	31	100.0
	Total	38	33.6	75	66.4	113	100.0
Education	8^{th} Pass	14	31.1	31	68.9	45	100.0
	10^{th} Pass	14	40.0	21	60.0	35	100.0
	12^{th} Pass	7	35.0	13	65.0	20	100.0
	2^{nd} Intermediate	0	0.0	0	0.0	0	0.0
	Bachelor's Degree	3	23.1	10	76.9	13	100.0

	Total	38	33.6	75	66.4	113	100.0
Gender	Female	10	21.3	37	78.7	47	100.0
	Male	28	42.4	38	57.6	66	100.0
	Total	38	33.6	75	66.4	113	100.0
Exposure to Social Media	Low Exposure	36	38.3	58	61.7	94	100.0
	High Exposure	2	10.5	17	89.5	19	100.0
	Total	38	33.6	75	66.4	113	100.0
Exposure to Accessible Media	Low Accessibility	26	40.0	39	60.0	65	100.0
	High Accessibility	12	25.0	36	75.0	48	100.0
	Total	38	33.6	75	66.4	113	100.0

The 21 to 25-year-old age group reported the highest level of accessibility, with 80.0%, whereas those in the 31 to 35-year age group experienced significantly lower accessibility at 45.2% compared to other age groups. Individuals holding a bachelor's degree demonstrated considerably higher accessibility (76.9%) than those with other levels of education. Females perceived greater accessibility, with 78.7%, in contrast to males who reported 57.6%. Respondents with high social media exposure overwhelmingly reported high accessibility (89.5%) compared to those with lower exposure (61.7%). Lastly, participants with high media access experienced substantially better accessibility (75.0%) to the content, compared to those with lower media access (60.0%).

The insights derived from these varied accessibility experiences should inform policy decisions and guide resource allocation for developing universally accessible learning materials in the region. In brief, the distinct accessibility experiences across different demographic groups and exposure levels underscore the importance of recognizing and addressing the diverse needs within the deaf community. This necessitates refining content, incorporating enhanced accessibility features, and adopting an inclusive design approach, along with technology education, to ensure more equitable and universally accessible learning experiences in accessible digital media content on entrepreneurship basics for the deaf community in the Northeast region. These findings offer valuable insights for content creators, educators, and policymakers in designing inclusive and effective learning materials and environments.

Hence the distinct accessibility experiences across different demographic groups and exposure levels emphasize the importance of recognizing and addressing the diverse needs and preferences within the deaf community. This necessitates refining the content and incorporating enhanced accessibility features, coupled with technology education and an inclusive design approach, to ensure more equitable and universally accessible learning experiences in accessible digital media content on entrepreneurship basics for the deaf community in the Northeast region. The findings provide valuable insights for content creators, educators, and policymakers in designing more inclusive and effective learning materials and environments.

4.2.3.3 Differences in the Variable-Wise Accessibility of the Designed & Developed Module II on 'Place/Convenience' for Selected Deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya).

Table 52: Age-Wise Differences in the Accessibility of the Designed & Developed Module II on "Place/Convenience" for the Selected Deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya)

n =113

Variable	Categories	Mean	SD	P-Value
Age	Teenagers	58.68	1.6	0.131
	Young Adults	64.44		
	Early Adults	61.89		
	Adults	46.18		

The table presents an analysis of the variable "Age," categorizing participants into three groups: "Teenagers," "Young Adults," and "Adults." The mean age for each category is reported as 58.68 for Teenagers, 64.44 for Young Adults, and 61.89 for Adults. Additionally, standard deviations (SD) are provided, with a specific value of 1.6 for Teenagers. The p-value is reported as 0.131. The moderately high p-value of 0.131 suggests that there is insufficient evidence to reject the null hypothesis, indicating no significant difference in mean ages among the three age categories. The specific mean values suggest an increasing trend in mean ages from Teenagers to Young Adults to Adults.

Based on the statistical analysis, there is no significant difference in mean ages among Teenagers, Young Adults, and Adults. The trend in mean ages may be of interest, but without statistical significance, it's challenging to draw firm conclusions. The standard deviation for Teenagers gives an idea of the variability within that age group. The non-significant result suggests that the observed differences in mean ages are likely due to random variability rather than a genuine effect. Therefore, there was no significant difference in the accessibility of the designed & developed module II on "**Place/Convenience**'' of the selected Deaf in relation to the variable Age. Therefore, the null hypothesis stating that there will be no significant differences in the accessibility of the designed & developed module II on "**Place/Convenience**" of the selected Deaf in relation to the variable Age, was **accepted**.

Table 53: <u>Education-Wise</u> Differences in the Accessibility of the Designed & Developed Module II on "Place/Convenience" for the Selected Deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya)

n =113

Variable	Categories	Mean	SD	P-Value
Education	8th Pass	61.32	1.6	0.279
	10th Pass	50.20		
	2nd Intermediate	53.05		
	Bachlor Degree	66.42		

The table provides an analysis of a variable, possibly related to educational attainment, with four distinct categories: "8th Pass," "10th Pass," "2nd Intermediate," and "Bachelor's Degree." The mean values for each category are reported as 61.32 for 8th Pass, 50.20 for 10th Pass, 53.05 for 2nd Intermediate, and 66.42 for bachelor's degree. Standard deviations (SD) are also provided, with a specific value of 1.6 for 8th Pass. The P-value is indicated as 0.279 and indicating non-significance.

The non-significant P-value of 0.279 suggests that there is insufficient evidence to reject the null hypothesis, indicating no significant difference in mean values among individuals with different educational attainment levels (8th Pass, 10th Pass, 2nd Intermediate, and bachelor's degree). The specific mean values indicate a substantial variation in mean ages across the different educational categories, with bachelor's degree having the highest mean age. Based on the statistical analysis, there is no

significant difference in mean values among individuals with different educational attainment levels. The substantial variation in mean ages across education categories is noteworthy, but the non-significant result suggests that this variation is likely due to random variability rather than a meaningful effect. The standard deviation for 8th Pass gives an idea of the variability within that education category.

Therefore, there was no significant difference in the accessibility of the designed & developed module on "**Place/Convenience**'' of the selected Deaf in relation to the variable Education. Therefore, the null hypothesis stating that there will be no significant differences in the accessibility of the designed & developed module on "**Place/Convenience**" of the selected Deaf in relation to the variable Education, was **accepted**.

Table 54: Gender-Wise Differences in the Accessibility of the Designed & Developed Module II on "Place/Convenience" for the Selected Deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya)

n =113

Variable	Categories	Mean	Mann-Whitney	P-Value
Gender	Female	64.61	1193.500	0.033
	Male	51.58		

The table presents an analysis of a variable labelled "Gender" with two distinct categories: "Female" and "Male." The mean value for females is reported as 64.61, while for males, it is 51.58. The Mann-Whitney U statistic is given as 1193.500, and the corresponding p-value is reported as 0.033.

The low p-value of 0.033 suggested that there is sufficient evidence to reject the null hypothesis. The null hypothesis posits no significant difference in the variable between females and males. Therefore, based on this analysis, there is a statistically significant difference in the mean values of the variable between the two gender groups. In summary, the table suggests that, according to the Mann-Whitney U test, there is a significant difference in the variable between females and males, as indicated by the low p-value. Therefore, there was a significant difference in the accessibility of the designed & developed module II on "**Place/Convenience**" of the selected Deaf in relation to the variable Gender. Therefore, the null hypothesis stating

that there will be no significant differences in the accessibility of the designed & developed module II on "**Place/Convenience**" of the selected Deaf in relation to the variable Gender, was **rejected**.

Table 55: Exposure to Social Media-Wise Differences in the Accessibility of the Designed & Developed Module II on "Place/Convenience" for the Selected Deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya)

n =113

Variable	Categories	Mean	Mann-Whitney	P-Value
Exposure to Social Media	Low Exposure	53.79	591.000	0.017
	High Exposure	72.89		

The table presents an analysis of a variable named "Exposure to Social Media," categorized into two groups: "Low Exposure" and "High Exposure." The mean value for individuals with low exposure is reported as 53.79, while for those with high exposure, it is 72.89. The Mann-Whitney U statistic is given as 591.000, and the corresponding p-value is reported as 0.017.

The low p-value of 0.017 indicates that there is sufficient evidence to reject the null hypothesis, suggesting a significant difference in the variable between individuals with low and high exposure to social media.

The table suggests that, based on the Mann-Whitney U test, there was a statistically significant difference in the variable related to exposure to social media between individuals with low and high exposure. The specific nature of this variable would require additional context to provide a more detailed interpretation of the findings, but the significant result implies that exposure levels to social media are associated with differences in the measured variable. Therefore, there was a significant difference in the accessibility of the designed & developed module II on "**Place/Convenience**" of the selected Deaf in relation to the variable Exposure to Social Media. Therefore, the null hypothesis stating that there will be no significant differences in the accessibility of the designed & developed module II on "**Place/Convenience**" of the selected Deaf in relation to the variable Exposure to Social Media, was **rejected**.

Table 56: Exposure to Accessible Media-Wise Differences in the Accessibility of the Designed & Developed Module II on "Place/Convenience" for the Selected Deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya)

n =113

Variable	Categories	Mean	Mann-Whitney	P-Value
Exposure to Accessible Media	Low Exposure	53.68	1344.500	0.200
	High Exposure	61.49		

The table presents an analysis of a variable named "Exposure to Accessible Media," divided into two groups: "Low Exposure" and "High Exposure." The mean value for individuals with low exposure is reported as 53.68, while for those with high exposure, it is 61.49. The Mann-Whitney U statistic is given as 1344.500, and the corresponding p-value is reported as 0.200.

The p-value of 0.200 suggests that there is not enough evidence to reject the null hypothesis, indicating no significant difference in the variable between individuals with low and high exposure to accessible media.

The table suggests that, based on the Mann-Whitney U test, there is no statistically significant difference in the variable related to exposure to accessible media between individuals with low and high exposure. The specific nature of this variable would require additional context to provide a more detailed interpretation of the findings, but the non-significant result implies that exposure levels to accessible media are not associated with significant differences in the measured variable. Therefore, there was no significant difference in the accessibility of the designed & developed module II on "**Place/Convenience**" of the selected Deaf in relation to the variable Exposure to Accessible Media. Therefore, the null hypothesis stating that there will be no significant differences in the accessibility of the designed & developed module II on "**Place/Convenience**" of the selected Deaf in relation to the variable Exposure to accessible Media, was **accepted**.

4.2.3.4 Accessibility of the Designed & Developed Module II on "Place/Convenience" for Selected deaf from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya) with Reference to the Selected Features

Table 57: Accessibility of the Designed & Developed Module II on "Place/Convenience" for Selected Deaf Respondents from the North-East (Dimapur-Nagaland, Imphal-Manipur & Shillong-Meghalaya) with Reference to the Selected features:

n =113

Features	Categories of Accessibility	F	%
Content	Low Accessibility of Content	29	37.2
	High Accessibility of Content	49	62.8
	Total	78	100.0
Language	Low Accessibility of sing Language	23	29.5
	High Accessibility of Sign Language	55	70.5
	Total	78	100.0
Visual	Low Accessibility of Visuals	25	32.1
	High Accessibility of Visuals	53	67.9
	Total	78	100.0
Text	Low Accessibility of Text	36	46.2
	High Accessibility of Text	42	53.8
	Total	78	100.0
Time duration of modules	Short	52	100.0
	Long	0	0.0
	Total	52	100.0
Caption	Low Accessibility of Caption	35	44.9
	High Accessibility of Caption	43	55.1
	Total	78	100.0
Accessibility of the format	Yes	65	100.0
	No	0	0.0
	Total	65	100.0

The presented table offers valuable insights into participants' perceptions of accessibility across diverse content-related categories. Notably, 37.2% of participants reported low accessibility, while 62.8% expressed high accessibility for content. In terms of sign language, 29.5% found it to be of low accessibility, contrasting with 70.5% who deemed it highly accessible. Visuals posed a challenge for 32.1%, yet

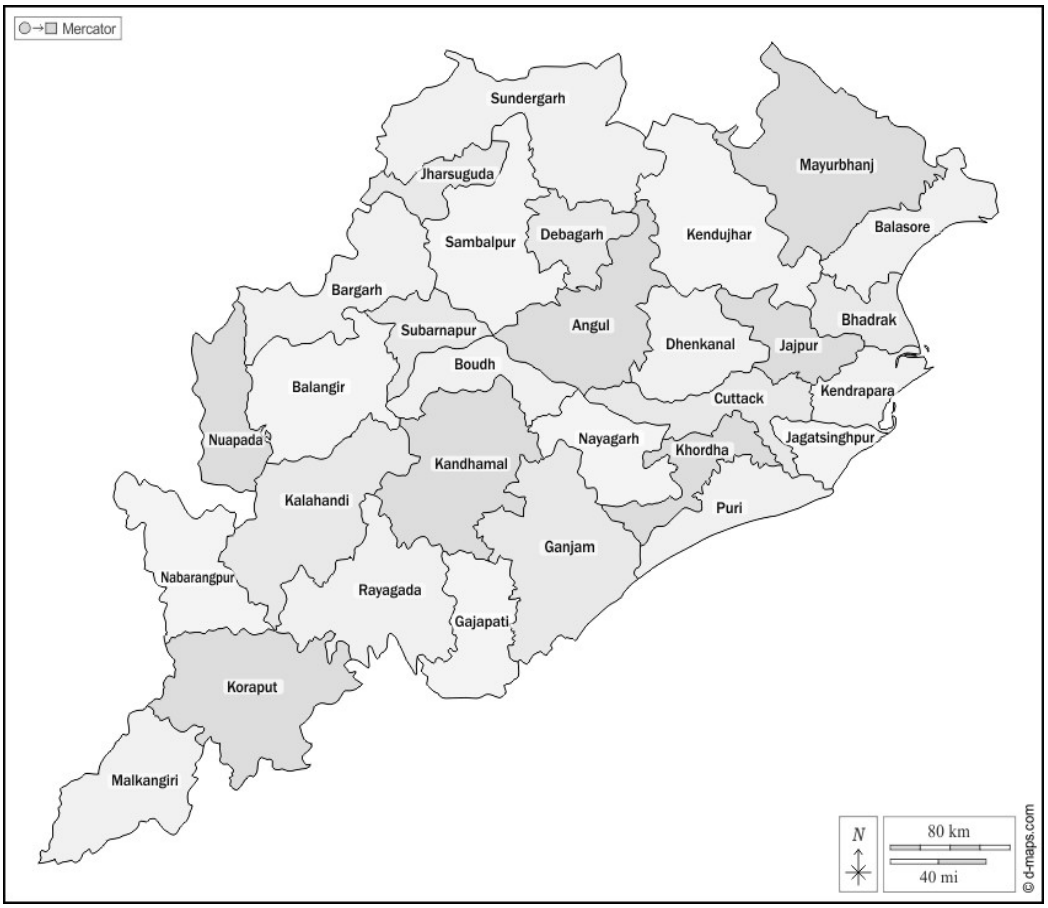
67.9% found them highly accessible. Regarding text, 46.2% reported low accessibility, while 53.8% considered it highly accessible. Interestingly, all participants (100.0%) uniformly reported short module durations, with no indication of long module durations. Caption accessibility revealed that 44.9% found it to be of low accessibility, while 55.1% reported high accessibility. Importantly, every participant (100.0%) affirmed the overall accessibility of the format, with none indicating inaccessibility. In summary, the majority of participants perceive high accessibility across various dimensions, encompassing content, sign language, visuals, text, module time duration, captions, and the overall format. Nonetheless, there are noticeable percentages reporting low accessibility in specific categories, notably text and captions, indicating potential areas for refinement to augment the overall accessibility of the educational content.

The findings from the study highlight several areas where improvements can be made to enhance the accessibility of educational content. A notable portion of participants indicated challenges with text accessibility, pointing to a need for clearer formatting, simpler language, and alternative text options to address the diverse needs of users. Additionally, issues with caption accessibility suggest that improvements in accuracy, synchronization, and content coverage are required to offer a better learning experience.

Acknowledging the varied learning preferences among participants, such as differences in the use of sign language, visuals, and text, shows that a multi-modal approach is important. This ensures that content is accessible to all learners, regardless of their preferred method of communication. The strong preference for shorter modules also indicates the value of delivering concise, focused content, which aligns with participants' desire for efficient learning.

The overall positive feedback regarding the format’s accessibility is promising, suggesting that maintaining and refining this aspect is essential for creating a good user experience. Though, the challenges with text and captions point to the need for specific improvements to provide a fully accessible educational experience. The preference for short module durations aligns with participants' learning preferences, emphasizing the importance of ongoing refinement and adaptation to meet different accessibility needs. This approach is crucial for creating an inclusive and effective digital learning environment that addresses the diverse requirements of all users.

Political Map of Odisha



Source: ***https://d-maps.com***

4.3 Designing & Development of Module III on "Finance/ Money: To Start your own Business/ Enterprise" for the Selected Deaf Respondents from the Special Industrial Training Institute for PWDs, Jatni, - Odisha

4.3.1 Profile of the Selected Deaf Respondents from the Special Industrial Training Institute for PWDs, Jatni, Odisha.

Table 58: Profile of the Deaf Respondents from the Special Industrial Training Institute for PWDs, Jatni, Odisha

n =79

Variables	Categories	F	%
Age	16-20 Years	38	48.1
	21-25 Years	38	48.1
	26-30 Years	3	3.8
	31-35 Years	0	0.0
	Total	79	100.0
Education	8th Pass	1	1.3
	10th Pass	42	53.2
	12th Pass	0	0.0
	2nd Intermediate	30	38.0
	Bachelor Degree	6	7.6
	Total	79	100.0
Gender	Female	23	29.1
	Male	56	70.9
	Total	79	100.0
Exposure to Social Media	Low Exposure	39	49.4
	High Exposure	40	50.6
	Total	79	100.0
Exposure to Accessible Media	Low Exposure	51	64.6
	High Exposure	28	35.4
	Total	79	100.0

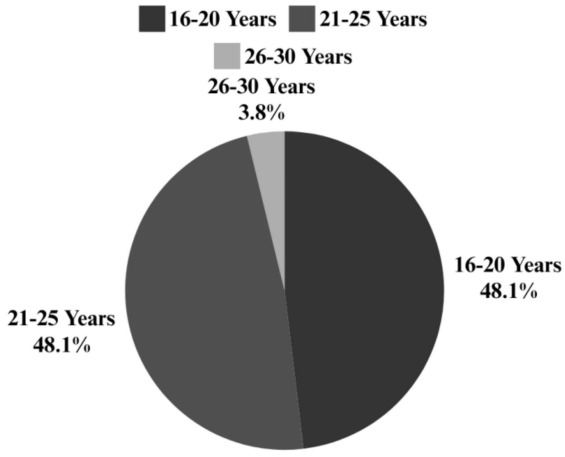


Figure 18 **Age Status of the Deaf Respondents from the Special Industrial**

Training Institute for PWDs, Jatni, Odisha

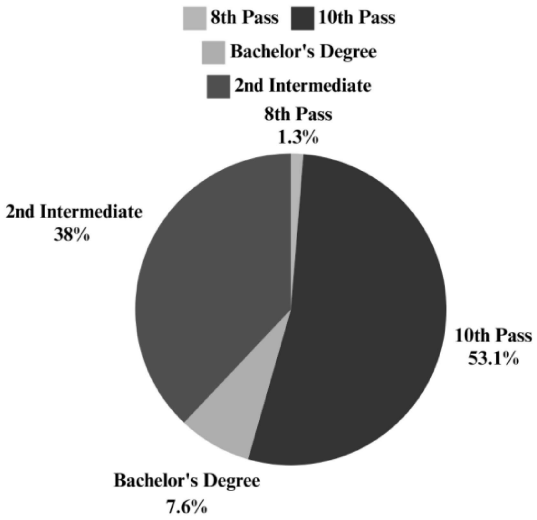


Figure 19 **Education Status of the Deaf Respondents from the Special Industrial Training Institute for PWDs, Jatni, Odisha**

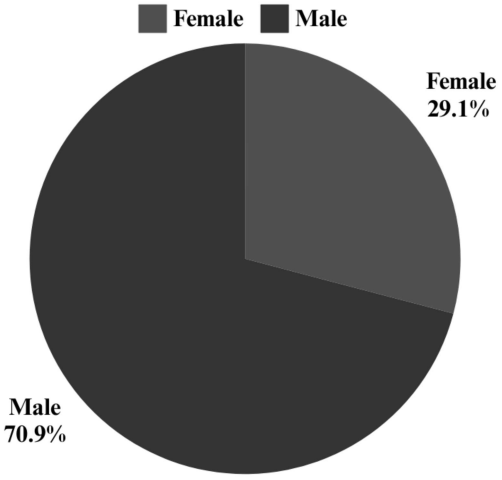


Figure 20 **Gender Status of the Deaf Respondents from the Special Industrial Training Institute for PWDs, Jatni, Odisha**

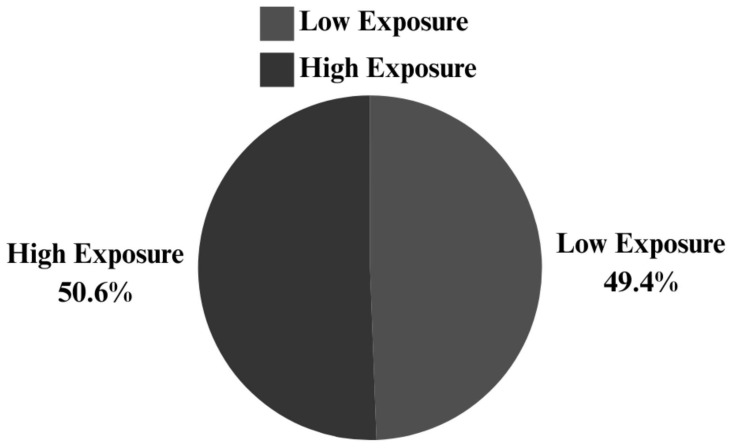


Figure 21 **Exposure to Social Media Profile of the Deaf Respondents from the Special Industrial Training Institute for PWDs, Jatni, Odisha**

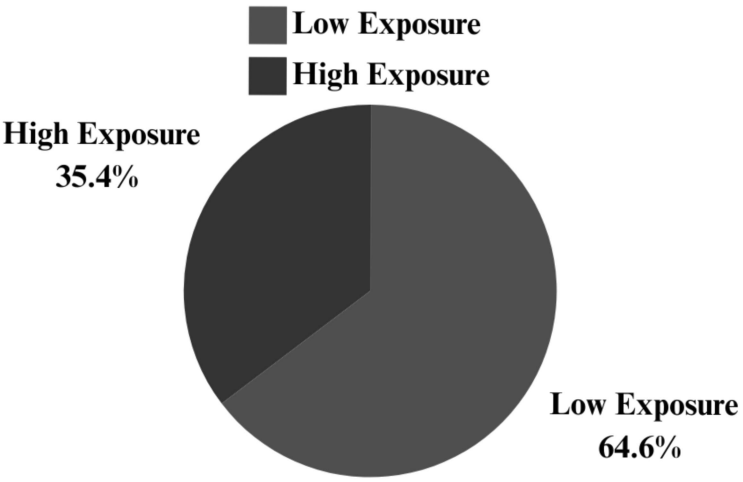


Figure 22 **Exposure to Accessible Media Profile of the Deaf Respondents from the Special Industrial Training Institute for PWDs, Jatni, Odisha**

The dataset represents the demographic distribution and accessibility experience of 79 deaf students in the present study investigating the accessibility of digital media in video format on entrepreneurship basics. The majority of participants are clustered in the 16-25 age range, with both 16-20 and 21-25 years representing 48.1% each of the total, and only 3.8% are between 26-30 years. The most represented educational level is 10th Pass at 53.2%, followed by 2nd Intermediate at 38%, and Bachelor's Degree at 7.6%. Very few have an 8th Pass, constituting only 1.3%. The sample has a higher representation of males at 70.9%, compared to females at 29.1%. The sample is almost equally divided between Low Exposure (49.4%) and High Exposure (50.6%) to social media. A significant 64.6% of the participants reported Low Accessibility to media, with only 35.4% having High Accessibility.

The probable reasons for these findings could be that the higher representation of younger age groups might be indicative of increased interest or availability among younger individuals to participate in such studies. The diverse educational backgrounds suggest different levels of exposure to educational content and potentially different learning needs and preferences. The disproportionate representation of males may reflect underlying societal, accessibility, or interest-based differences between genders in participating in such studies or accessing such content. The balanced distribution in social media exposure levels represents a diverse range of participants in terms of their engagement with digital platforms. The higher reports of low media accessibility could be reflective of existing barriers in accessing media content among the deaf community.

The implications drawn from the above finding that the age distribution highlights the need for age-appropriate content that caters to the learning needs of younger participants primarily. Variations in educational backgrounds necessitate content that can accommodate different learning needs, preferences, and prior knowledge levels. The gender imbalance highlights the need for more inclusive and gender-sensitive approaches in content development and study participation. The predominance of low media accessibility emphasizes the urgent need to improve the accessibility of media content for the deaf community, addressing existing barriers and enhancing inclusivity.

The findings can help in the formulation of policies and allocation of resources that are cognizant of the diverse needs, preferences, and accessibility challenges faced by the deaf community.

Therefore, the study's findings, characterized by a concentration of younger participants, varied educational backgrounds, gender imbalance, balanced social media exposure, and significant low media accessibility, reveal the multifaceted needs and challenges in accessible digital media for the deaf community. These insights are instrumental in shaping content development, enhancing accessibility, fostering inclusivity, and informing policies and resource allocation strategies aimed at creating an equitable learning environment for deaf individuals.

4.3.2 Overall Effectiveness of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" in terms of Comprehension of the Selected Deaf from the Special Industrial Training Institute for PWDs, Jatni, Odisha.

Table 59: Overall Effectiveness of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" in terms of Comprehension of the Selected Deaf from the Special Industrial Training Institute for PWDs, Jatni, Odisha

Comprehension	Count	%
Low Effectiveness	35	44.3
High Effectiveness	44	55.7
Total	79	100.0

The Comprehension data from Odisha reveals that out of the total participants, 55.7% demonstrated high effectiveness in comprehension, while 44.3% exhibited low effectiveness in the utilization of accessible digital media content on the basics of entrepreneurship for deaf individuals. The close percentages between low and high effectiveness in comprehension suggest that the accessible digital media is relatively effective but still leaves room for improvement to ensure it caters to the entire demographic efficiently.

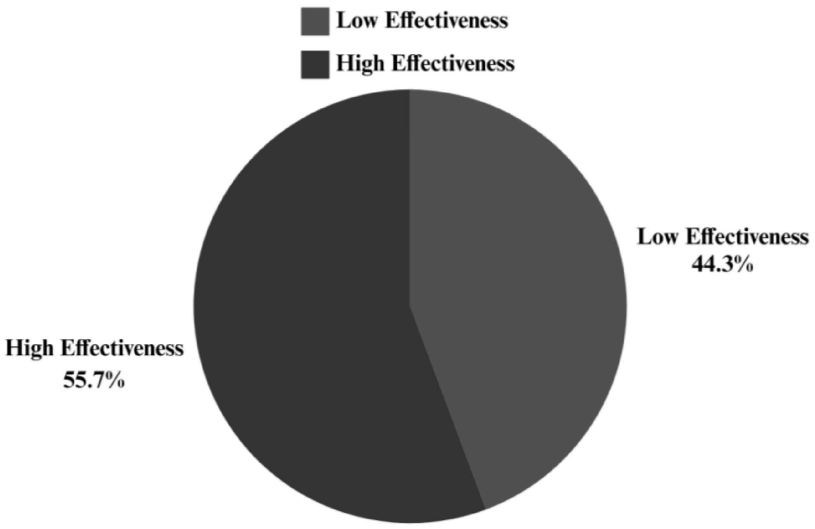


Figure 23 **Overall Effectiveness of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" in terms of comprehension of the selected Deaf from the Special Industrial Training Institute for PWDs, Jatni, Odisha**

The varying levels of comprehension effectiveness within the Odisha demographic highlight the need for improved content strategies that accommodate to the diverse learning requirements of the deaf community. By carefully enhancing the content, allocating appropriate resources, and implementing thoughtful policy measures, educational materials can become more accessible and provide a better learning experience. This approach ensures that the content serves the unique learning paths of each individual in the deaf community, making education more inclusive and effective for everyone involved.

4.3.2.1 Variable-Wise Effectiveness of the Designed & Developed Module III on "Finance/ Money: To start your own Business/ Enterprise" in terms of comprehension of the selected Deaf from the Special Industrial Training Institute for PWDs, Jatni, Odisha

Table 60: Variable-Wise Effectiveness of the Designed & Developed Module III on "Finance/ Money: To start your own Business/ Enterprise" in terms of Comprehension of the Selected Deaf from the Special Industrial Training Institute for PWDs, Jatni, Odisha

n=79

Variables	Categories	Low Effectiveness		High Effectiveness		Total	
		Count	%	Count	%	Count	%
Age	16-20 Years	18	47.4	20	52.6	38	100.0
	21-25 Years	16	42.1	22	57.9	38	100.0
	26-30 Years	1	33.3	2	66.7	3	100.0
	31-35 Years	0	0.0	0	0.0	0	0.0
	Total	35	44.3	44	55.7	79	100.0
Education	8th Pass	1	100.0	0	0.0	1	100.0
	10th Pass	18	42.9	24	57.1	42	100.0
	12th Pass	14	46.7	16	53.3	30	100.0
	Bachelor's Degree	2	33.3	4	66.7	6	100.0
	Total	35	44.3	44	55.7	79	100.0
Gender	Female	11	45.5	12	54.5	23	100.0
	Male	24	42.9	32	57.1	56	100.0
	Total	35	44.3	44	55.7	79	100.0
Exposure to Social Media	Low Exposure	22	56.4	17	43.6	39	100.0
	High Exposure	13	32.5	27	67.5	40	100.0
	Total	35	44.3	44	55.7	79	100.0
Exposure to Accessible Media	Low Accessibility	26	51.0	25	49.0	51	100.0
	High Accessibility	9	32.1	19	67.9	28	100.0
	Total	**35**	**44.3**	**44**	**55.7**	**79**	**100.0**

This breakdown of comprehension among different demographic groups in Odisha highlights the varying degrees of effectiveness in understanding accessible digital

media related to entrepreneurship for the deaf. The age groups 16-20 and 21-25 show similar levels of comprehension, indicating that younger individuals have a moderate grasp of the content. Regarding education, those who completed 10th grade or the 2nd Intermediate level demonstrate balanced comprehension, suggesting effective learning across these educational backgrounds. Both genders show similar levels of comprehension, pointing to an equitable understanding of the material.

Individuals with higher exposure to social media display better comprehension than those with less exposure, emphasizing the positive role that social media may play in content engagement. Additionally, participants with greater accessible media showed higher comprehension levels compared to those with limited access, highlighting the crucial role that media accessibility plays in improving content understanding.

4.3.2.2 Differences in the Variable-Wise Effectiveness of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" in terms of Comprehension of the Selected Deaf from the Special Industrial Training Institute for PWDs, Jatni,

Table 61: Age-Wise Effectiveness of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" in terms of Comprehension of the Selected Deaf from the Special Industrial Training Institute for PWDs, Jatni, Odisha

n=79

Variable	Categories	Mean	SD	P-Value
Age	Teenagers	35.20	3.6	0.198
	Young Adults	44.46		
	Adults	44.33		

The table presents a comparison of mean scores and standard deviations for the variable "Age" across three categories: Teenagers, Young Adults, and Adults. The mean score for Teenagers is 35.20, with a standard deviation of 3.6. For Young Adults and Adults, the mean scores are higher at 44.46 and 44.33, respectively. The p-value associated with the analysis is 0.198, indicating that there is no statistically significant difference in mean scores across the age categories. As a result, the analysis categorizes the comparison as not significant. This implies that, based on the available data, there is insufficient evidence to reject the null hypothesis that the mean scores for Teenagers, Young Adults, and Adults are equal. Although the mean scores

for age categories show numerical differences, the lack of statistical significance suggests that these differences may be due to chance rather than a true underlying effect. Therefore, there was no significant difference in the comprehension of the selected Deaf regarding the designed & developed module on "**Finance/ Money: To Start your own Business/ Enterprise**" in relation to the variable Age. Therefore, the null hypothesis, stating that there will be no significant differences in the effectiveness of the developed module III on "**Finance/ Money: To Start your own Business/ Enterprise** " in terms of comprehension of selected deaf respondents in relation to the variable age was **accepted.**

Table 62: Education-Wise Effectiveness of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" in terms of Comprehension of the Selected Deaf from the Special Industrial Training Institute for PWDs, Jatni, Odisha

n=79

Variable	Categories	Mean	SD	P-Value
Education	8th Pass	8.5	3.6	0.310
	10th Pass	38.0		
	2nd Intermediate	41.9		
	Bachelor's Degree	50.0		

The table provides a comparison of mean scores and standard deviations for the variable denoted as "Category 1" across four educational categories: 8th Pass, 10th Pass, 2nd Intermediate, and Bachelor's Degree. The mean score for individuals with 8th Pass education is 8.5, with a standard deviation of 3.6. For those with 10th Pass, 2nd Intermediate, and Bachelor's Degree, the mean scores substantially increase to 38.0, 41.9, and 50.0, respectively. The associated p-value is 0.310, suggesting that there is no statistically significant difference in mean scores across these educational categories.

The analysis categorizes the comparison as not significant, indicating that, based on the available data, there is insufficient evidence to reject the null hypothesis that the mean scores for the educational categories are equal. The numerical differences in mean scores indicate a possible trend where higher educational attainment appears to be linked to increased scores. However, since these differences are not statistically significant, it suggests that the variations might simply be due to random chance

rather than reflecting an actual effect. Therefore, there was no significant difference in the comprehension of the selected Deaf regarding the designed & developed module III on "**Finance/Money: To Start your own Business/ Enterprise**" in relation to the variable Education. Therefore, the null hypothesis, stating that there will be no significant differences in the effectiveness of the developed module III on "**Finance/ Money: To Start your own Business/ Enterprise**" in terms of comprehension of the selected Deaf respondents in relation to the variable Education was **accepted**.

Table 63: Gender-Wise Differences in the Effectiveness of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" in terms of Comprehension of the Selected Deaf from the Special Industrial Training Institute for PWDs, Jatni, Odisha

n=79

Variable	Categories	Mean	Mann-Whitney	P-Value
Gender	Female	38.59	596.000	0.823
	Male	39.86		

The table presents a comparison of mean scores for the variable "Gender" across two categories: Female and Male. The mean score for females is 38.59, while for males, it is slightly higher at 39.86. The statistical analysis using the Mann-Whitney test yielded a p-value of 0.823. In this context, the non-significant p-value (0.823) suggests that there is no statistically significant difference in the mean scores between genders. Therefore, based on the data, there is insufficient evidence to reject the null hypothesis that the mean scores for females and males are equal. The absence of a significant difference in mean scores indicates a comparable performance between genders in the variable under consideration. Therefore, there was no significant difference in the comprehension of the selected Deaf regarding the designed & developed module III on "**Finance/ Money: To Start your own Business/ Enterprise**" in relation to the variable Gender. Therefore, the null hypothesis stating that there will be no significant differences in the effectiveness of the developed module III on "**Finance/ Money: To Start your own Business/ Enterprise** " in terms of comprehension of selected Deaf respondents in relation to the variable Gender, was **accepted**.

Table 64: Exposure to Social Media-Wise Effectiveness of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" in terms of Comprehension of the Selected Deaf from the Special Industrial Training Institute for PWDs, Jatni, Odisha

n=79

Variable	Categories	Mean	Mann-Whitney	P-Value
Exposure to Social Media	Low Exposure	33.88	541.500	0.019
	High Exposure	45.96		

The table provides insights into the variable "Exposure to Social Media" by comparing mean scores between two categories: Low Exposure and High Exposure. The mean score for participants with Low Exposure is 33.88, whereas for those with High Exposure, it substantially increases to 45.96. The statistical analysis, employing the Mann-Whitney test, yielded a p-value of 0.019. This p-value indicates a statistically significant difference in mean scores between individuals with Low Exposure and High Exposure to social media. Therefore, there is sufficient evidence to reject the null hypothesis that the mean scores for the two exposure categories are equal. The observed difference in mean scores suggests that exposure to social media has a significant impact on the variable under consideration. Participants with High Exposure tend to have higher mean scores, indicating a potentially positive association between greater exposure to social media and the variable being measured. Therefore, there was a significant difference in the comprehension of the selected Deaf regarding the designed & developed module III on "**Finance/ Money: To Start your own Business/ Enterprise**" in relation to the variable Exposure to social media. Therefore, the null hypothesis stating that there will be no significant differences in the effectiveness of the developed module III on **"Finance/ Money: To Start your own Business/ Enterprise "** in terms of comprehension of selected Deaf respondents in relation to the variable Exposure to Social Media was **rejected**.

Table 65: Exposure to Accessible Media-Wise Effectiveness of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" in terms of Comprehension of the Selected Deaf from the Special Industrial Training Institute for PWDs, Jatni, Odisha

n=79

Variable	Categories	Mean	Mann-Whitney	P-Value
Exposure to Accessible Media	Low Exposure	34.93	455.500	0.008
	High Exposure	49.23		

The table presents a comparison of mean scores for the variable "Exposure to Accessible Media" across two categories: Low Exposure and High Exposure. The mean score for participants with Low Exposure is 34.93, while for those with High Exposure, it notably increases to 49.23. The statistical analysis, employing the Mann-Whitney test, yielded a p-value of 0.008. This p-value indicates a statistically significant difference in mean scores between individuals with Low Exposure and High Exposure to accessible media. Consequently, there is strong evidence to reject the null hypothesis that the mean scores for the two exposure categories are equal. The observed difference in mean scores suggests that exposure to accessible media has a significant impact on the variable being measured. Participants with High Exposure tend to exhibit higher mean scores, implying a potentially positive association between greater exposure to accessible media and the variable under consideration. Therefore, there was a significant difference in the comprehension of the selected Deaf regarding the designed & developed module on "**Finance/ Money: To Start your own Business/ Enterprise**" in relation to the variable Exposure to Accessible Media. Therefore, the null hypothesis stating that there will be no significant differences in the effectiveness of the developed module III on "**Finance/ Money: To Start your own Business/ Enterprise** " in terms of comprehension of the selected Deaf respondents in relation to the variable Exposure to accessible Media was **rejected**.

4.3.3 Accessibility of the Designed & developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" for the Selected Deaf from the Special Industrial Training Institute for PWDs, Jatni, Odisha

4.3.3.1 Overall Accessibility of the Designed & Developed Module on "Finance/ Money: To Start your own Business/ Enterprise" for the Selected deaf from the Special Industrial Training Institute for PWDs, Jatni, Odisha

Table 66: Overall Accessibility of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" for the Selected Deaf from the Special Industrial Training Institute for PWDs, Jatni, Odisha

n=79

Overall Accessibility	Count	%
Low Accessibility	43	54.4
High Accessibility	36	45.6
Total	79	100.0

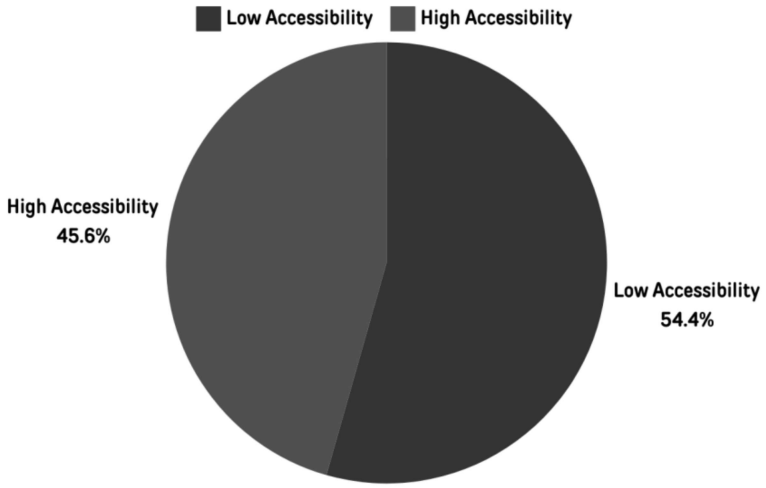


Figure 24 **Overall Accessibility of the Designed & Developed Module on "Finance/ Money: To Start your own Business/ Enterprise" for the Selected Deaf from the Special Industrial Training Institute for PWDs, Jatni, Odisha**

In Odisha, regarding the overall accessibility of the digital media, 54.4% of participants reported low accessibility, and 45.6% experienced high accessibility, indicative of varied experiences with the accessibility of digital media. The majority experiencing low accessibility indicates prevailing concerns and barriers in accessing the digital media suggesting need for improvements in certain features of the designed & developed digital media.

This implies the necessity for incorporating more user-friendly and inclusive accessibility features to cater to a wider audience and reduce accessibility issues. A user-centric and inclusive design approach is crucial to ensure the content is universally accessible and accommodates the diverse needs and preferences of all users. Addressing infrastructure constraints and provisioning adequate resources and support services can aid in improving accessibility levels.

Therefore, the prevalence of low accessibility in Odisha emphasizes the pressing need for enhanced and inclusive content design, improved infrastructure, and resource provisioning, and strategic policy interventions. By adopting a user-centric approach and prioritizing digital inclusion, a more equitable and accessible learning environment can be created, enabling the deaf community to fully utilize the potential of digital media in learning the basics of entrepreneurship. The insights derived from this data are crucial for educators, content creators, policymakers, and advocates in strategizing and implementing effective solutions to promote accessibility and learning for the deaf community in Odisha.

4.3.3.2 Variable Wise Accessibility of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" for the selected deaf from the Special Industrial Training Institute for PWDs, Jatni, Odisha

Table 67: Variable Wise Accessibility of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" for the Selected Deaf from the Special Industrial Training Institute for PWDs, Jatni, Odisha

n=79

Variables	Categories	Low Accessibility		High Accessibility		Total	
		Count	%	Count	%	Count	%
Age	16-20 Years	15	39.5	23	60.5	38	100.0
	21-25 Years	26	68.4	12	31.6	38	100.0
	26-30 Years	2	66.7	1	33.3	3	100.0
	31-35 Years	0	0.0	0	0.0	0	0.0
	Total	43	54.4	36	45.6	79	100.0
Education	8th Pass	1	100.0	0	0.0	1	100.0
	10th Pass	24	57.1	18	42.9	42	100.0
	12th Pass	16	53.3	14	46.7	30	100.0
	Bachlor Degree	2	33.3	4	66.7	6	100.0
	Total	43	54.4	36	45.6	79	100.0
Gender	Female	5	22.7	17	77.3	22	100.0
	Male	38	67.9	18	32.1	56	100.0
	Total	43	54.4	36	45.6	79	100.0
Exposure to Social Media	Low Exposure	19	48.7	20	51.3	39	100.0
	High Exposure	24	60.0	16	40.0	40	100.0
	Total	43	54.4	36	45.6	79	100.0
Exposure to Accessible Media	Low Exposure	29	56.9	22	43.1	51	100.0
	High Exposure	14	50.0	14	50.0	28	100.0
	Total	43	54.4	36	45.6	79	100.0

This detailed variable-wise analysis of the respondents of Odisha regarding their feedback on accessible digital media in entrepreneurship for the deaf showed varying levels of accessibility experienced by different demographic groups and across different parameters.:

Younger participants, especially those in the 21-25 age range, reported higher instances of low accessibility, hinting at possible discrepancies in content relatability or user interface for different age groups.

Across different education levels, the proportions of low and high accessibility are relatively balanced, but individuals with a 10th Pass and 2nd Intermediate education level reported more instances of low accessibility.

Males reported significantly higher low accessibility compared to females, pointing toward a possible gender-based difference in access to resources or learning preferences.

Individuals with high exposure to social media reported more instances of low accessibility, indicating potential challenges in the content's compatibility or alignment with users' expectations and experiences on social media platforms.

Both Low and High Accessibility groups in Media Access reported balanced proportions in feedback, suggesting uniform feedback patterns irrespective of the level of media access.

4.3.3.3 Differences in the Variable-Wise Accessibility of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" for Selected deaf from the Special Industrial Training Institute for PWDs, Jatni, Odisha

Table 68: Age-Wise Differences in the Accessibility of the Designed & Developed Module on "Finance/ Money: To Start your own Business/ Enterprise" for Selected Deaf the Special Industrial Training Institute for PWDs, Jatni, Odisha

n=79

Variable	Categories	Mean	SD	P-Value
Age	Teenagers	44.7	1.5	0.167
	Young Adults	36.2		
	Adults	28.5		

The table presents a comparison of mean scores and standard deviations for the variable "Age" across three categories: Teenagers, Young Adults, and Adults. The mean score for Teenagers is 44.7, with a standard deviation of 1.5. For Young Adults and Adults, the mean scores decrease to 36.2 and 28.5, respectively. The p-value associated with the analysis is 0.167, resulting in a categorization of not significant. This indicates that there is no statistically significant difference in mean scores across the age categories.

The non-significant p-value suggests that, based on the available data, there is insufficient evidence to reject the null hypothesis that the mean scores for Teenagers, Young Adults, and Adults are equal. While there are numerical differences in mean scores, the lack of statistical significance implies that these differences may be due to chance. A thorough understanding of the practical implications of these findings require contextual analysis, careful interpretaions & consideration of specific study objectives for the research.

Therefore, there was no significant difference in the accessibility of the designed & developed module III on "**Finance/ Money: To Start your own Business/ Enterprise**" of the selected Deaf in relation to the variable age. Therefore, the null hypothesis stating that there will be no significant differences in the accessibility of the designed & developed module III on "**Finance/ Money: To Start your own Business/ Enterprise**" of the selected Deaf in relation to the variable age, was **accepted**.

Table 69: Education-Wise Differences in the Accessibility of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" for Selected Deaf the Special Industrial Training Institute for PWDs, Jatni, Odisha

n=79

Variable	Categories	Mean	SD	P-Value
Education	8th Pass	16.0	1.5	0.208
	10th Pass	36.8		
	2nd Intermediate	42.6		
	Bachelor Degree	53.3		

The table presents a comparison of mean scores and standard deviations for the variable "Education" across four categories: 8th Pass, 10th Pass, 2nd Intermediate, and Bachelor's Degree. The mean score for individuals with 8th Pass education is 16.0, with a standard deviation of 1.5. For those with 10th Pass, 2nd Intermediate, and Bachelor's Degree, the mean scores substantially increase to 36.8, 42.6, and 53.3, respectively. The p-value associated with the analysis is 0.208, resulting in a categorization of not significant. This indicates that there is no statistically significant difference in mean scores across these educational categories.

The non-significant p-value suggests that, based on the available data, there is insufficient evidence to reject the null hypothesis that the mean scores for the educational categories are equal. While there are numerical differences in mean scores, the lack of statistical significance implies that these differences may be by chance.

Therefore, there was no significant difference in the accessibility of the designed & developed module III on **"Finance/ Money: To Start your own Business/ Enterprise"** of the selected Deaf in relation to the variable education. Therefore, the null hypothesis stating that there will be no significant differences in the accessibility of the designed & developed module III on **"Finance/ Money: To Start your own Business/ Enterprise"** of the selected Deaf in relation to the variable education, was **accepted**.

Table 70: Gender-Wise Differences in the Accessibility of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" for Selected deaf the Special Industrial Training Institute for PWDs, Jatni, Odisha

n=79

Variable	Categories	Mean	Mann-Whitney	P-Value
Gender	Female	57.27	225.000	0.000
	Male	32.52		

The table presents a comparison of mean scores for the variable "Gender" between two categories: Female and Male. The mean score for females is substantially higher at 57.27, while for males, it is notably lower at 32.52. The statistical analysis, utilizing the Mann-Whitney test, yielded a highly significant p-value of 0.000. This result indicates a statistically significant difference in mean scores between the genders. The low p-value provides strong evidence to reject the null hypothesis that the mean scores for females and males are equal.

The noticeable difference in average scores points to a significant gender gap in the variable being studied, with females generally scoring higher than males. This observation highlights the importance of exploring the factors that may be driving this disparity, as well as understanding the potential effects of these differences within the

context of the research. Further analysis is needed to better grasp the underlying reasons behind this gender variation and its broader implications.

Therefore, there was a significant difference in the accessibility of the designed & developed module III on **"Finance/ Money: To Start your own Business/ Enterprise"** of the selected Deaf in relation to the variable Gender. Therefore, the null hypothesis stating that there will be no significant differences in the accessibility of the designed & developed module III on **"Finance/ Money: To Start your own Business/ Enterprise"** of the selected Deaf in relation to the variable Gender, was r**ejected**.

Table 71: <u>Exposure to Social Media-Wise</u> Differences in the Accessibility of the Designed & Developed module on "Finance/ Money: To Start your own Business/ Enterprise" for selected deaf the Special Industrial Training Institute for PWDs, Jatni, Odisha

n=79

Variable	Categories	Mean	Mann-Whitney	P-Value
Exposure to Social Media	Low Exposure	718.500	718.500	0.536
	High Exposure	718.500		

The table presents a comparison of mean scores for the variable "Exposure to Social Media" between two categories: Low Exposure and High Exposure. Surprisingly, both categories report identical mean scores of 718.500. The statistical analysis, employing the Mann-Whitney test, yields a p-value of 0.536, suggesting that there is no statistically significant difference in mean scores between individuals with Low Exposure and High Exposure to social media.

The identical mean scores and the non-significant p-value imply that, based on the available data, there is no evidence to reject the null hypothesis that the mean scores for the two exposure categories are equal. This unexpected finding raises questions about the variability within each exposure group and warrants further exploration into the nature of the data and the specific dynamics of social media exposure in the studied population.

Therefore, there was no significant difference in the accessibility of the designed & developed module III on "**Finance/ Money: To Start your own Business/**

Enterprise" of the selected Deaf in relation to the variable Exposure to Social Media. Therefore, the null hypothesis stating that there will be no significant differences in the accessibility of the designed & developed module III on "**Finance/ Money: To Start your own Business/ Enterprise**" of the selected Deaf in relation to the variable Exposure to Social Media, was **accepted**.

Table 72: Exposure to Accessible Media-Wise Differences in the Accessibility of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" for Selected Deaf the Special Industrial Training Institute for PWDs, Jatni, Odisha

n=79

Variable	Categories	Mean	Mann-Whitney	P-Value
Exposure to Accessible Media	Low Exposure	38.36	630.500	0.379
	High Exposure	42.98		

The table provides a comparison of mean scores for the variable "Exposure to Accessible Media" between two categories: Low Exposure and High Exposure. The mean score for participants with Low Exposure is 38.36, and for those with High Exposure, it increases to 42.98. The statistical analysis, employing the Mann-Whitney test, yields a p-value of 0.379. This p-value indicates that there is no statistically significant difference in mean scores between individuals with Low Exposure and High Exposure to accessible media.

The non-significant p-value (0.379) suggests that, based on the available data, there is insufficient evidence to reject the null hypothesis that the mean scores for the two exposure categories are equal. The marginal numerical difference in mean scores indicates a subtle trend of higher scores for participants with High Exposure to accessible media, but this difference is not statistically significant. Contextual interpretation and further exploration may be required to understand the practical implications of these findings and to discern if other factors contribute to the observed trend.

Therefore, there was no significant difference in the accessibility of the designed & developed module III on "**Finance/ Money: To Start your own Business/ Enterprise**" of the selected Deaf in relation to the variable Exposure to Accessible

Media. Therefore, the null hypothesis stating that there will be no significant differences in the accessibility of the designed & developed module III on "**Finance/ Money: To Start your own Business/ Enterprise**" of the selected Deaf in relation to the variable Exposure to accessible Media, was **accepted**.

4.3.3.4 Accessibility of the Designed & Developed Module on "Finance/ Money: To Start your own Business/ Enterprise" for the Selected Deaf from the Special Industrial Training Institute for PWDs, Jatni, Odisha with Reference to the Selected features.

Table 73: Accessibility of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" for Selected Deaf Respondents from Special Industrial Training Institute for PWDs, Jatni, Odisha with reference to the selected features:

n=79

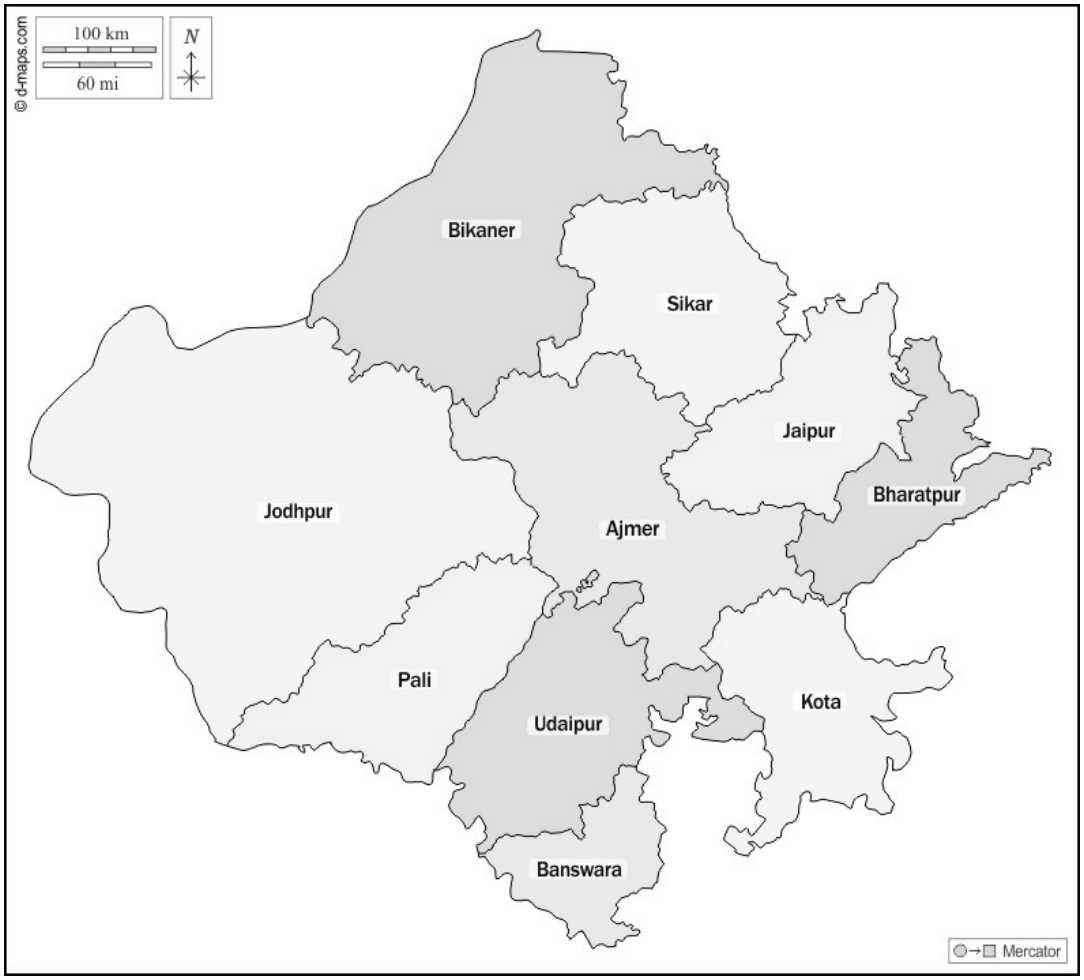
Features	Categories	Count	%
Content	Low Accessibility of Content	27	34.6
	High Accessibility of Content	51	65.4
	Total	78	100.0
Language	Low Accessibility of sing Language	33	42.3
	High Accessibility of Sign Language	45	57.7
	Total	78	100.0
Visual	Low Accessibility of Visuals	32	41.0
	High Accessibility of Visuals	46	59.0
	Total	78	100.0
Text	Low Accessibility of Text	41	52.6
	High Accessibility of Text	37	47.4
	Total	78	100.0
Time duration of modules	Short	49	100.0
	Long	0	0.0
	Total	49	100.0
Caption	Low Accessibility of Caption	32	41.0
	High Accessibility of Caption	46	59.0
	Total	78	100.0
Accessibility of the format	Yes	58	100.0
	No	0	0.0
	Total	58	100.0

The findings from the above table reveals a mixed perception regarding the accessibility of different elements in the educational content. A notable 65.4% of respondents find the content highly accessible, indicating a generally positive reception. However, it is crucial to address the concerns of the 34.6% who perceive the content as less accessible. This could involve a thorough evaluation and potential improvements in the format, structure, or delivery of the educational material. Sign language, while perceived as highly accessible by 57.7% of respondents, leaves 42.3% with concerns. Enhancements to the clarity, simplicity, or inclusivity of sign language presentations may better cater to the diverse needs of the user base.

Visual elements receive a favourable response from 59.0% of respondents, yet 41.0% express concerns about their accessibility. Adjustments to enhance clarity, color contrast, or alternative text could address the needs of this segment. Similarly, while 47.4% find text highly accessible, there is a substantial 52.6% who perceive it as less accessible. Addressing concerns related to font size, style, or alternative formats could enhance the overall user experience. Interestingly, all respondents prefer shorter time durations for modules, emphasizing a clear preference for more concise content.

Regarding captions, 59.0% of respondents find them highly accessible, but 41.0% express concerns. Customizable options or improvements in caption quality may address the accessibility needs of this segment. Fortunately, the format itself receives a positive response, with all respondents (100%) finding it accessible. Maintaining and building on this accessibility is crucial for overall user satisfaction. In conclusion, while the majority of users have positive experiences, addressing specific concerns related to content, language, visuals, text, module duration, captions, and format can lead to a universally accessible and user-friendly educational experience.

Political Map of Rajasthan



Source: ***https://d-maps.com***

4.4 Designing & Development Module IV on "Resource Management: How to Manage Resource" for the selected deaf from Government College for Deaf, Jaipur, Rajasthan.

4.4.1 Profile of the Selected Deaf Respondents from the Government College for Deaf, Jaipur, Rajasthan

Table 74: Profile of the Selected Deaf Respondents from the Government College for Deaf, Jaipur, Rajasthan

n=73

Variables	Categories	Count	%
Age	16-20 Years	12	16.4
	21-25 Years	56	76.7
	26-30 Years	5	6.8
	31-35 Years	0	0.0
	Total	73	100.0
Education	8th Pass	0	0.0
	10th Pass	17	23.3
	12th Pass	0	0.0
	2nd Intermediate	23	31.5
	Bachelor Degree	33	45.2
	Total	73	100.0
Gender	Female	23	31.5
	Male	50	68.5
	Total	73	100.0
Exposure to Social Media	Low Exposure	37	50.7
	High Exposure	36	49.3
	Total	73	100.0
Exposure to Accessible Media	Low Exposure	52	71.2
	High Exposure	21	28.8
	Total	73	100.0

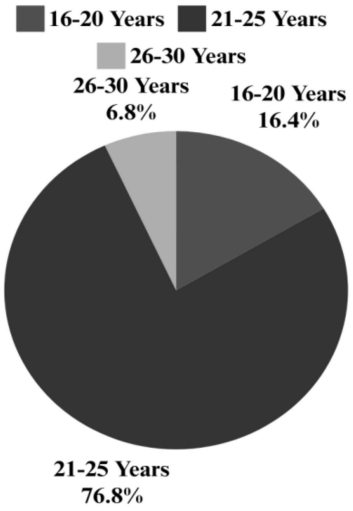


Figure 25 **Age Status of the Deaf Respondents from the Government College for Deaf, Jaipur, Rajasthan**

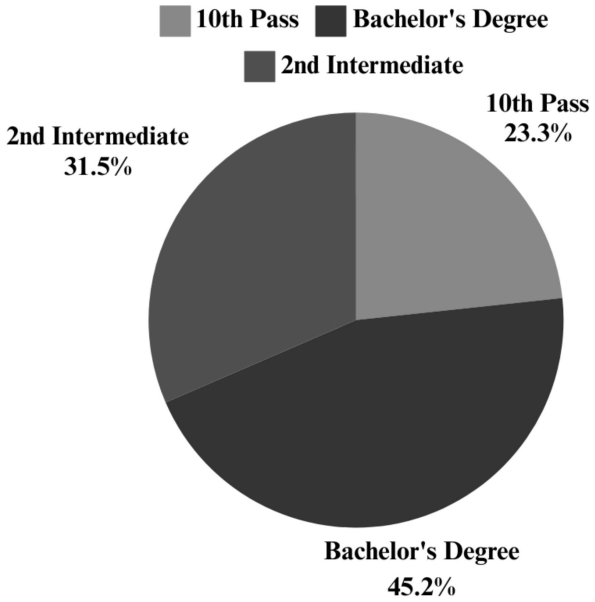


Figure 26 **Education Status of the Deaf Respondents from the Government College for Deaf, Jaipur, Rajasthan**

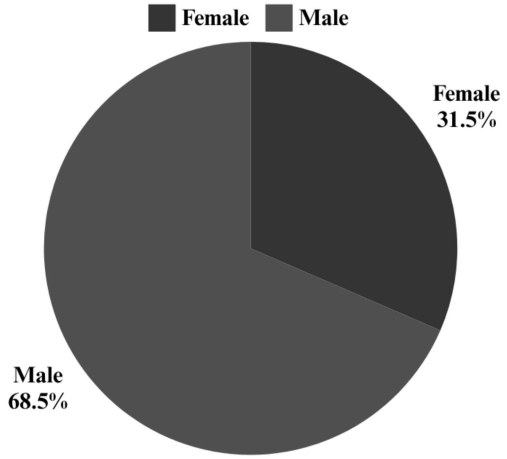


Figure 27 **Gender Status of the Deaf Respondents from the Government College for Deaf, Jaipur, Rajasthan**

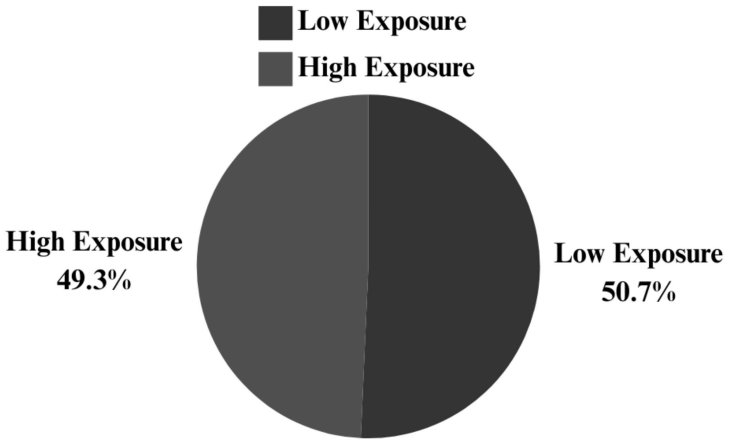


Figure 28 **Exposure to Social Media Status of the Deaf Respondents from the Government College for Deaf, Jaipur, Rajasthan**

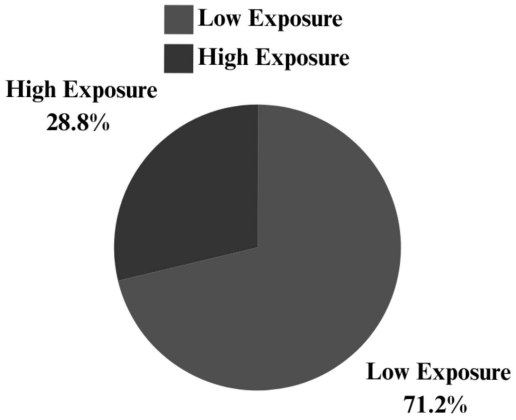


Figure 29 **Exposure to Accessible Media Status of the Deaf Respondents from the Government College for Deaf, Jaipur, Rajasthan**

In Jaipur, the participants demographic profile reflects a concentration of individuals between 21-25 years old, with a significant number holding Bachelor's Degrees. The majority of participants were male, and social media exposure was evenly distributed between low and high, while a substantial number report low accessibility to media. The majority (76.7%) falls within the 21-25 age group, indicating a focus on young adults in pivotal stages of career planning and higher education. A substantial portion (45.2%) had a Bachelor's Degree, suggesting a participant group with higher educational attainment, possibly influenced by the content nature or study requirements. Given this diverse demographic profile, there's a critical need for inclusive content development that considers varying educational levels, age groups, and gender. Males (68.5%) significantly outnumber females (31.5%), pointing to a gender imbalance in the participant profile. To address this gender disparity, initiatives should adopt a gender-sensitive approach, ensuring equal representation and considering gender-specific needs and preferences. The sample is evenly split between low and high exposure to social media, reflecting varied digital engagement levels among participants. This diversity in social media exposure necessitates the development of versatile engagement strategies adaptive to different digital familiarity levels. A substantial majority (71.2%) reports low accessibility to media, indicating potential barriers in access to suitable and relevant media resources.

Strategies need to address accessibility challenges, possibly through diversified content mediums, user-friendly interfaces, and optimized resource utilization. Insights from the demographic profile should inform policy formulation and resource allocation to ensure equitable access and participation for all demographic groups. The demographic profile in Jaipur unveils diverse participant backgrounds and varying access levels to media and digital platforms. The identified disparities and challenges emphasize the need for inclusive, adaptive, and equitable approaches in content development, engagement strategies, and resource allocation. These insights should guide interventions, policy development, and improvement efforts aimed at addressing unique needs and promoting equal and meaningful participation across all demographic groups in the realm of digital entrepreneurship education for the deaf.

4.4.2 Overall Effectiveness of the Designed & Developed Module IV on "Resource Management: How to Manage Resource" in terms of Comprehension of the Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan

Table 75: Overall Effectiveness of the Designed & Developed Module IV on "Resource Management: How to Manage Resource" in terms of Comprehension of the Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan

n=73

	Categories	Count	%
Comprehension	Low Effectiveness	35	47.9
	High Effectiveness	38	52.1
	Total	73	100.0

In Jaipur, the comprehension levels of the participants were almost evenly split, with 52.1% of the participants showcasing high effectiveness in comprehension and 47.9% showcasing low effectiveness .The near-equal distribution between high and low effectiveness in comprehension suggests that the accessible digital media in video format on the basics of entrepreneurship is reaching its intended impact for around

half of the participants, but there is also a significant portion who are struggling with comprehension.

The variance in comprehension levels could be due to the diverse educational backgrounds of the participants, where those with higher educational status may find it easier to comprehend the content. The balance in comprehension effectiveness could be due to varying complexities in the provided content, possibly requiring varied cognitive abilities and

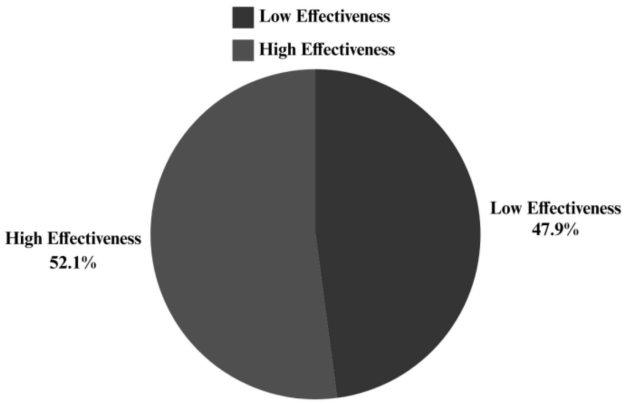


Figure 30 **Overall Effectiveness of the Designed & Developed Module IV on "Resource Management: How to Manage Resource" in terms of Comprehension of the Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan**

previous knowledge. Given that a significant portion of participants reported low media accessibility, this could be impacting the effectiveness in comprehension among them.

Therefore, the comprehension levels in Jaipur highlight a crucial need for a more inclusive and adaptive approach in content creation and delivery. The findings necessitate an ongoing evaluation and refinement of strategies to optimize learning experiences and comprehension for all participants.

4.4.2.1 Variable Wise Effectiveness of the Designed & Developed Module IV on "Resource Management: How to Manage Resource" in terms of Comprehension of the Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan

Table 76: Variable Wise Effectiveness of the Designed & Developed Module IV on "Resource Management: How to Manage Resource" in terms of Comprehension of the Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan

n=73

Variables	Categories	Low Effectiveness		High Effectiveness		Total	
		Count	%	Count	%	Count	%
Age	16-20 Years	5	41.7	7	58.3	12	100.0
	21-25 Years	26	46.4	30	53.6	56	100.0
	26-30 Years	4	80.0	1	20.0	5	100.0
	31-35 Years	0	0.0	0	0.0	0	0.0
	Total	35	47.9	38	52.1	73	100.0
Education	8th Pass	0	0.0	0	0.0	0	0.0
	10th Pass	8	47.1	9	52.9	17	100.0
	12th Pass	0	0.0	0	0.0	0	0.0
	2nd Intermediate	7	30.4	16	69.6	23	100.0
	Bachelor Degree	20	60.6	13	39.4	33	100.0
	Total	35	47.9	38	52.1	73	100.0
Gender	Female	8	34.8	15	65.2	23	100.0
	Male	27	54.0	23	46.0	50	100.0
	Total	35	47.9	38	52.1	73	100.0
Exposure to Social Media	Low Exposure	19	51.4	18	48.6	37	100.0
	High Exposure	16	44.4	20	55.6	36	100.0
	Total	35	47.9	38	52.1	73	100.0
Exposure to Accessible Media	Low Exposure	24	46.2	28	53.8	52	100.0
	High Exposure	11	52.4	10	47.6	21	100.0
	Total	35	47.9	38	52.1	73	100.0

The data from Jaipur revealed a balanced comprehension level, with a slight inclination towards high effectiveness across various variables such as age, education, gender, social media access, and media access. Notably, the age group 26-30 exhibited the highest low effectiveness at 80%, suggesting that older participants might have found the material less comprehensible. Participants with a Bachelor's degree showed the highest low effectiveness in comprehension (60.6%), indicating potential discrepancies in the content's alignment with their educational level or learning needs. Males exhibited higher low effectiveness (54%) compared to females, implying possible gender-related preferences or needs in learning materials. Those with low exposure to social media had a slightly higher rate of low effectiveness in comprehension, hinting at a potential correlation between digital exposure and

comprehension levels. On the other hand, participants with high accessibility demonstrated more balanced comprehension levels compared to those with low accessibility, highlighting the significance of accessibility in comprehension.

In brief, the variable-wise comprehension findings from Jaipur emphasised the importance of acknowledging and addressing the diverse needs, preferences, educational backgrounds, and digital exposures of the participants. Personalize content, enhancing digital literacy, and improving accessibility were pivotal in ensuring that accessible digital media was comprehensible and beneficial to every participant, regardless of their demographic or background.

4.4.2.2 Differences in the Variable -Wise Effectiveness of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" in terms of Comprehension of Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan.

Table 77: Age-Wise Effectiveness of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" in terms of Comprehension of Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan.

n=73

Variable	Categories	Mean	SD	P-Value
Age	Teenagers	42.2	2.43	0.265
	Young Adults	37.1		
	Adults	24.0		

The table presents an analysis of the variable "Age," categorizing participants into three groups: "Teenagers," "Young Adults," and "Adults." The mean age for each category is reported as 42.2 for Teenagers, 37.1 for Young Adults, and 24.0 for Adults. Additionally, standard deviations (SD) are provided, with a specific value of 2.43 for Teenagers. The p-value is reported as 0.265. The moderately high p-value of 0.265 suggests that there is insufficient evidence to reject the null hypothesis, indicating no significant difference in mean ages among the three age categories. The specific mean values reveal a decreasing trend in mean ages from Teenagers to Young Adults to Adults. The standard deviation for Teenagers provides information about the variability within that specific age group. In summary, based on the statistical

analysis, there is no significant difference in mean ages among Teenagers, Young Adults, and Adults. The trend in mean ages may be of interest, but without statistical significance, it's challenging to draw firm conclusions. The standard deviation for Teenagers gives an idea of the variability within that age group. The non-significant result suggests that the observed differences in mean ages are likely due to random variability rather than a meaningful effect.

Therefore, there was no significant difference in the comprehension of the selected Deaf regarding the designed & developed module IV on **"Resource Management: How to Manage Resources"** in relation to the variable exposure to accessible media. Therefore, the null hypotheses stating that there will be no significant differences in the effectiveness of the developed module IV on **"Resource Management: How to Manage Resources**" in terms of comprehension of selected deaf respondents in relation to the variable Exposure to accessible media, was **accepted**.

Table 78: Education-Wise Effectiveness of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" in terms of Comprehension of Selected deaf from the Government College for Deaf, Jaipur, Rajasthan.

n=73

Variable	Categories	Mean	SD	P-Value
Education	10th Pass	36.5	2.43	0.48
	2nd Intermediate	41.2		
	Bachelors Degree	34.3		

The table provides an analysis of the variable "Education," with participants categorized into three groups: "10th Pass," "2nd Intermediate," and "Bachelor's Degree." The mean values for each education category are reported as 36.5 for 10th Pass, 41.2 for 2nd Intermediate, and 34.3 for Bachelor's Degree. Standard deviations (SD) are also provided, with a specific value of 2.43 for 10th Pass. The p-value is reported as 0.48. The relatively high p-value of 0.48 suggests that there is insufficient evidence to reject the null hypothesis, indicating no significant difference in mean education levels among the three categories: 10th Pass, 2nd Intermediate, and Bachelor's Degree. The specific mean values indicate some variability in education levels, with 2nd Intermediate having the highest mean education level and Bachelor's

Degree having the lowest. In summary, based on the statistical analysis, there is no significant difference in mean education levels among individuals with different educational backgrounds (10th Pass, 2nd Intermediate, and Bachelor's Degree). The specific mean values and standard deviation for 10th Pass provide insights into the central tendency and variability within that education category. The non-significant result suggests that the observed differences in mean education levels are likely due to random variability rather than a meaningful effect.

Therefore, there was no significant difference in the comprehension of the selected Deaf regarding the designed & developed module IV on **"Resource Management: How to Manage Resources"** in relation to the variable education. Therefore, the null hypotheses stating that there will be no significant differences in the effectiveness of the developed module IV on **"Resource Management: How to Manage Resources"** in terms of comprehension of selected deaf respondents in relation to the variable Education was **accepted**.

Table 79: Gender-Wise Differences in the Effectiveness of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" in terms of Comprehension of Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan.

n=73

Variable	Categories of the Variable	Mean	Mann-Whitney	P-Value
Gender	Female	41.59	469.5	0.204
	Male	34.89		

The table presents an analysis of a variable labeled "Gender" with two distinct categories: "Female" and "Male." The mean value for females is reported as 41.59, while for males, it is 34.89. The Mann-Whitney U statistic is given as 469.5, and the corresponding p-value is reported as 0.204.

The p-value of 0.204 suggests that there is insufficient evidence to reject the null hypothesis, indicating no significant difference in the variable between females and males. In summary, the table suggests that, based on the Mann-Whitney U test, there is no statistically significant difference in the variable between females and males, as indicated by the non-significant p-value.

Therefore, there was no significant difference in the comprehension of the selected Deaf regarding the designed & developed module IV on **"Resource Management: How to Manage Resources"** in relation to the variable gender. Therefore, the null hypotheses stating that there will be no significant differences in the effectiveness of the developed module IV on **"Resource Management: How to Manage Resources"** in terms of comprehension of selected deaf respondents in relation to the variable Gender, was **accepted.**

Table 80: Exposure To Social Media-Wise Differences in the Effectiveness of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" in terms of Comprehension of Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan.

n=73

Variable	Categories of the Variable	Mean	Mann-Whitney	P-Value
Exposure to Social Media	Low Exposure	35.16	598	0.447
	High Exposure	38.89		

The table presents an analysis of a variable labelled "Exposure to Social Media" with two distinct categories: "Low Exposure" and "High Exposure." The mean value for individuals with low exposure is reported as 35.16, while for those with high exposure, it is 38.89. The Mann-Whitney U statistic is given as 598, and the corresponding p-value is reported as 0.447. In this case, it is applied to determine if there is a significant difference in the variable related to exposure to social media between individuals with low and high exposure. The p-value of 0.447 suggests that there is insufficient evidence to reject the null hypothesis, indicating no significant difference in the variable between individuals with low and high exposure to social media. In summary, the table suggests that, based on the Mann-Whitney U test, there is no statistically significant difference in the variable related to exposure to social media between individuals with low and high exposure, as indicated by the non-significant p-value.

Therefore, there was no significant difference in the comprehension of the selected Deaf regarding the designed & developed module IV on **"Resource Management:**

How to Manage Resources" in relation to the variable age. Therefore, the null hypotheses stating that there will be no significant differences in the effectiveness of the developed module IV on **"Resource Management: How to Manage Resources"** in terms of comprehension of selected deaf respondents in relation to the variable age, was **accepted**.

Table 81: Exposure to Accessible Media-Wise Effectiveness of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" in terms of Comprehension of Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan

n=73

Variable	Categories	Mean	Mann-Whitney	P-Value
Exposure to Accessible Media	Low Exposure	36.62	526	0.805
	High Exposure	37.95		

The table provides an analysis of a variable named "Exposure to Accessible Media," divided into two categories: "Low Exposure" and "High Exposure." The mean value for individuals with low exposure is reported as 36.62, while for those with high exposure, it is 37.95. The Mann-Whitney U statistic is given as 526, and the corresponding p-value is reported as 0.805.

In this case, it is applied to determine if there is a significant difference in the variable related to exposure to accessible media between individuals with low and high exposure. The high p-value of 0.805 suggests that there is insufficient evidence to reject the null hypothesis, indicating no significant difference in the variable between individuals with low and high exposure to accessible media. In summary, the table suggests that, based on the Mann-Whitney U test, there is no statistically significant difference in the variable related to exposure to accessible media between individuals with low and high exposure, as indicated by the non-significant p-value.

Therefore, there was no significant difference in the comprehension of the selected Deaf regarding the designed & developed module IV on **"Resource Management: How to Manage Resources"** in relation to the variable exposure to social Media. Therefore, the null hypotheses stating that there will be no significant differences in the effectiveness of the developed module IV on **"Resource Management: How to**

Manage Resources" in terms of comprehension of selected deaf respondents in relation to the variable Exposure to social Media, was **accepted**.

4.4.3 Accessibility of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" for Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan

4.4.3.1 Overall Accessibility of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" for Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan

Table 82: Overall Accessibility of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" for Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan

n =73

	Category	Count	%
Accessibility	Low Accessibility	35	47.9
	High Accessibility	38	52.1
	Total	73	100.0

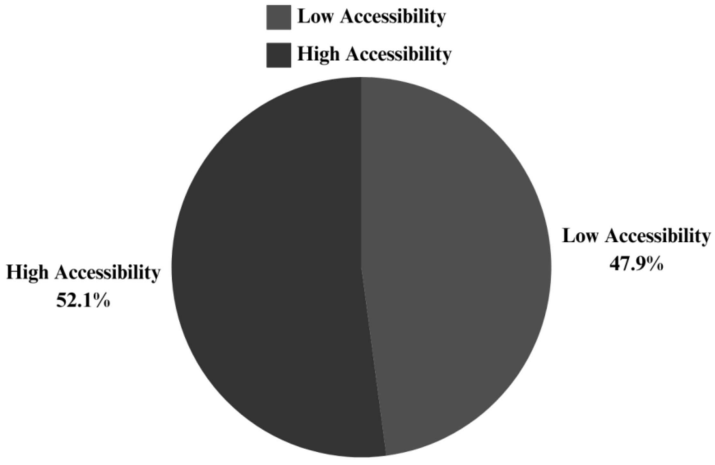


Figure 31 **Overall Accessibility of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" for Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan**

In Jaipur, the feedback on accessibility to the provided digital media is balanced, with 52.1% reporting high accessibility and 47.9% reporting low accessibility. This near-equivalent distribution between high and low accessibility suggests that while accessible digital media is available to approximately half of the participants, there is an almost equal proportion facing difficulties in accessing the content. The reasons behind these accessibility challenges may be attributed to insufficient infrastructural and technological resources, essential for accessing digital media content.

The implications of these findings suggest a need for enhancements in the accessibility of the provided digital media content, ensuring it reaches all participants effectively without any barriers. Essential steps include facilitating the provision of necessary resources and infrastructure to participants lacking them, enabling equal access to digital media content. Implementing digital literacy programs or workshops becomes crucial to equip participants with the necessary skills to navigate and utilize digital media effectively. Choosing or developing platforms that are more user-friendly and compatible with various assistive technologies can ensure smoother access for all participants. Regular feedback from participants regarding accessibility issues should be considered for continuous improvement in content delivery methods and platforms, ensuring ongoing adaptability and user-friendliness. Accessibility should be a consideration from the early stages of content and platform development, integrating inclusive design principles to cater to the diverse needs of the participants.

In brief, the balanced feedback on accessibility in Jaipur underlines the importance of addressing the barriers faced by almost half of the participants in accessing digital media content. By enhancing accessibility, providing necessary resources, improving digital literacy, and using user-friendly platforms, the research project can ensure that digital media in video format on the basics of entrepreneurship is accessible to all deaf individuals. Continuous feedback and iteration based on user experiences are crucial in achieving and maintaining high accessibility standards.

4.4.3.2 Variable Wise Accessibility of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" for Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan

Table 83: Variable Wise Accessibility of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" for Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan

n=73

Variables	Categories	Low Accessibility		High Accessibility		Total	
		Count	%	Count	%	Count	%
Age	16-20 Years	4	33.3	8	66.7	12	100.0
	21-25 Years	14	25.0	42	75.0	56	100.0
	26-30 Years	2	40.0	3	60.0	5	100.0
	31-35 Years	0	0.0	0	0.0	0	0.0
	Total	20	27.4	53	72.6	73	100.0
Education	8th Pass	0	0.0	0	0.0	0	0.0
	10th Pass	4	23.5	13	76.5	17	100.0
	12th Pass	0	0.0	0	0.0	0	0.0
	2nd Intermediate	6	26.1	17	73.9	23	100.0
	Bachelor Degree	10	30.3	23	69.7	33	100.0
	Total	20	27.4	53	72.6	73	100.0
Gender	Female	2	8.7	21	91.3	23	100.0
	Male	18	36.0	32	64.0	50	100.0
	Total	20	27.4	53	72.6	73	100.0
Exposure to Social Media	Low Exposure	11	29.7	26	70.3	37	100.0
	High Exposure	9	25.0	27	75.0	36	100.0
	Total	20	27.4	53	72.6	73	100.0
Exposure to Accessible Media	Low Exposure	13	25.0	39	75.0	52	100.0
	High Exposure	7	33.3	14	66.7	21	100.0
	Total	20	27.4	53	72.6	73	100.0

The data from Jaipur represents the level of accessibility in the received feedback, illustrating a predominantly high accessibility across various parameters such as age, education, gender, social media access, and media access. The age group 21-25 years reported the highest high accessibility at 75%, suggesting a positive correlation between youth and content accessibility. Participants with a 2nd Intermediate and Bachelor Degree report high accessibility above 69%, indicating that higher education might correlate with increased accessibility. Female

participants reported higher accessibility at 91.3% compared to males, indicating possible gender-specific variances in accessibility experience. High accessibility is balanced among those with low and high exposure to social media, suggesting that social media exposure may not significantly impact accessibility levels. Those with low media accessibility reported 75% high accessibility feedback, indicating that even participants with low accessible media found the content largely accessible.

The diversity in accessibility feedback can be due to the adaptability of the content to varied user needs and preferences. Higher educational attainment might influence the perceived accessibility of the content due to familiarity with diverse learning materials and platforms. The variance in accessibility feedback between genders may arise due to gender-specific preferences or needs in accessing digital content. Familiarity and comfort with media platforms may play a role in perceived accessibility, irrespective of the level of media access. It is crucial to optimize content to ensure that it is adaptable and accessible to varied user needs, preferences, and backgrounds. Integrating diverse and adaptable learning materials within educational curriculums can aid in addressing varied learning needs and enhancing overall educational experiences. Employing gender-sensitive approaches in content creation and delivery can help in addressing the unique needs and preferences of different genders. Even with high accessibility feedback, continual efforts to enhance accessibility are vital to accommodate the evolving needs and preferences of the users.

The variable-wise feedback findings in Jaipur underscore the significance of optimizing content for varied user needs and preferences and enhancing accessibility. The data highlights the necessity for continual efforts in integrating adaptable learning materials, employing gender-sensitive approaches, and enhancing accessibility to accommodate the diverse and evolving needs of the users, thereby contributing to more inclusive and equitable learning experiences.

4.4.3.2 Differences in the Variable Wise Accessibility of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" for Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan.

Table 84: Age-Wise Accessibility of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" for Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan

n=73

Variable	Categories	Mean	SD	P-Value
Age	Teenagers	35.7	1.44	0.381
	Young Adults	38.31		
	Adults	25.4		

The table presents an analysis of a variable labelled "Age" with three distinct categories: "Teenagers," "Young Adults," and "Adults." The mean values for each category are 35.7, 38.31, and 25.4, respectively. The p-value column is left blank, suggesting that statistical tests or comparisons were conducted, but the results are not presented in this table. Generally, the mean values indicate the average age within each category, with Young Adults having the highest mean age and Adults having the lowest.

Therefore, There was no significant difference in the accessibility of the designed & module IV on **"Resource Management: How to Manage Resources"** for selected deaf. in relation to the variable Age. Therefore, the null hypotheses stating that there will be significant differences in the accessibility of the designed & developed module IV on **"Resource Management: How to Manage Resources"** of the selected Deaf in relation to the variable Age, was **accepted.**

Table 85: Education-Wise Accessibility of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" for Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan

n=73

Variable	Categories	Mean	SD	P-Value
Education	10^{th} Pass	39.6	1.44	0.82
	2^{nd} Intermediate	36.8		
	Bachelor's Degree	35.8		

The table presents an analysis of a variable labelled "Education" with three distinct categories: "10th Pass," "2nd Intermediate," and "Bachelor's Degree." The mean values for each category are 39.6, 36.8, and 35.8, respectively. The p-value column is

left blank, suggesting that statistical tests or comparisons were conducted, but the results are not shown in this table. The mean values indicate the average education level within each category, with "10th Pass" having the highest mean and "Bachelor's Degree" having the lowest.

Therefore, there was no significant difference in the accessibility of the designed & module IV on **"Resource Management: How to Manage Resources"** for selected deaf. in relation to the variable Education. Therefore, the null hypotheses stating that there will be significant differences in the accessibility of the designed & developed module IV on **"Resource Management: How to Manage Resources"** of the selected Deaf in relation to the variable Education, was **accepted.**

Table 86: Gender- Wise Differences in the Accessibility of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" for Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan

n=73

Variable	Categories	Mean	Mann-Whitney	P-Value
Gender	Female	43.9	416	0.264
	Male	33.82		

The table presents a comparison of mean scores for the variable "Gender" between two categories: Female and Male. The mean score for females is 43.9, while for males, it is 33.82. The statistical analysis, employing the Mann-Whitney test, yields a p-value of 0.264. This p-value suggests that there is no statistically significant difference in mean scores between the genders.

The non-significant p-value (0.264) indicates that, based on the available data, there is insufficient evidence to reject the null hypothesis that the mean scores for females and males are equal. While there are numerical differences in mean scores, the lack of statistical significance implies that these differences may be due to random variation rather than a genuine effect.

Therefore. there was no significant difference in the accessibility of the designed & module IV on **"Resource Management: How to Manage Resources"** for selected deaf in relation to the variable gender. Therefore, the null hypotheses stating that there will be significant differences in the accessibility of the designed & developed module IV on "Resource Management: How to Manage Resources"" of the selected Deaf in relation to the variable Gender, was **accepted.**

Table 87: Exposure to Social Media Wise Differences in the Accessibility of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" for Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan

n=73

Variable	Categories	Mean	Mann-Whitney	P-Value
Exposure to Social Media	Low Exposure	35.49	610.000	0.517
	High Exposure	38.56		

The table presents a comparison of mean scores for the variable "Exposure to Social Media" between two categories: Low Exposure and High Exposure. The mean score for participants with Low Exposure is 35.49, while for those with High Exposure, it slightly increases to 38.56. The statistical analysis, utilizing the Mann-Whitney test, yields a p-value of 0.517. This p-value indicates that there is no statistically significant difference in mean scores between individuals with Low Exposure and High Exposure to social media.

The non-significant p-value (0.517) suggests that, based on the available data, there is insufficient evidence to reject the null hypothesis that the mean scores for the two exposure categories are equal. The marginal numerical difference in mean scores indicates a subtle trend of higher scores for participants with High Exposure to social media, but this difference is not statistically significant.

Therefore, there was no significant difference in the accessibility of the designed & module IV on **"Resource Management: How to Manage Resources"** for selected deaf in relation to the variable Exposure to Social Media. Therefore, the null hypotheses stating that there will be significant differences in the accessibility of the designed & developed module IV on **"Resource Management: How to Manage Resources"** of the selected Deaf in relation to the variable Exposure to Social Media, was **accepted.**

Table 88: Exposure to Accessible Media-Wise Differences in the Accessibility of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" for Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan

n=73

Variable	Categories	Mean	Mann-Whitney	P-Value
Exposure to Accessible Media	Low Exposure	38.72	456.500	0.253
	High Exposure	32.74		

The table presents a comparison of mean scores for the variable "Exposure to Accessible Media" between two categories: Low Exposure and High Exposure. The mean score for participants with Low Exposure is 38.72, while for those with High Exposure, it decreases to 32.74. The statistical analysis, utilizing the Mann-Whitney test, yields a p-value of 0.253. This p-value suggests that there is no statistically significant difference in mean scores between individuals with Low Exposure and High Exposure to accessible media.

The non-significant p-value (0.253) indicates that, based on the available data, there is insufficient evidence to reject the null hypothesis that the mean scores for the two exposure categories are equal. The numerical difference in mean scores suggests a trend of higher scores for participants with Low Exposure to accessible media, but this difference is not statistically significant.

Therefore, there was no significant difference in the accessibility of the designed & module IV on **"Resource Management: How to Manage Resources"** for selected deaf.in relation to the variable Exposure to Accessible Media. Therefore, the null hypotheses stating that there will be significant differences in the accessibility of the designed & developed module IV on **"Resource Management: How to Manage Resources"** of the selected Deaf in relation to the variable Exposure to Accessible Media, was **accepted**.

Accessibility of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" for Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan with reference to the selected features

Table 89: Accessibility of the Designed & developed Module IV on "Resource Management: How to Manage Resources" for Selected Deaf from the Government College for Deaf, Jaipur, Rajasthan with reference to the Selected Features

n=73

Features	Categories	Count	%
Content	Low Accessibility of Content	34	43.6
	High Accessibility of Content	44	56.4
	Total	78	100.0
Language	Low Accessibility of sing Language	28	36.8
	High Accessibility of Sign Language	48	63.2
	Total	76	100.0
Visual	Low Accessibility of Visuals	30	38.5
	High Accessibility of Visuals	48	61.5
	Total	78	100.0
Text	Low Accessibility of Text	47	60.3
	High Accessibility of Text	31	39.7
	Total	78	100.0
Time duration of modules	Short	50	100.0
	Long	0	0.0
	Total	50	100.0
Caption	Low Accessibility of Caption	40	51.3
	High Accessibility of Caption	38	48.7
	Total	78	100.0
Accessibility of the format	Yes	64	100.0
	No	0	0.0
	Total	64	100.0

The provided table outlines the feedback on accessibility features concerning digital media content focusing on entrepreneurship modules in Rajasthan. Notably, participants' perceptions varied across distinct categories:

Content Accessibility: A somewhat balanced view emerged, with 43.6% of participants expressing low accessibility to content, while 56.4% found it highly accessible.

Sign Language Accessibility: While the majority (63.2%) perceived sign language in the content as highly accessible, 36.8% faced challenges, indicating a significant proportion with difficulties.

Visual Accessibility: Participants reported challenges in visual accessibility, with 38.5% finding it low and 61.5% high, suggesting a substantial portion encountering issues.

Text Accessibility: A considerable challenge exists in text accessibility, as 60.3% reported low accessibility, while only 39.7% found text highly accessible.

Time Duration of Modules: Interestingly, all participants (100.0%) favored short module durations unanimously, indicating a strong preference for concise content delivery.

Caption Accessibility: The perception of caption accessibility was relatively balanced, with 51.3% reporting low accessibility and 48.7% finding captions highly accessible.

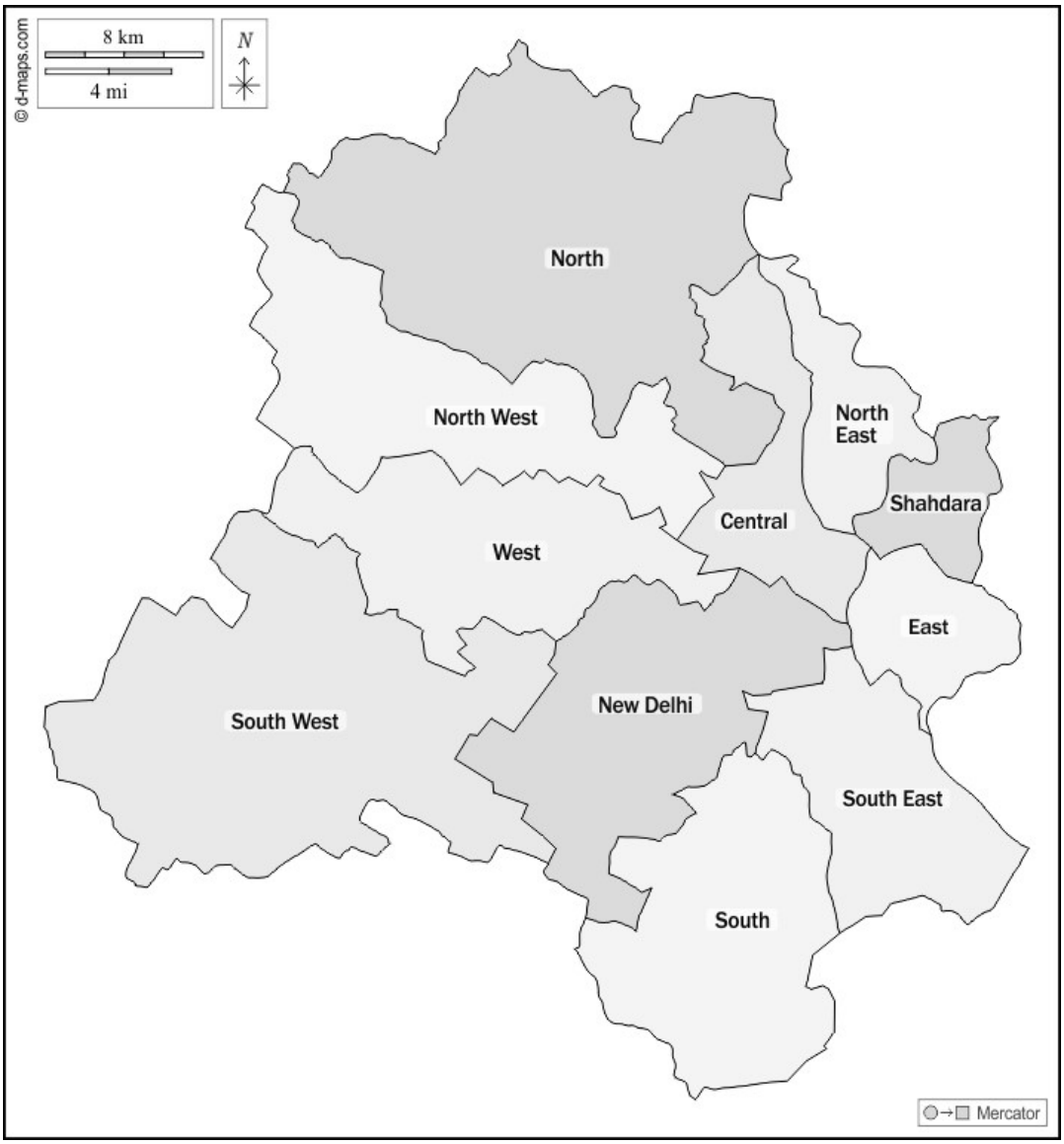
Accessibility of the Format: All participants (100.0%) reported the overall format as accessible, showing a positive perception and no reported inaccessibility.

Implication:

The feedback on accessibility features for entrepreneurship modules in Rajasthan reveals several important implications for content development and delivery. Participants' perceptions of content accessibility vary across different features, with challenges reported in text, sign language, and captions. This signals a targeted need for content refinement in these areas, emphasizing the importance of making text, sign language, and captions more universally accessible. The diverse responses underscore the need for inclusive design strategies, ensuring that content is developed to accommodate a wide range of accessibility needs. The unanimous preference for short module durations suggests an opportunity for user education and awareness campaigns, helping participants understand the advantages of concise content delivery. Addressing challenges in visual and textual accessibility is crucial for creating a more inclusive learning experience, requiring strategies such as enhancing visual elements and optimizing text. The balanced perception of the overall format's accessibility indicates an opportunity for continuous feedback integration into content development processes. Tailoring learning experiences to address specific challenges reported by participants can contribute to a more effective and inclusive educational environment. Initiatives focused on improving digital literacy among participants may

alleviate challenges in text, sign language, and caption accessibility. Lastly, collaborative efforts between content creators, educators, and participants can lead to more effective content development, ensuring alignment with diverse learning preferences and universal accessibility. Overall, addressing these implications can enhance the accessibility and inclusivity of digital media content for entrepreneurship modules in Rajasthan.

Political Map of Delhi



Source: ***https://d-maps.com***

4.5 Designing & Development of Module V on "Concept of Marketing" for Selected Deaf from the Institute of Sign Language Research & Training Centre (ISLRTC), Delhi

4.5.1 Profile of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi

Table 90: Profile of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi.

n=92

Variables	Categories	Count	%
Age	16-20 Years	8	8.7
	21-25 Years	58	63.0
	26-30 Years	26	28.3
	31-35 Years	0	0.0
	Total	92	100.0
Education	8th Pass	0	0.0
	10th Pass	0	0.0
	12th Pass	0	0.0
	2nd Intermediate	64	69.6
	Bachelor's Degree	28	30.4
	Total	92	100.0
Gender	Female	43	46.7
	Male	49	53.3
	Total	92	100.0
Exposure to Social Media	Low Exposure	33	35.9
	High Exposure	59	64.1
	Total	92	100.0
Exposure to Accessible Media	Low Exposure	48	52.2
	High Exposure	44	47.8
	Total	92	100.0

In the above table, the majority of participants were in the 21-25 years age group, representing 63% of the total.

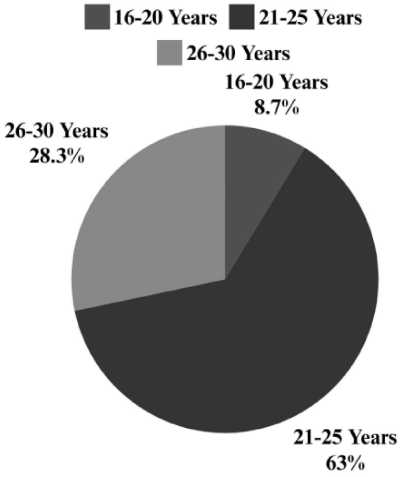


Figure 32 **Age Status of the Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi**

The majority of participants had a 2nd intermediate level of education, making up nearly 70% of participants, while the remaining 30% have a bachelor's degree.

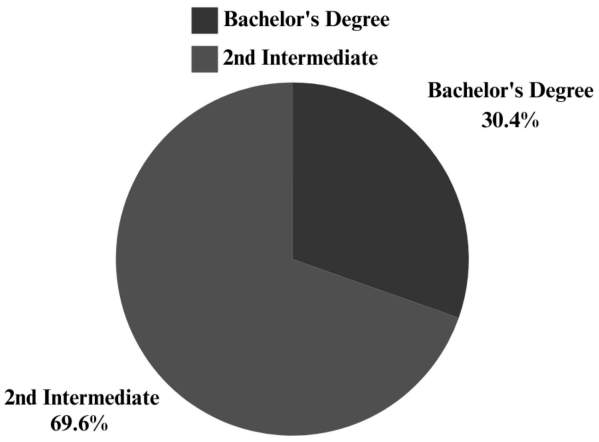


Figure 33 **Educational Status of the Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi**

There's a relatively balanced gender distribution with females making up around 47% and males around 53% of the total.

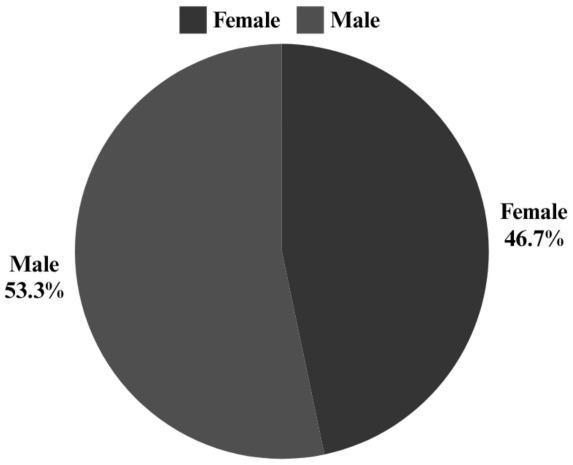


Figure 34 **Gender Status of the Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi**

When looking at Exposure to Social Media, 64.1% of participants have high exposure, and 35.9% have low exposure.

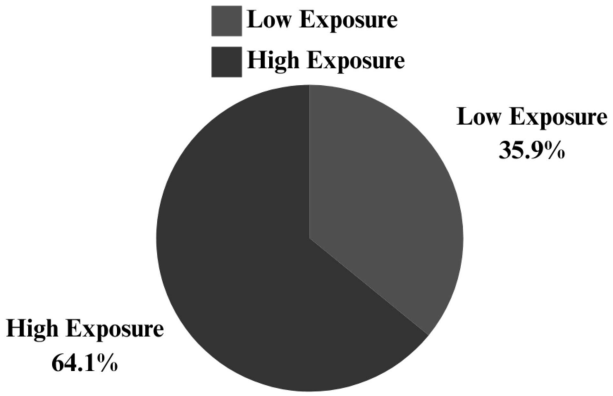


Figure 35 **Exposure to Social Media Status of the Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi**

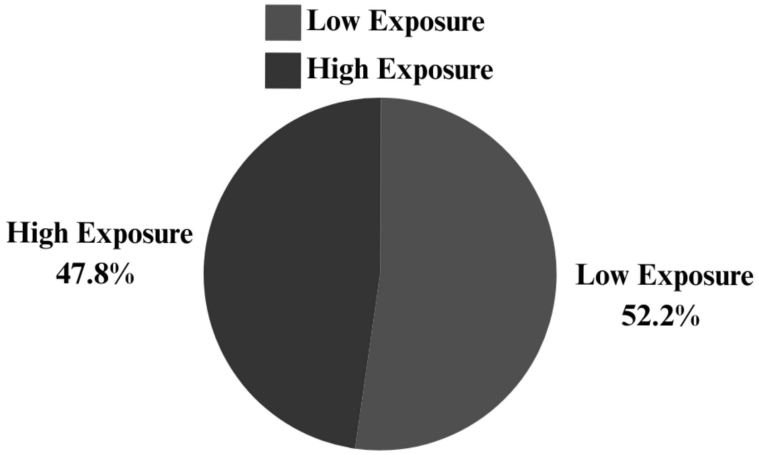


Figure 36 **Exposure to Accessible Media Status of the Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi**

In terms of Exposure to Accessible |Media, it's almost evenly split with 52.2% reporting low accessibility and 47.8% reporting high accessibility.

The significant presence of the younger age group (21-25 years) and higher education levels indicates a younger, more educated demographic.

This could be due to a heightened interest or necessity for entrepreneurship knowledge among this demographic, possibly driven by higher educational attainment and career aspirations. It is critical to tailor the educational content to match the preferences and requirements of this demographic, focusing on advanced and applicable knowledge that is beneficial for their career or entrepreneurial journey.

The almost similar gender representation suggests that the subject is of interest to both males and females. It might be due to the universal relevance of entrepreneurship knowledge and skills, appealing to varied gender demographics. Strategies should ensure gender inclusivity, considering the needs and preferences of both genders in content creation and delivery.

The predominant high exposure to social media implies that the majority are technologically proficient and likely to be receptive to digital learning resources. This could be due to the omnipresence of social media platforms and their use as primary

sources of information and learning among younger, educated populations. Thus social media platforms can be used for educational content delivery.

The almost similar representation of low and high accessibility to media implies varied access to informational resources among participants. This could be due to diverse socio-economic backgrounds, technological literacy, and availability of resources among participants. It's crucial to create content that is versatile and accessible to individuals with varying levels of media access, ensuring inclusivity and wider reach.

The insights derived from the Delhi Profile suggest that for optimal impact, the content in digital media on the basics of entrepreneurship should be meticulously designed, keeping in mind the young, educated, and tech-savvy demographic, with emphasis on gender neutrality and inclusivity, and versatility in accessibilities. The insights also bring forth the importance of leveraging prevalent platforms like social media to disseminate knowledge effectively to the intended demographic, ensuring that the learning needs and preferences of this varied group are met adequately.

In the analysis of the Delhi profile, key demographic characteristics provide valuable insights into the participant base. The dominance of the 21-25 age group, comprising 63% of participants, signifies a youthful demographic with a keen interest in entrepreneurship, potentially driven by higher education and career aspirations. The majority holding a 2nd intermediate education level (70%) and the rest possessing a bachelor's degree further indicates a predominantly educated cohort. In terms of gender, the nearly equal representation of males (53%) and females (47%) suggests that entrepreneurship education is relevant and appealing across diverse gender demographics. The high exposure to social media among 64.1% of participants reflects technological adeptness, making digital learning resources, particularly those delivered through social media platforms, a viable strategy for engagement. The balanced representation of low (52.2%) and high (47.8%) accessibility to media highlights varying access levels influenced by socio-economic factors and technological literacy. To optimize impact, tailored content should cater to the young, educated, and tech-savvy demographic, ensuring gender neutrality and inclusivity. Strategies should leverage social media platforms for effective content delivery, recognizing their prevalence as primary sources of information and learning. Additionally, content should be versatile, accommodating individuals with different

levels of media access, thereby ensuring inclusivity and wider reach. In summary, these insights highlight the importance of strategically designing educational content to meet the specific needs and preferences of the diverse participant group in Delhi, with a focus on inclusivity, technological adaptation, and optimal engagement through prevalent digital platforms.

1.5.2 Overall Effectiveness of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi

Table 91: Overall Effectiveness of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi

n=92

	Categories	Count	%
Comprehension	Low Effectiveness	44	47.8
	High Effectiveness	48	52.2
	Total	92	100.0

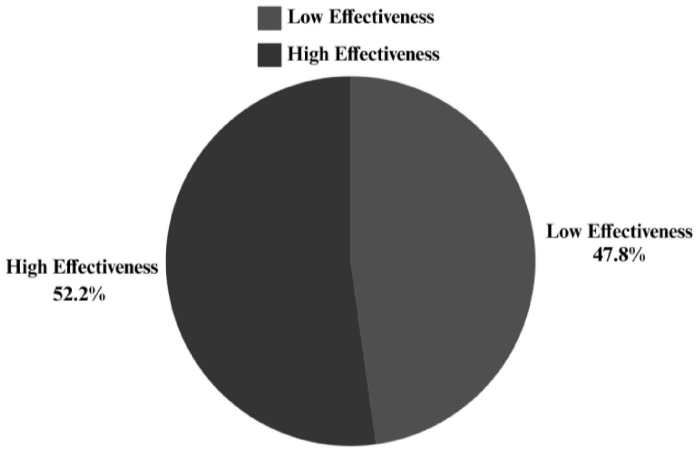


Figure 37 **Overall Effectiveness of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf**

Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi

In the Delhi participants group, the data reveals a nearly even distribution in comprehension levels, with 47.8% demonstrating Low Effectiveness and 52.2% showing High Effectiveness. This balanced representation suggests a diverse understanding of the entrepreneurship content tailored for the deaf community, indicating varied learning experiences among participants. The observed diversity in educational backgrounds within the cohort may contribute to the differing comprehension levels, with individuals possessing higher education potentially finding the content more accessible. The variations in comprehension levels may also be indicative of distinct learning needs, preferences, and potential learning disabilities among participants, influencing their grasp of the provided material. Furthermore, the effectiveness of comprehension might be influenced by the quality and presentation of the content, with potential discrepancies in universal appeal and understand ability. The implications of these findings underscore the need for personalized learning paths, recognizing that a standardized approach may not effectively address the diverse comprehension levels. Consideration should be given to refining content delivery methods to make them more inclusive, appealing, and comprehensible to a broader audience with varying learning preferences. Continuous feedback and assessments are crucial for identifying areas of improvement in content delivery and understanding, allowing for ongoing refinements and enhancements in the learning experience. Providing enhanced support, resources, and potentially mentorship can aid participants with lower comprehension levels, ensuring equitable learning experiences for all. In conclusion, the balanced distribution of comprehension effectiveness in Delhi emphasizes the importance of refining content delivery and support mechanisms to cater to the diverse learning needs and preferences within the participant group. This calls for personalized, inclusive learning experiences and additional support to establish a universally effective learning environment in the domain of entrepreneurship for the deaf community.

1.5.2.1 Variable-Wise Effectiveness of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi

Table 92: Variable-Wise Effectiveness of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi

n=92

Variables	Categories	Comprehension					
		Low Effectiveness		High Effectiveness		Total	
		Count	%	Count	%	Count	%
Age	16-20 Years	3	37.5	5	62.5	8	100.0
	21-25 Years	25	43.1	33	56.9	58	100.0
	26-30 Years	16	61.5	10	38.5	26	100.0
	31-35 Years	0	0.0	0	0.0	0	0.0
	Total	44	47.8	48	52.2	92	100.0
Education	8th Pass	0	0.0	0	0.0	0	0.0
	10th Pass	0	0.0	0	0.0	0	0.0
	12th Pass	0	0.0	0	0.0	0	0.0
	2nd Intermediate	30	46.9	34	53.1	64	100.0
	Bachelor's Degree	14	50.0	14	50.0	28	100.0
	Total	44	47.8	48	52.2	92	100.0
Gender	Female	19	44.2	24	55.8	43	100.0
	Male	25	51.0	24	49.0	49	100.0
	Total	44	47.8	48	52.2	92	100.0
Exposure to Social Media	Low Exposure	12	36.4	21	63.6	33	100.0
	High Exposure	32	54.2	27	45.8	59	100.0
	Total	44	47.8	48	52.2	92	100.0
Exposure to Accessible Media	Low Exposure	19	39.6	29	60.4	48	100.0
	High Exposure	25	56.8	19	43.2	44	100.0
	Total	44	47.8	48	52.2	92	100.0

This segment delves into the comprehension effectiveness across diverse demographic and exposure groups in Delhi:

The 26-30 Years age group exhibited the highest Low Effectiveness at 61.5%, while the 21-25 Years group demonstrated a more balanced comprehension level.

There was a relatively even distribution of High and Low Effectiveness comprehension across education levels. Both Bachelor Degree holders and those with a 2nd Intermediate level displayed almost equal proportions in both comprehension categories.

Males showed a slightly higher Low Effectiveness at 51.0% compared to Females at 44.2%. Participants with High Exposure to social media displayed higher Low Effectiveness in comprehension at 54.2%. Participants with High Accessibility to media exhibit higher levels of Low Effectiveness in comprehension at 56.8%.

Hence the comprehension data analyzed across variables highlights varying levels of effectiveness within different groups in the participant cohort. Addressing these discrepancies through tailored content and presentation, improved digital literacy initiatives, and a feedback-driven, inclusive educational approach are crucial steps to ensure equitable and effective learning experiences for all participants.

1.5.2.2 Differences in the Variable-Wise Effectiveness of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi

Table 93: Age-Wise Differences in the Effectiveness of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi

n=92

Variable	Categories	Mean	SD	P-Value
Age	Teenagers	49.31	2.1	0.624
	Young Adults	47.97		
	Adults	42.35		

The table presents an analysis of a variable labelled "Age" with three distinct categories: "Teenagers," "Young Adults," and "Adults." The mean values for each category are 49.31 for Teenagers, 47.97 for Young Adults, and 42.35 for Adults. Additionally, standard deviations (SD) are provided as measures of the variability or spread of ages within each category, with a specific value of 2.1 for Teenagers.

The p-value is reported as 0.624. In this context, the relatively high p-value of 0.624 suggests that there is insufficient evidence to reject the null hypothesis, which posits that there is no significant difference in the mean ages between the three age categories. Therefore, there was no significant difference in the comprehension of the selected Deaf regarding the designed & developed module V on **"Concept of Marketing"** in relation to the variable Age. Therefore, the null hypothesis stating that there will be no significant differences in the effectiveness of the developed module V on **"Concept of Marketing"**, in terms of comprehension of the selected deaf respondents in relation to the variable Age was **accepted**.

Table 94: Education-Wise Differences in the Effectiveness of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi

n=92

Variable	Categories	Mean	SD	P-Value
Education	2nd Intermediate	46.20	2.1	0.869
	Bachelor's Degree	47.18		

The table presents an analysis of a variable labeled "Education" with two distinct categories: "2nd Intermediate" and "Bachelor's Degree". The mean values for each category are 46.20 for individuals with a "2nd Intermediate" education level and 47.18 for those with a "Bachelor's Degree". Additionally, standard deviations (SD) are provided as measures of the variability or spread of the variable within each category, with a specific value of 2.1 for "2nd Intermediate."

The p-value is reported as 0.869. In this context, the high p-value of 0.869 suggests that there is insufficient evidence to reject the null hypothesis, which posits that there

is no significant difference in the mean values of the variable between individuals with a "2nd Intermediate" education level and those with a "Bachelor's Degree." Therefore, there was no significant difference in the comprehension of the selected Deaf regarding the designed & developed module V on **"Concept of Marketing"** in relation to the variable Education. Therefore, the null hypothesis stating that there will be no significant differences in the effectiveness of the developed module V on **"Concept of Marketing"**, in terms of comprehension of the selected deaf respondents in relation to the variable Education was **accepted**.

In summary, the table indicates that, based on the provided statistical analysis, there is no statistically significant difference in the mean values of the variable related to education between individuals with a "2nd Intermediate" level and those with a "Bachelor's Degree".

Table 95: Gender-Wise Differences in the Effectiveness of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi

n=92

Variable	Categories	Mean	Mann-Whitney	P-Value
Gender	Female	47.8	998	0.659
	Male	45.4		

The table presents an analysis of a variable labelled "Gender" with two distinct categories: "Female" and "Male." The mean values for each category are 47.8 for females and 45.4 for males. The Mann-Whitney U statistic is reported as 998, and the corresponding p-value is 0.659.

The p-value of 0.659 is relatively high, exceeding commonly used significance levels (such as 0.05), suggesting that there is no statistically significant difference in the variable of interest (possibly a numerical or ordinal variable) between females and males. Therefore, based on this analysis, there is insufficient evidence to reject the null hypothesis, which posits that there is no difference between the two gender groups in terms of the variable being measured.

Therefore, there was no significant difference in the comprehension of the selected Deaf regarding the designed & developed module V on **"Concept of Marketing"** in

relation to the variable Gender. Therefore, the null hypothesis stating that there will be no significant differences in the effectiveness of the developed module V on **"Concept of Marketing"** in terms of comprehension of the selected Deaf respondents in relation to the variable Gender, was **accepted**.

Table 96: Exposure to Social Media-Wise Differences in the Effectiveness of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi

n=92

Variable	Categories	Mean	Mann-Whitney	P-Value
Exposure to Social Media	Low Exposure	49.3	880	0.437
	High Exposure	44.9		

The table presents an analysis of a variable labelled "Exposure to Social Media" with two distinct categories: "Low Exposure" and "High Exposure." The mean value for individuals with low exposure to social media is 49.3, while for those with high exposure, it is 44.9. The Mann-Whitney U statistic is reported as 880, and the corresponding p-value is 0.437. In this context, it is applied to evaluate if there is a significant difference in the variable related to exposure to social media between individuals with low and high exposure. The relatively high p-value of 0.437 suggests that there is insufficient evidence to reject the null hypothesis. In this case, the null hypothesis would posit that there is no significant difference in the variable of interest between individuals with low and high exposure to social media. Therefore, there was no significant difference in the comprehension of the selected Deaf regarding the designed & developed module V on **"Concept of Marketing"** in relation to the variable Exposure to Social Media. Therefore, the null hypothesis stating that there will be no significant differences in the effectiveness of the developed module V on **"Concept of Marketing"** in terms of comprehension of the selected Deaf respondents in relation to the variable Exposure to Social Media was **accepted**.

Table 97: Exposure to Accessible Media-Wise Differences in the Effectiveness of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi

n=92

Variable	Categories of the Variable	Mean	Mann-Whitney	P-Value
Exposure to Accessible Media	Low Exposure	46.8	1043	0.917
	High Exposure	46.2		

The table presents an analysis of a variable labelled "Exposure to Accessible Media" with two distinct categories: "Low Exposure" and "High Exposure." The mean value for individuals with low exposure to accessible media is 46.8, while for those with high exposure, it is 46.2. The Mann-Whitney U statistic is reported as 1043, and the corresponding p-value is 0.917.

In this context, it is applied to evaluate if there is a significant difference in the variable related to exposure to accessible media between individuals with low and high exposure.

The extremely high p-value of 0.917 suggests that there is a lack of evidence to reject the null hypothesis. The null hypothesis posits that there is no significant difference in the variable of interest between individuals with low and high exposure to accessible media. Therefore, there was no significant difference in the comprehension of the selected Deaf regarding the designed & developed module V on **"Concept of Marketing"** in relation to the variable Exposure to Accessible Media. Therefore, the null hypothesis stating that there will be no significant differences in the effectiveness of the developed module V on **"Concept of Marketing"**, in terms of comprehension of the selected Deaf respondents in relation to the variable Exposure to Accessible Media was **accepted**.

4.5.3 Accessibility of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi

4.5.3.1 Overall Accessibility of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi

Table 98: Overall Accessibility of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi

n=92

Accessibility	Categories	Count	%
	Low Accessibility	37	40.2
	High Accessibility	55	59.8
	Total	92	100.0

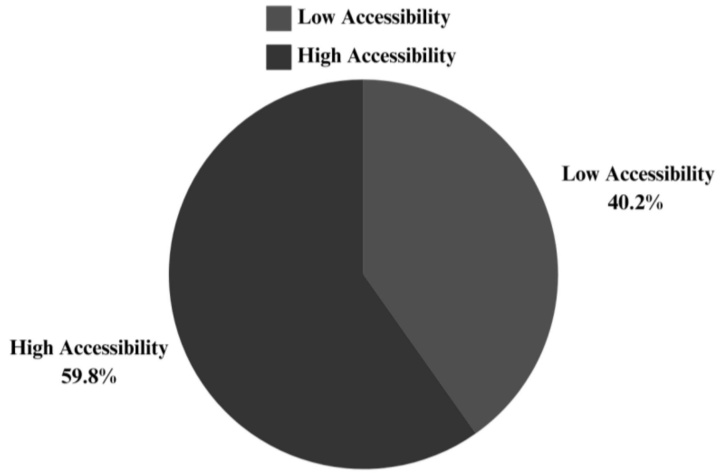


Figure 38 **Overall Accessibility of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi**

In the Delhi, 40.2% of participants experienced Low Accessibility while 59.8% had High Accessibility. The majority of participants in Delhi found the entrepreneurship

content to be highly accessible, however, a significant minority faced challenges in accessibility.

Implementing inclusive design principles can help in creating content that caters to the diverse needs and preferences of the deaf community. Providing training and support in using digital platforms and accessing content can help in overcoming the barriers faced by those with low technological literacy, thus improving accessibility. Establishing a continuous feedback loop with participants can help in identifying and addressing the accessibility challenges faced by them in real-time, leading to ongoing improvements in content accessibility.

Therefore, the majority of participants in Delhi found the content to be highly accessible, addressing the needs of those who experienced low accessibility is crucial. This involves the optimization and enhancement of content, implementation of inclusive design principles, and provision of necessary training and support, guided by continuous feedback from the participants, to ensure universally high accessibility in digital media content related to entrepreneurship for the deaf community

4.5.3.2 Variable-wise Accessibility of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi

Table 99: Variable-wise Accessibility of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi

N=92

Variables	Categories	Low Accessibility		High Accessibility		Total	
		Count	%	Count	%	Count	%
Age	16-20 Years	3	37.5	5	62.5	8	100.0
	21-25 Years	25	43.1	33	56.9	58	100.0
	26-30 Years	9	34.6	17	65.4	26	100.0
	31-35 Years	0	0.0	0	0.0	0	0.0
	Total	37	40.2	55	59.8	92	100.0
Education	8th Pass	0	0.0	0	0.0	0	0.0
	10th Pass	0	0.0	0	0.0	0	0.0

	12th Pass	0	0.0	0	0.0	0	0.0
	2nd Intermediate	26	40.6	38	59.4	64	100.0
	Bachelor's Degree	11	39.3	17	60.7	28	100.0
	Total	37	40.2	55	59.8	92	100.0
Gender	Female	19	44.2	24	55.8	43	100.0
	Male	18	36.7	31	63.3	49	100.0
	Total	37	40.2	55	59.8	92	100.0
Exposure to Social Media	Low Exposure	12	36.4	21	63.6	33	100.0
	High Exposure	25	42.4	34	57.6	59	100.0
	Total	37	40.2	55	59.8	92	100.0
Exposure to Accessible Media	Low Exposure	17	35.4	31	64.6	48	100.0
	High Exposure	20	45.5	24	54.5	44	100.0
	Total	37	40.2	55	59.8	92	100.0

This section portrays the feedback, highlighting accessibility in various demographic and exposure groups in Delhi.

The 21-25 Years and 26-30 Years age groups have relatively balanced feedback regarding accessibility, with a slight leaning towards High Accessibility. Both 2nd Intermediate and Bachelor Degree holders have similar proportions of feedback, with a slightly higher proportion leaning towards High Accessibility. Females have a balanced distribution of feedback on accessibility, while Males lean more towards High Accessibility at 63.3%. Both High Exposure and Low Exposure groups have balanced but slightly varying feedback with a lean towards High Accessibility. Participants with Low Accessibility to media have reported 64.6% High Accessibility in feedback, showing a discrepancy between available access and perceived accessibility in content.

Therefore, the variable-wise feedback data in Delhi depicts discrepancies in perceived content accessibility across different demographic and exposure groups. Addressing these discrepancies through enhanced user experience, inclusive design, continuous feedback, and comprehensive accessibility solutions is crucial for developing content that is universally accessible and meets the diverse needs of all users.

Table 100: Age-Wise Differences in the Accessibility of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi

n=92

Variable	Categories	Mean	SD	P-Value
Age	Teenagers	41.38	1.2	0.409
	Young Adults	44.75		
	Adults	51.98		

In the table provides an analysis of the variable "Age," segmenting participants into three categories: "Teenagers," "Young Adults," and "Adults." The mean age for each category is reported as 41.38 for Teenagers, 44.75 for Young Adults, and 51.98 for Adults. Additionally, standard deviations (SD) are presented, with a specific value of 1.2 for Teenagers. The p-value is given as 0.409. The relatively high p-value of 0.409 suggests a lack of statistical significance. This implies that there is insufficient evidence to reject the null hypothesis, which posits no substantial difference in the mean age between the three age categories. Therefore, there was no significant difference in the accessibility of the designed & developed module on **"Concept of Marketing"** of the selected Deaf in relation to the variable Age. Therefore, the null hypothesis stating that there will be no significant differences in the accessibility of the designed & developed module on **"Concept of Marketing"** of the selected Deaf in relation to the variable Age, was **accepted**.

Table 101: Education-Wise Differences in the Accessibility of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi

n=92

Variable	Categories	Mean	SD	P-Value
Education	2nd Intermediate	46.8	1.2	0.873
	Bachelor's Degree	45.9		

The table presents an analysis of the variable "Education" with two categories: "2nd Intermediate" and "Bachelor's Degree". The mean education level for individuals

with "2nd Intermediate" is reported as 46.8, while for those with a "Bachelor's Degree" it is 45.9. The standard deviation (SD) is given as 1.2 for "2nd Intermediate." The p-value is reported as 0.873. The high p-value of 0.873 suggests a lack of statistical significance, indicating that there is insufficient evidence to reject the null hypothesis. The null hypothesis posits no significant difference in the mean education levels between individuals with "2nd Intermediate" and those with a "Bachelor's Degree". In summary, based on the statistical analysis, there is no significant difference in mean education levels between individuals with "2nd Intermediate" and those with a "Bachelor's Degree". The standard deviation for "2nd Intermediate" provides insight into the variability within that specific education category. However, the absence of statistical significance suggests that the observed difference in mean education levels is not likely to be meaningful or indicative of a true distinction between the two education groups.

Therefore**,** there was no significant difference in the accessibility of the designed & developed module V on **"Concept of Marketing"** of the selected Deaf in relation to the variable Education. Therefore, the null hypothesis stating that there will be no significant differences in the accessibility of the designed & developed module V on **"Concept of Marketing"** of the selected Deaf in relation to the variable Education, was **accepted**.

Table 102: Gender-Wise Accessibility of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi

n=92

Variable	Categories	Mean	Mann-Whitney	P-Value
Gender	Female	45.4	1006.5	0.701
	Male	47.4		

The table presents an analysis of a variable labelled "Gender" with two distinct categories: "Female" and "Male". The mean value for females is 45.4, while for males, it is 47.4. The Mann-Whitney U statistic is reported as 1006.5, and the corresponding p-value is 0.701.

In this context, it is applied to evaluate if there is a significant difference in the variable being measured between females and males.

The relatively high p-value of 0.701 suggests that there is insufficient evidence to reject the null hypothesis. The null hypothesis posits that there is no significant difference in the variable of interest between females and males. Therefore, There was no significant difference in the accessibility of the designed & developed module on **"Concept of Marketing"** of the selected Deaf in relation to the variable Gender. Therefore, the null hypothesis stating that there will be no significant differences in the accessibility of the designed & developed module on **"Concept of Marketing"** of the selected Deaf in relation to the variable Gender was **accepted**.

Table 103: Exposure to Social Media-Wise Differences in the Accessibility of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi

n=92

Variable	Categories	Mean	Mann-Whitney	P-Value
Exposure to Social Media	Low Exposure	46.18	963	0.929
	High Exposure	46.68		

The table outlines an examination of the variable "Exposure to Social Media" classified into two distinct groups: "Low Exposure" and "High Exposure." The mean values, representing the average exposure level for each group, are 46.18 for individuals with low exposure and 46.68 for those with high exposure. Accompanying these means are the Mann-Whitney U statistic (963) and the associated p-value (0.929).

The notably high p-value of 0.929 suggests a lack of statistical significance. This implies that there is insufficient evidence to reject the null hypothesis, which posits that there is no substantial difference in the variable between individuals with low and high exposure to social media. In essence, the observed small difference in mean values between the low and high exposure groups is likely due to random variability rather than a genuine effect.

Therefore, there was no significant difference in the accessibility of the designed & developed module on **"Concept of Marketing"** of the selected Deaf in relation to the variable Exposure to Social Media. Therefore, the null hypothesis stating that there will be no significant differences in the accessibility of the designed & developed module on **"Concept of Marketing"** of the selected Deaf in relation to the variable Exposure to Social Media was **accepted**.

Table 104: Exposure to Accessible Media-Wise Differences in the Accessibility of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi

n=92

Variable	Categories	Mean	Mann-Whitney	P-Value
Exposure to Accessible Media	Low Exposure	48.02	983	0.551
	High Exposure	44.84		

The table presents an analysis of the variable "Exposure to Accessible Media," dividing participants into two categories: "Low Exposure" and "High Exposure." The mean exposure level for individuals with low exposure is 48.02, whereas for those with high exposure, it is 44.84. Accompanying these values are the Mann-Whitney U statistic (983) and the corresponding p-value (0.551). The Mann-Whitney U test is employed to discern whether a statistically significant difference exists in the variable based on exposure levels. The p-value of 0.551 suggests a lack of statistical significance. This indicates that there is insufficient evidence to reject the null hypothesis, which posits no substantial difference in the variable between individuals with low and high exposure to accessible media. Essentially, the observed difference in mean values between the low and high exposure groups is likely due to random variability rather than a genuine effect. In summary, the results from the Mann-Whitney U test suggest that, based on the provided data, there is no significant difference in the variable related to exposure to accessible media between individuals with low and high exposure. This finding highlight the importance of considering the context in interpreting statistical results, suggesting that exposure levels to accessible media do not appear to have a significant impact on the measured variable.

Therefore, there was no significant difference in the accessibility of the designed & developed module V on "**Concept of Marketing**" of the selected Deaf in relation to the variable Exposure to accessible Media. Therefore, the null hypothesis stating that there will be no significant differences in the accessibility of the designed & developed module V on "**Concept of Marketing**" of the selected Deaf in relation to the variable Exposure to accessible Media, was **accepted**.

Table 105: Accessibility of the Designed & Developed Module V on "Concept of Marketing" in terms of Comprehension of the Selected Deaf Respondents from the Institute of Sign Language Research & Training Centre (ISLRTC), New Delhi with Reference to the Selected Features.

n=92

Features	Categories	Count	%
Content	Low Accessibility of Content	26	33.3
	High Accessibility of Content	52	66.7
	Total	78	100.0
Language	Low Accessibility of sing Language	16	20.5
	High Accessibility of Sign Language	62	79.5
	Total	78	100.0
Visual	Low Accessibility of Visuals	30	38.5
	High Accessibility of Visuals	48	61.5
	Total	78	100.0
Text	Low Accessibility of Text	35	44.9
	High Accessibility of Text	43	55.1
	Total	78	100.0
Time duration of modules	Short	51	100.0
	Long	0	0.0
	Total	51	100.0
Caption	Low Accessibility of Caption	31	39.7
	High Accessibility of Caption	47	60.3
	Total	78	100.0
Accessibility of the format	Yes	69	100.0
	No	0	0.0
	Total	69	100.0

The data from the Delhi module regarding the accessibility features of digital media content for entrepreneurship education reveals significant insights. In terms of content accessibility, the majority, constituting 66.7%, reported high accessibility, while 33.3% experienced low accessibility. Sign language accessibility showed a notable

positive trend, with 79.5% reporting high accessibility, compared to 20.5% reporting low accessibility. Visual accessibility demonstrated a similar pattern, with 61.5% reporting high accessibility and 38.5% reporting low accessibility. For text accessibility, 55.1% reported high accessibility, while 44.9% reported low accessibility. Regarding the time duration of modules, all participants (100.0%) preferred shorter durations, indicating a unanimous preference for concise content. Caption accessibility saw 60.3% reporting high accessibility, and 39.7% reporting low accessibility. This data suggests a generally positive perception of accessibility features, emphasizing the importance of considering diverse accessibility needs, particularly in content delivery methods and formats, to ensure an inclusive and effective learning experience for participants in entrepreneurship education. Notably, the overall format was reported to be accessible by all participants (100.0%), with none indicating inaccessibility.

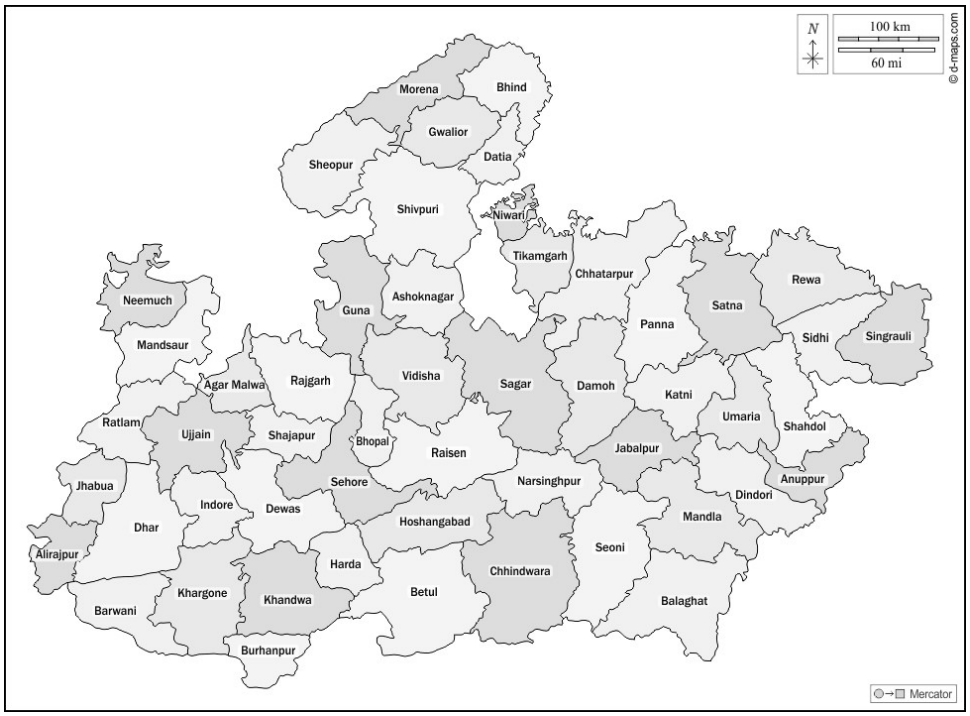
The findings from the Delhi module regarding the accessibility features of digital media content for entrepreneurship education carry several implications for content development and delivery strategies:

The significant proportion (33.3%) reporting low accessibility to content highlights the need for customization. Tailoring content to address specific challenges faced by this group can enhance overall accessibility and ensure a more inclusive learning experience. The high accessibility of sign language (79.5%) indicates its effectiveness in conveying content. Incorporating and emphasizing sign language in content development can further enhance accessibility, catering to the needs of a large majority of participants. With 61.5% reporting high visual accessibility and 55.1% reporting high text accessibility, there is a positive trend. Though, continuous improvement in visual elements and textual presentation can further enhance the learning experience, making it more accessible to all participants. The unanimous preference for short module durations (100.0%) indicates a clear expectation for concise and focused content delivery. Adhering to shorter durations in content creation aligns with participant preferences, ensuring engagement and effective learning. While 60.3% reported high caption accessibility, addressing the 39.7% with low accessibility is crucial. Implementing improvements in caption features, such as clarity and relevance, can contribute to an enhanced learning experience for all

participants. The positive feedback on the overall format's accessibility (100.0%) is a success. This emphasizes the importance of maintaining and expanding on the format's accessibility features, setting a benchmark for other aspects of content delivery. The absence of participants reporting inaccessibility to the format suggests that the overall design is inclusive. This success should inspire an inclusive approach to all aspects of content design, ensuring accessibility for participants with diverse needs. The findings underscore the importance of a continuous improvement cycle based on participant feedback. Regularly seeking and implementing feedback on content accessibility can lead to iterative enhancements, ensuring content remains aligned with participants' evolving needs.

Therefore the implications highlight the necessity for a nuanced and adaptive approach to content development, with a focus on customization, visual and textual enhancements, and a commitment to maintaining high accessibility standards. Implementing these implications can lead to a more universally accessible and effective entrepreneurship education experience for participants in New Delhi.

Political Map of Madhya Pradesh



Source: ***https://d-maps.com***

4.5 Experiment of Modules on Accessible Digital Media in Video Format on "Basics of Entrepreneurship" for Deaf, Indore Deaf Bilingual Academy, Indore, Madhya Pradesh.

Profile of the Deaf Respondents from the Indore Deaf Bilingual Academy, Indore Madhya Pradesh

Table 106: Profile of the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, M adhya Pradesh

n=78

Father Occupation	Job	36	46.2
	Business	23	29.5
	Unemployed	19	24.4
	Total	78	100.0
Mother Occupation	Job	16	20.5
	Business	9	11.5
	Homemaker	53	67.9
	Total	78	100.0
Family Income	less than 1 lacs	62	79.5
	1-3 lacs	9	11.5
	more than 3 lacs	7	9.0
	Total	78	100.0
Home	Own	73	93.6
	Rented	5	6.4
	Total	78	100.0
Profile		**Count**	**%**
Age Group	16-20 Years	17	21.8
	21-25 Years	55	70.5
	26-30 Years	6	7.7
Gender	Female	35	44.9
	Male	43	55.1
	Third Gender	0	0.0
Education	Class 8	0	0.0
	Class 10	1	1.3
	Class 12	40	51.3
	Under Graduate	37	47.4
Marital Status	Married	3	3.8
	Single	75	96.2
Occupation	Employed	0	0.0
	Unemployed	0	0.0

	Student	78	100.0
Language	English	78	100.0
	Hindi	6	7.7
	ISL	78	100.0
	Total	78	100.0
Disability	Deaf	78	100.0
	Blind	0	0.0
	Orth	0	0.0
	Mental illness	0	0.0
	Total	78	100.0
Use	Hearing aid	0	0.0
	Cochlear imp	0	0.0
	Nothing	78	100.0
	Total	78	100.0
Phone	Smartphone	77	98.7
	Keypad phone	1	1.3
	Total	78	100.0
Facebook	Yes	49	100.0
	No	0	0.0
	Total	49	100.0
WhatsApp	Yes	71	100.0
	No	0	0.0
	Total	71	100.0
Accessible Media	Amazon Prime	10	13.0
	DEAF_ENABLED	43	55.8
	Disney Hotstar	17	22.1
	ISH News	70	90.9
	ISLRTC	42	54.5
	MBM	74	96.1
	NEWSHOOK	8	10.4
	Netflix	16	20.8
	SIGNABLED	15	19.5
	Sign_Library	28	36.4
	Total	77	100.0

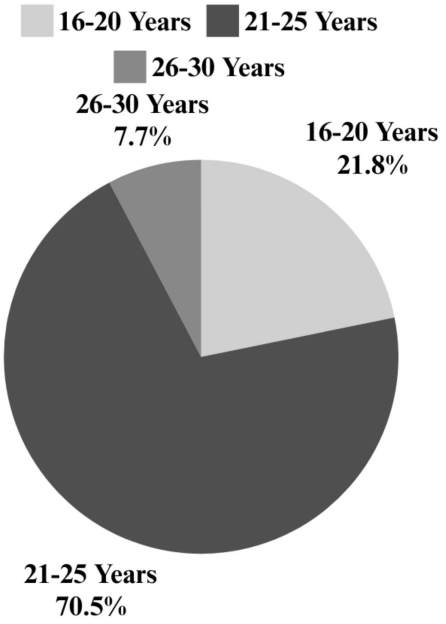


Figure 39 **Age Status of the Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh**

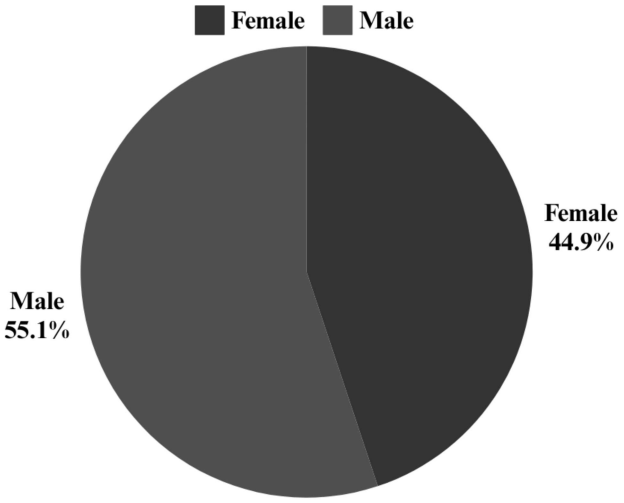


Figure 40 **Gender Status of the Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh**

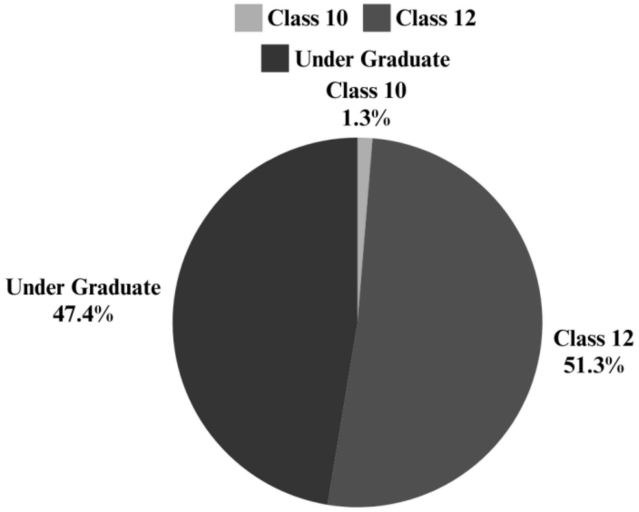


Figure 41 **Education Status of the Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh**

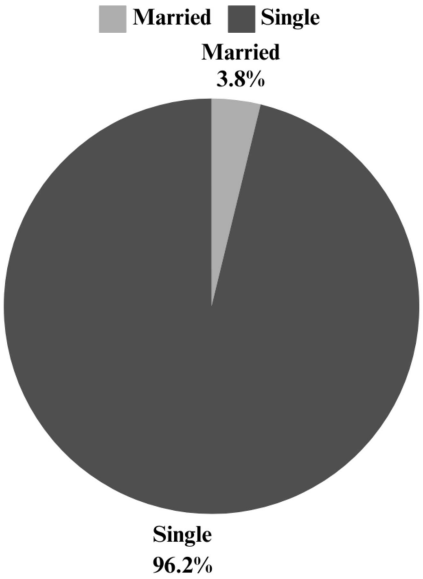


Figure 42 **Marital Status of the Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh**

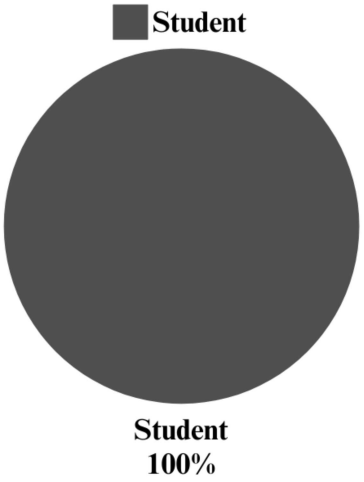


Figure 43 **Occupation Status of the Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh**

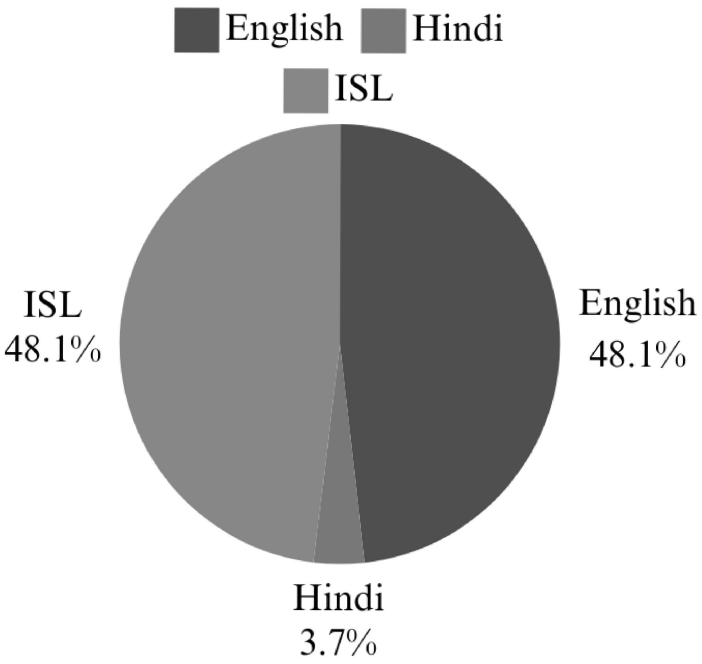


Figure 44 **Language Known Status of the Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh**

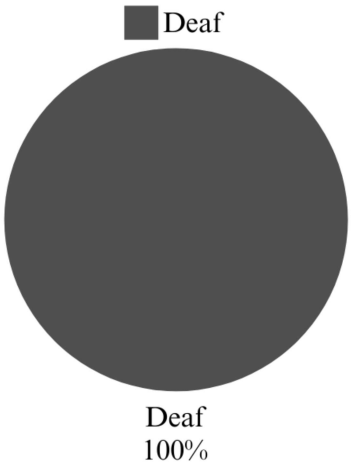


Figure 45 **Disability Status of the Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh**

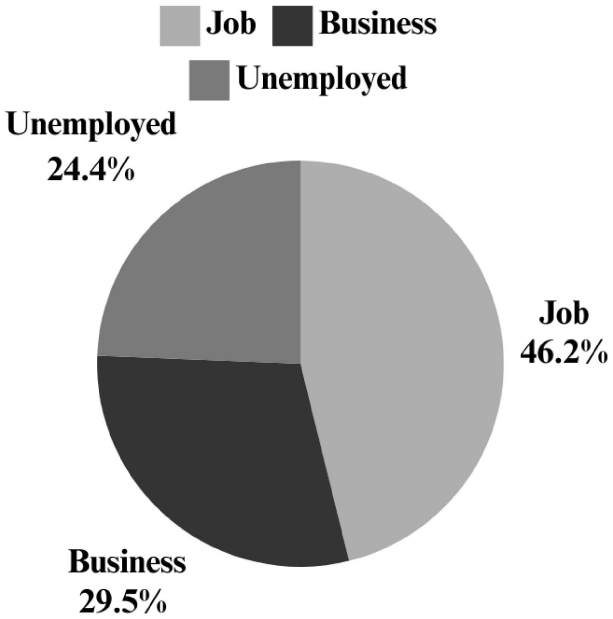


Figure 46 **Father's Employment Status of the Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh**

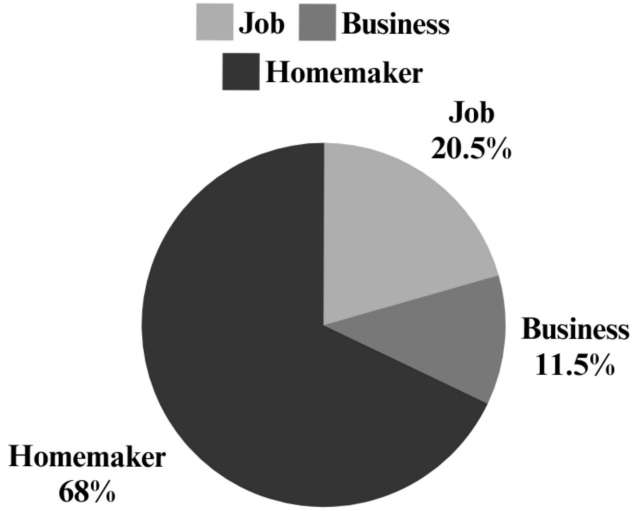


Figure 47 **Mother's Employment Status of the Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh**

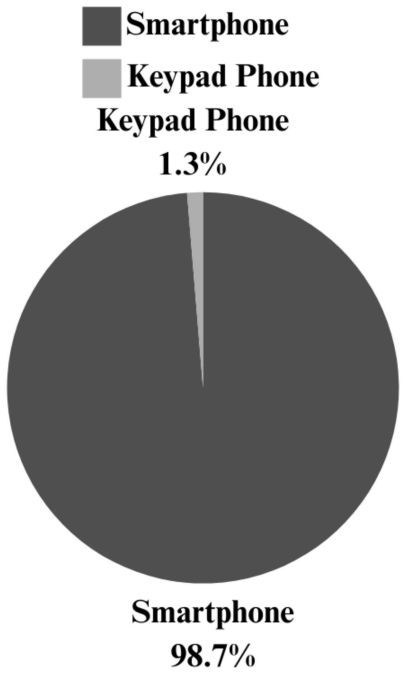


Figure 48 **Use of Smart Phone Status of the Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh**

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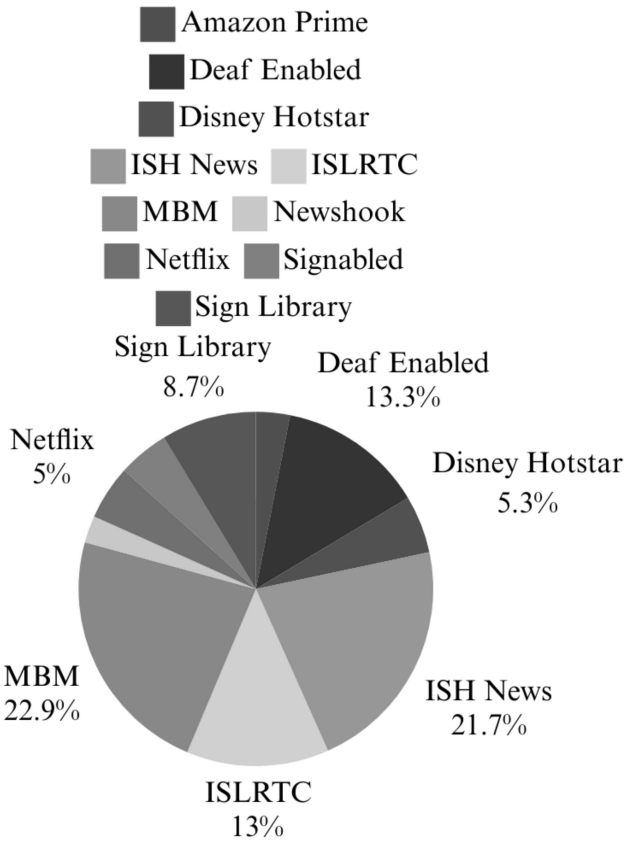

Figure 49 **Exposure to Accessible Media Status of the Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh**

Majority of participants were in the age group of 21-25 years (70.5%), and the gender distribution was relatively balanced with males being slightly more (55.1%) than females (44.9%). Most participants had completed Class 12 (51.3%) or were Under Graduates (47.4%). The participants were predominantly single (96.2%) and were students (100%). English and ISL (Indian Sign Language) was the universally known languages among the participants. Everyone in the study was deaf, and none of them use hearing aid or cochlear implants.

Socio-Economic Profile:

Fathers of the participants were mostly employed (46.2%) or run a business (29.5%), and mothers were predominantly homemakers (67.9%). A majority of families

(79.5%) had an income less than 1 lac, and most participants lived in their own homes (93.6%). Nearly all participants use a smartphone (98.7%).

Media and Communication Access:

Access to Facebook and WhatsApp was universal among those who use them. Majority of the participants had access to MBM (96.1%) and ISH News (90.9%) as media sources, suggesting a preference or availability of specific accessible media channels. With this present profile status of the deaf respondents, there can be many implications. As the majority of the participants were students in the age group of 21-25 years, educational content tailored to this demographic is likely to be more effective.

Further, as all participants were deaf, and no one uses hearing aids or cochlear implants, the instructional content must be designed to be fully accessible without reliance on auditory elements.

Given the high use of smartphones, developing mobile-friendly content would likely improve access and engagement.

Considering the high accessibility of MBM and ISH News, incorporating similar formats, presentation styles, or collaboration with these platforms could enhance the reach and acceptance of the educational content.

As English and ISL are the universally known languages among the participants, the instructional content should be primarily in these languages to ensure understanding and engagement.

Since a majority of families had an income less than 1 lac, the program should consider affordability in designing any cost-related aspects of the program.

Leveraging social media platforms like Facebook and WhatsApp, where the participants are already active, can provide additional avenues for engagement and dissemination of instructional content.

Thus, this research provides valuable insights into the profile and preferences of deaf individuals in the context of accessing digital media on entrepreneurship. It underscores the importance of considering demographic characteristics, socio-economic background, language preferences, and media access when designing and

delivering educational content to ensure its effectiveness and accessibility to the target population.

4.6.2 Overall Effectiveness of the Designed & Developed modules on "Basics of Entrepreneurship" in terms of Comprehension of the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh

Table 107: Overall Effectiveness of the Designed & Developed modules on "Basics of Entrepreneurship" in terms of Comprehension of the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh

n=78

	Categories	Count	%
Effectiveness of the module	Low Effectiveness	35	44.9
	High Effectiveness	43	55.1
	Total	78	100.0

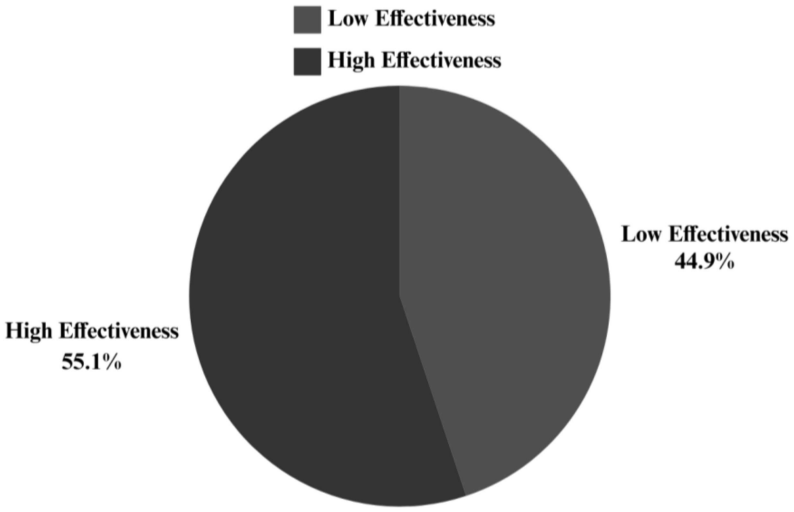

Figure 51 Overall Effectiveness of the Designed & Developed modules on "Basics of Entrepreneurship" in terms of Comprehension of the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh

The data reflects that 44.9% of the participants found the accessible digital media in video format on the basics of entrepreneurship for the deaf to be of low effectiveness, whereas 55.1% of the participants perceived it as highly effective. This suggests a slightly higher leaning towards the effectiveness of the program, but it is closely contested, indicating that there is a significant portion of the audience that didn't find the content effective.

Following could be probable reasons for the present findings The split might reflect varying learning needs and preferences among the participants, with some finding the content, format, or delivery method more conducive to learning than others The participants might have had different expectations from the program, and the diverse feedback could be a result of the program meeting the expectations of some while falling short for others. Therefore the divided feedback on overall effectiveness underscores the importance of continually refining the content, delivery methods, and user interface to cater to the diverse needs, preferences, and expectations of the target audience. A user-centric approach, enhanced accessibility, content customization, and regular feedback can play pivotal roles in enhancing the overall effectiveness of the program in imparting entrepreneurship education to the deaf.

4.6.2.1 Variable-Wise Effectiveness of the Designed & Developed modules on "Basics of Entrepreneurship" in terms of Comprehension of the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh

Table 108: Variable-Wise Effectiveness of the Designed & Developed modules on "Basics of Entrepreneurship" in terms of Comprehension of the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh

n=78

Variables	Categories	Effectiveness					
		Low Effectiveness		High Effectiveness		Total	
		Count	%	Count	%	Count	%
Age	16-20 Years	12	48.0	13	52.0	25	100.0
	21-25 Years	17	50.0	17	50.0	34	100.0
	26-30 Years	6	31.6	13	68.4	19	100.0
	Total	35	44.9	43	55.1	78	100.0
Gender	Female	15	42.9	20	57.1	35	100.0

	Male	20	46.5	23	53.5	43	100.0
	Total	35	44.9	43	55.1	78	100.0
Education	Class 12	20	48.8	21	51.2	41	100.0
	Under Graduate	15	40.5	22	59.5	37	100.0
	Total	35	44.9	43	55.1	78	100.0
Exposure to Social Media	Low Exposure	15	50.0	15	50.0	30	100.0
	High Exposure	20	41.7	28	58.3	48	100.0
	Total	35	44.9	43	55.1	78	100.0
Exposure to Accessible Media	Low Accessibility	20	57.1	15	42.9	35	100.0
	High Accessibility	15	34.9	28	65.1	43	100.0
	Total	35	44.9	43	55.1	78	100.0

In the Indore sample for the research, "Accessible digital media in video format on basics of entrepreneurship for deaf," the data suggests there is a fairly equal split in perceived effectiveness of the content between the low and high effectiveness groups across the variable categories. For age groups 16-20 and 21-25 years, the effectiveness is nearly equally perceived, with a 50-50 or near 50-50 split. However, the 26-30 years age group perceived it as more highly effective (68.4%). Both genders perceive more high effectiveness, but the split is relatively even, with males at 46.5% low effectiveness and females at 42.9% low effectiveness. Those with Undergraduate education perceived the program as more effective (59.5%) compared to those who have Class 12 education (51.2%). Those with high social media exposure perceive the program as more effective (58.3%) compared to those with low exposure (50%). Those with high accessibility to media perceived the program as more effective (65.1%) compared to those with low accessibility (42.9%).

Therefore, the variable-wise data from Indore suggests that while there is an even split in the perceived effectiveness of the program, there are variations within different demographic groups and those with different levels of accessible media and social media exposure. Tailoring the content to meet the diverse needs and preferences, enhancing accessibility, adopting an inclusive design approach, and providing a diversity of learning materials are crucial for improving the overall effectiveness of the program for everyone involved.

4.6.2.2 Differences in the Variable-Wise Effectiveness of the Designed & Developed modules on "Basics of Entrepreneurship" in terms of Comprehension of the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post experiment.

Table 109: Age-Wise Differences in the Effectiveness of the Designed & Developed modules on "Basics of Entrepreneurship" in terms of Comprehension of the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post Experiment

n=78

Variable	Categories of the Variable	Mean	SD	P-Value
Age	Teenagers	37.78	3.4	0.683
	Young Adults	38.6		
	Adults	43.37		

The table presented an analysis of the variable "Age," categorizing participants into three groups: "Teenagers," "Young Adults," and "Adults." The mean age for each category was reported as 37.78 for Teenagers, 38.6 for Young Adults, and 43.37 for Adults. Additionally, standard deviations (SD) were provided, with a specific value of 3.4 for Teenagers. The p-value was reported as 0.683.

The high p-value of 0.683 indicated that there was insufficient evidence to reject the null hypothesis, suggesting no significant difference in mean ages among the three age categories. The specific mean values revealed a relatively consistent trend in mean ages from Teenagers to Young Adults to Adults. The standard deviation for Teenagers provided information about the variability within that specific age group.

In summary, based on the statistical analysis, there was no significant difference in mean ages among Teenagers, Young Adults, and Adults. The specific mean values and standard deviation for Teenagers gave insights into the central tendency and variability within that age category. The non-significant result suggested that the observed differences in mean ages were likely due to random variability rather than a meaningful effect. Therefore, there was no significant difference in the comprehension of the selected Deaf regarding the designed & developed modules on **"Basics of Entrepreneurship"** in relation to the variable Age between pre-test and post-test scores. Therefore, the null hypothesis, stating that there will be no significant

differences in the effectiveness of the developed modules **"Basics of Entrepreneurship"** in terms of comprehension of the selected deaf respondents in relation to the variable Age was **accepted**.

Table 110: Significant Difference of Gain in Comprehension through the Designed & Developed Module on "Basics of Entrepreneurship" for Deaf in relation to their Age

n=78

Variable	Test	Mean	Std. Deviation	Df	P-value
Age	Pre-test	6.8	2.2	2.00	0.729
	Post- test	11.4	3.0	2.00	0.777

The table presented a Mann-Whitney U test to determine if there was a significant difference in the overall effectiveness of the accessible digital media program between different age groups of respondents. The analysis included mean scores, standard deviations, degrees of freedom, and P-valuevalues.

For the pre-test, the mean score was 6.8 with a standard deviation of 2.2, and an Asymp. Sig (2-tailed) value of 0.729. For the post-test, the mean score increased to 11.4 with a standard deviation of 3.0, and an Asymp. Sig (2-tailed) value of 0.777. The difference between pre-test and post-test scores was 4.57 with a standard deviation of 4.1, and an Asymp. Sig (2-tailed) value of 0.79. In all cases, the results were deemed not significant.

The Asymp. Sig (2-tailed) values were much greater than the typical alpha level of 0.05, indicating insufficient evidence to reject the null hypothesis. This suggested that the differences in overall effectiveness between the different age groups of respondents were not statistically significant. It implied that age did not have a significant impact on the perceived effectiveness of the accessible digital media program, and the variation observed in overall effectiveness between different age groups may have been due to random chance.

Several key points were considered: Since age did not significantly impact the perceived effectiveness of the program, developers and educators might have opted for a universal design approach, creating content that was broadly accessible and applicable to all age groups. Although age wasn't a significant factor, it was crucial to

continue refining the program based on feedback and other significant variables to ensure it met the needs of all participants effectively. The program could have continued to be marketed and offered to a diverse age group of participants without the need for major modifications or adaptations to cater to specific age groups. Since age did not significantly impact overall effectiveness, effort, and resources could have been utilized to focus on other variables that might have had a more significant impact on overall effectiveness, such as accessibility, educational background, or exposure to digital media.

Therefore the lack of significance in differences in overall effectiveness across age groups implied that the program was uniformly effective or ineffective across different ages. This allowed for a universal design approach but also necessitated an ongoing emphasis on refining and improving the program based on other significant variables and continuous feedback to ensure the inclusivity and accessibility of the content for everyone, regardless of age.

Table 111: Education- Wise Differences in the Effectiveness of the Designed & Developed modules on "Basics of Entrepreneurship" in terms of Comprehension of the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post Experiment

n=78

Variable	Categories	Mean	SD	P-Value
Education	10^{th} Pass	36.5	2.43	0.48
	2^{nd} Intermediate	41.2		
	Bachelor's Degree	34.3		

The table provided an analysis of the variable "Education", categorizing participants into three groups: "10th Pass," "2nd Intermediate," and "Bachelor's Degree." The mean values for each education category were reported as 36.5 for 10th Pass, 41.2 for 2nd Intermediate, and 34.3 for Bachelor's Degree. Standard deviations (SD) were also provided, with a specific value of 2.43 for 10th Pass. The p-value was reported as 0.48.

The relatively high p-value of 0.48 suggested that there was insufficient evidence to reject the null hypothesis, indicating no significant difference in mean education levels among the three categories: 10th Pass, 2nd Intermediate, and Bachelor's

Degree. The specific mean values indicated some variability in education levels, with 2nd Intermediate having the highest mean education level and Bachelor's Degree having the lowest.

In summary, based on the statistical analysis, there was no significant difference in mean education levels among individuals with different educational backgrounds (10th Pass, 2nd Intermediate, and Bachelor's Degree). The specific mean values and standard deviation for 10th Pass provided insights into the central tendency and variability within that education category. The non-significant result suggested that the observed differences in mean education levels were likely due to random variability rather than a meaningful effect. Therefore, there was no significant difference in the comprehension of the selected Deaf regarding the designed & developed modules on **"Basics of Entrepreneurship"** in relation to the variable Education. Therefore, the null hypothesis, stating that there will be no significant differences in the effectiveness of the developed modules **"Basics of Entrepreneurship"** in terms of comprehension of the selected deaf respondents in relation to the variable Education was **accepted**.

Table 112: Gender- Wise Differences in the Effectiveness of the Designed & Developed modules on "Basics of Entrepreneurship" in terms of Comprehension of the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post experiment.

n=78

Variable	Categories	Mean	Mann-Whitney	P-Value
Gender	Female	41.59	469.5	0.204
	Male	34.89		

The table presents an analysis of a variable labelled "Gender" with two distinct categories: "Female" and "Male." The mean value for females is reported as 41.59, while for males, it is 34.89. The Mann-Whitney U statistic is given as 469.5, and the corresponding p-value is reported as 0.204. The p-value of 0.204 suggests that there is insufficient evidence to reject the null hypothesis, indicating no significant difference in the variable between females and males. Therefore, there was no significant

difference in the comprehension of the selected Deaf regarding the designed & developed modules on **"Basics of Entrepreneurship"** in relation to the variable Gender. Therefore, the null hypothesis stating that there will be no significant differences in the effectiveness of the developed modules **"Basics of Entrepreneurship"** in terms of comprehension of the selected deaf respondents in relation to the variable Gender, was **accepted**.

Table 113: Significant Difference of Gain in Comprehension through the Designed & Developed Module on "Basics of Entrepreneurship" for Deaf in Relation to their Gender

n=78

Variable	Test	Mean	Standard Deviation	Mann Whitney U	Z	P-value
Gender	Pre-Test	6.77	2.23	669	0.847	0.397
	Post-Test	11.35	2.99	748	0.04	0.968

The table presented a gender-wise analysis of respondents based on a pre-test and post-test, including mean scores, standard deviations, Mann-Whitney U statistics, Z-values, and the corresponding asymptotic significance levels.

For the pre-test, the mean score for respondents was 6.77, with a standard deviation of 2.23. The Mann-Whitney U statistic was 669, and the Z-value was 0.847, resulting in an P-valueof 0.397 (two-tailed). The non-significant p-value indicated that there was no evidence to reject the null hypothesis, suggesting no significant difference in the pre-test scores between genders.

In contrast, for the post-test, the mean score increased to 11.35, with a standard deviation of 2.99. The Mann-Whitney U statistic was 748, and the Z-value was 0.04, resulting in an P-valueof 0.968 (two-tailed). Similar to the pre-test, the non-significant p-value for the post-test indicated that there was no evidence to reject the null hypothesis, suggesting no significant difference in the post-test scores between genders.

In summary, based on the Mann-Whitney U test, there was no statistically significant difference in the test scores between genders, both in the pre-test and post-test

conditions. The p-values above 0.05 suggested that any observed differences were likely due to random variability rather than a meaningful effect associated with gender.

Table 114: Exposure to Social Media-Wise Differences in the Effectiveness of the Designed & Developed modules on "Basics of Entrepreneurship" in terms of Comprehension of the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post Experiment

n=78

Variable	Categories	Mean	Mann-Whitney	P-Value
Exposure to Social Media	Low Exposure	35.16	598	0.447
	High Exposure	38.89		

The table provided an analysis of a variable called "Exposure to Social Media," categorizing respondents into two groups: "Low Exposure" and "High Exposure." The mean score for individuals with low exposure was 35.16, while for those with high exposure, it was 38.89. The Mann-Whitney U statistic was 598, and the corresponding p-value was 0.447.

The p-value of 0.447 suggested that there was insufficient evidence to reject the null hypothesis, indicating no significant difference in the variable between individuals with low and high exposure to social media. The remarks column further confirmed this by noting the result as non-significant.

In summary, based on the Mann-Whitney U test, there was no statistically significant difference in the variable related to exposure to social media between individuals with low and high exposure, as indicated by the non-significant p-value. Therefore, there was no significant difference in the comprehension of the selected Deaf regarding the designed & developed modules on **"Basics of Entrepreneurship"** in relation to the variable Exposure to Social Media between pre-test and post-test scores. Therefore, the null hypothesis stating that there will be no significant differences in the effectiveness of the developed modules on **"Basics of Entrepreneurship"** in terms of comprehension of the selected deaf respondents in relation to the variable Exposure to Social Media was **accepted**.

Table 115: Significant Difference of Gain in comprehension through the Designed & Developed Module on Basics of Entrepreneurship for Deaf in relation to their Exposure to Social Media

n=78

Variable	Test	Mean	Standard Deviation	Mann Whitney U	Z	P-value
Exposure to Social Media	Pre-Test	6.77	2.23	699	0.218	0.828
	Post-Test	11.35	2.99	581	1.437	0.151

The table presented an analysis of Exposure to Social Media based on pre-test and post-test data, including mean scores, standard deviations, Mann-Whitney U statistics, Z-values, and the corresponding asymptotic significance levels.

For the pre-test, the mean score for Exposure to Social Media was 6.77, with a standard deviation of 2.23. The Mann-Whitney U statistic was 699, and the Z-value was 0.218, resulting in an P-valueof 0.828 (two-tailed). The non-significant p-value indicated that there was no evidence to reject the null hypothesis, suggesting no significant difference in Exposure to Social Media between pre-test scores.

In contrast, for the post-test, the mean score increased to 11.35, with a standard deviation of 2.99. The Mann-Whitney U statistic was 581, and the Z-value was 1.437, resulting in an P-valueof 0.151 (two-tailed). Similarly, the non-significant p-value for the post-test indicated that there was no evidence to reject the null hypothesis, suggesting no significant difference in Exposure to Social Media between post-test scores.

In summary, based on the Mann-Whitney U test, there was no statistically significant difference in Exposure to Social Media between pre-test and post-test scores. The non-significant p-values above 0.05 suggested that any observed differences were likely due to random variability rather than a meaningful effect associated with the timing of the test.

Table 116: Exposure to Accessible Media-Wise Differences in the Effectiveness of the Designed & Developed modules on "Basics of Entrepreneurship" in terms of Comprehension of the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post Experiment.

n=78

Variable	Categories	Mean	Mann-Whitney	P-Value
Exposure to Accessible Media	Low Exposure	36.62	526	0.805
	High Exposure	37.95		

The table presented an analysis of the variable "Exposure to Accessible Media" with two categories: "Low Exposure" and "High Exposure." The mean exposure score for individuals with low exposure was 36.62, while for those with high exposure, it was 37.95. The Mann-Whitney U statistic was 526, and the corresponding p-value was 0.805.

The high p-value of 0.805 suggested that there was insufficient evidence to reject the null hypothesis, indicating no significant difference in the variable between individuals with low and high exposure to accessible media.

In summary, based on the Mann-Whitney U test, there was no statistically significant difference in the variable related to exposure to accessible media between individuals with low and high exposure, as indicated by the non-significant p-value. Therefore, there was a significant difference in the comprehension of the selected Deaf regarding the designed & developed module on **"Basics of Entrepreneurship"** in relation to the variable Exposure to Accessible Media between pre-test and post-test scores. Therefore, the null hypothesis stating that there will be no significant differences in the effectiveness of the developed modules **"Basics of Entrepreneurship"** in terms of comprehension of the selected deaf respondents in relation to the variable Exposure to Accessible Media was **rejected**.

Table 117: Significant Difference of Gain in comprehension through the Designed & Developed Module on "Basics of Entrepreneurship" for Deaf in relation to their Exposure to Accessible Media

n=78

Variable	Test	Mean	Standard Deviation	Mann Whitney U	Z	P-value
Exposure to Accessible Media	Pre-Test	6.77	2.23	550	2.05	0.04
	Post-Test	11.35	2.99	671	0.819	0.413

The table presented an analysis of Exposure Accessible Media based on pre-test and post-test data, including mean scores, standard deviations, Mann-Whitney U statistics, Z-values, and the corresponding asymptotic significance levels.

For the pre-test, the mean score for Exposure Accessible Media was 6.77, with a standard deviation of 2.23. The Mann-Whitney U statistic was 550, and the Z-value was 2.05, resulting in a P-value of 0.04 (two-tailed). The p-value below the 0.05 threshold suggested that there was evidence to reject the null hypothesis, indicating a significant difference in accessible media between pre-test scores.

In contrast, for the post-test, the mean score increased to 11.35, with a standard deviation of 2.99. The Mann-Whitney U statistic was 671, and the Z-value was 0.819, resulting in a P-value of 0.413 (two-tailed). The non-significant p-value for the post-test indicated that there was no evidence to reject the null hypothesis, suggesting no significant difference in accessible media between post-test scores.

In summary, based on the Mann-Whitney U test, there was a statistically significant difference in accessible media between pre-test and post-test scores. The significant p-value for the pre-test indicated that accessible media was significantly different between the two testing phases. However, the non-significant p-value for the post-test suggested that any observed differences in accessible media between pre-test and post-test may have been due to random variability rather than a meaningful effect.

Table 118: Significant Difference of Gain in Comprehension through the Designed & Developed Module on "Basics of Entrepreneurship" for Deaf in relation to their Education

n=78

Variable	Test	Mean	Std. Deviation	df	P-value	Remarks
Education	Pre-test	6.8	2.2	2	0.137	Not Significant
	Post- test	11.4	2.9	2	0.059	Not Significant

The table presented an analysis of the variable "Education of Respondents" based on pre-test and post-test data, including mean scores, standard deviations, degrees of freedom (df), and the asymptotic significance levels.

For the pre-test, the mean score for education was 6.8, with a standard deviation of 2.2. The degrees of freedom were reported as 2.00, and the P-value was 0.137. The non-significant p-value suggested that there was insufficient evidence to reject the null hypothesis, indicating no significant difference in education levels among respondents before the intervention.

Similarly, for the post-test, the mean score increased to 11.4, with a standard deviation of 2.9. The degrees of freedom remained at 2.00, and the P-value was 0.059. The non-significant p-value for the post-test indicated that there was insufficient evidence to reject the null hypothesis, suggesting no significant difference in education levels among respondents after the intervention.

In summary, based on the statistical analysis, there was no significant difference in education levels among respondents before and after the intervention, as indicated by the non-significant p-values for both the pre-test and post-test. The specific mean values and standard deviations provided insights into the central tendency and variability within each testing phase. The non-significant results suggested that any observed differences in education levels were likely due to random variability rather than a meaningful effect associated with the intervention.

4.6.3 Accessibility of the Designed & Developed modules on "Basics of Entrepreneurship" in terms of Comprehension of the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post Experiment

4.6.3.1 Overall Accessibility of the Designed & Developed modules on "Basics of Entrepreneurship" in terms of Comprehension of the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post Experiment

Table 119: Overall Accessibility of the Designed & Developed Modules on "Basics of Entrepreneurship" in terms of Comprehension of the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post Experiment.

n=78

	Categories	Frequency	Percent
Accessibility	Low Accessibility	8	10.3
	Med Accessibility	38	48.7
	High Accessibility	32	41.0
	Total	78	100.0

In Indore, the overall accessibility of all modules displayed that only a small fraction of the participants, 10.3%, found the modules to have low accessibility, while nearly half, 48.7%, rated them as having medium accessibility, and 41% rated high accessibility.

The overall accessibility feedback revealed that only a small fraction of participants, 10.3%, considered the modules to have low accessibility. Nearly half of the participants, 48.7%, rated the modules as having medium accessibility, while 41% rated them as having high accessibility.

The probable reasons could be as follows that the varied nature of content across different modules contributed to different accessibility levels, with some modules being more user-friendly and relatable to participants. Participants had varied learning needs and preferences, leading to different perceptions of accessibility. Some found the content more accessible than others. The clarity and conciseness of the content

and instructions in the modules were crucial. Clear and well-structured content enhanced understanding and learning experiences, resulting in higher accessibility ratings. The complexity of the modules impacted accessibility. More complex modules were perceived as less accessible due to the higher cognitive load required for understanding.

The implication could be as follows that modules with low and medium accessibility required focused enhancement to improve user experience and learning outcomes, ensuring more inclusive access to education for all participants. The findings highlighted the need to optimize content, ensuring it was clear, concise, and well-structured to enhance understanding and learning for deaf individuals. The diverse learning needs of participants necessitated the development of tailored interventions to address specific needs and challenges, improving learning experiences and outcomes. Insights from the accessibility feedback guided the development of inclusive educational strategies, focusing on universal design principles to meet the diverse learning needs of deaf individuals. Resources needed to be prioritized for enhancing low and medium accessibility modules, leading to overall improvements in the learning experience and outcomes for participants. The findings informed policymakers about areas needing attention and improvement, guiding the creation of policies promoting inclusivity and equal learning opportunities for deaf individuals.

Hence the overall accessibility feedback indicated a significant percentage of medium and high accessibility ratings, demonstrating the potential effectiveness of the designed digital media in imparting entrepreneurial skills to the deaf. The findings underscored the importance of continually refining and enhancing content, adopting inclusive educational strategies, and developing tailored interventions to address diverse learning needs and preferences. These efforts contributed to fostering an equitable and conducive learning environment for all participants, regardless of their hearing capabilities.

4.6.3.2 Variable-Wise Accessibility of the Designed & Developed Modules on "Basics of Entrepreneurship" in terms of Comprehension of the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post experiment

Table 120: Variable-Wise Accessibility of the Designed & Developed Modules on "Basics of Entrepreneurship" in terms of Comprehension of the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post Experiment.

n=78

Variables	Categories	Overall Module							
		Low Accessibility		Med Accessibility		High Accessibility		Total	
		Count	%	Count	%	Count	%	Count	%
Age	16-20 Years	4	16.0	13	52.0	8	32.0	25	100.0
	21-25 Years	3	8.8	21	61.8	10	29.4	34	100.0
	26-30 Years	1	5.3	4	21.1	14	73.7	19	100.0
	Total	8	10.3	38	48.7	32	41.0	78	100.0
Gender	Female	4	11.4	14	40.0	17	48.6	35	100.0
	Male	4	9.3	24	55.8	15	34.9	43	100.0
	Total	8	10.3	38	48.7	32	41.0	78	100.0
Education	Class 12	3	7.3	23	56.1	15	36.6	41	100.0
	Under Graduate	5	13.5	15	40.5	17	45.9	37	100.0
	Total	8	10.3	38	48.7	32	41.0	78	100.0
Exposure to Social Media	Low Exposure	4	13.3	13	43.3	13	43.3	30	100.0
	High Exposure	4	8.3	25	52.1	19	39.6	48	100.0
	Total	8	10.3	38	48.7	32	41.0	78	100.0
Exposure to Accessible Media	Low Exposure	4	11.4	17	48.6	14	40.0	35	100.0
	High Exposure	4	9.3	21	48.8	18	41.9	43	100.0
	Total	8	10.3	38	48.7	32	41.0	78	100.0

The variable-wise overall accessibility in Indore revealed varying degrees of accessibility across different demographic groups, educational backgrounds, and levels of media access, with the majority of participants reporting medium to high accessibility. Younger age groups appeared to experience higher accessibility, likely due to greater exposure to and proficiency with digital technology. Gender did not seem to significantly impact accessibility, as both male and female participants had similar proportions in each accessibility category. This suggested that the gender-neutral design and content of the modules were effective. Educational background appeared to influence accessibility, with undergraduates reporting slightly higher

levels of high accessibility compared to Class 12 students. This was likely due to more advanced comprehension and analytical skills among higher education students. Levels of exposure to social media and media access also influenced accessibility. Participants with high exposure reported better accessibility, potentially due to greater digital literacy and experience with digital platforms.

The implications of the above funding can be a need for more age-centric design and content delivery, focusing on the varying needs and preferences of different age groups to enhance accessibility for all. The parity between genders in terms of accessibility was positive, indicating that maintaining gender-neutral and inclusive design was crucial for equitable access. Given the variations in accessibility based on education, there was a need for tailored content that addressed the diverse educational backgrounds of participants, ensuring clarity and comprehension for all. The variations in accessibility related to different levels of media access and social media exposure highlighted the importance of enhancing digital literacy, enabling participants to navigate and utilize digital media effectively. Adopting a user-centred approach to design, which considered the diverse demographics and backgrounds of users, could contribute to improved accessibility and user experience. The insights from this analysis could guide the development of inclusive policies and programs that addressed the diverse needs and preferences of the target audience, focusing on universal accessibility.

Hence the overall accessibility data from Indore underscored the need for a multifaceted approach to enhance accessibility. By considering the diverse needs and preferences across demographic groups, educational backgrounds, and media access levels, and by adopting a user-centred, inclusive design approach, the accessibility and effectiveness of digital media in teaching entrepreneurship basics to the deaf could be significantly improved. This approach was crucial for the empowerment and educational advancement of deaf individuals.

The detailed breakdown of module accessibility revealed that 10.3% of participants faced low accessibility, 48.7% experienced medium accessibility, and 41.0% enjoyed high accessibility. Specifically, the 26-30 years cohort notably recorded 73.7% in the high accessibility category, while the 21-25 years group exhibited a significant 61.8%

in medium accessibility. Gender-wise, male participants predominantly fell within the medium accessibility range at 55.8%, whereas females showed a more balanced distribution across accessibility levels. Educationally, undergraduates had a relatively even distribution, while those with a high school education leaned towards medium accessibility at 56.1%. Participants with high social media exposure showed a split between medium (52.1%) and high (39.6%) accessibility, while those with high media access had 48.8% in the medium accessibility range. These insights provided valuable information for guiding targeted interventions to enhance engagement within specific demographic subgroups.

4.6.3.3 Differences in the Variable-Wise Accessibility of the Designed & Developed Modules on "Basics of Entrepreneurship" in terms of Comprehension of the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post experiment

Table 121: Overall Accessibility of Modules on "Basics of Entrepreneurship" with the Variable Age of Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post Experiment

n=78

Age	Mean	Std. Deviation	df	P-value
Overall Accessibility of the Module	72.2	18.5	2.00	0.010

The analysis of the overall accessibility of modules, with a focus on age variables, demonstrated a significant difference in the overall accessibility of the module score among different age groups. The P- value of 0.010, which is below the commonly used threshold of 0.05, indicated that the null hypothesis, which stated there was no difference in module accessibility across different ages, was rejected.

The probable reasons could be that the younger individuals, being more digitally proficient and adaptive to technology due to earlier exposure, tended to find the modules more accessible. Different age groups exhibited varying levels of learning adaptability, cognitive functions, and preferences, affecting their accessibility and

comprehension of the modules. The learning needs and preferences of younger and older individuals varied, influencing their interaction with the modules.

Implications of the above findings can be as follows that the significant difference in accessibility suggested the necessity for adaptations in module design, content, and delivery methods to cater to the specific needs and preferences of different age groups, thereby improving accessibility for all. Adapting educational strategies to accommodate the varying learning adaptability and cognitive functions of different age groups was important. For older age groups, who may not be as technologically adept, designing user-friendly modules with clear instructions and additional support could enhance accessibility. Creating an inclusive learning environment that addresses the diverse needs and preferences of all age groups was crucial for ensuring equitable learning opportunities and outcomes. The findings suggested that policies guiding the development and delivery of educational content should consider age inclusivity to better serve diverse learners.

Therefore, **t**he significant variation in module accessibility based on age highlighted the importance of considering age as a key factor in the design and implementation of educational modules. Tailoring content and delivery methods to meet the needs of different age groups, while creating an inclusive and user-friendly learning environment, was essential for maximizing accessibility and learning outcomes. This approach was particularly important in providing accessible digital media on the basics of entrepreneurship for the deaf, fostering inclusive learning and empowerment for individuals of all ages.

Table 122: Overall Accessibility of Modules on "Basics of Entrepreneurship" with the Variable "Education" of the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post Experiment

n=78

Education	Mean	Standard Deviation	Mann Whitney U	Z	P-value
Overall Accessibility of the Module	72.2	18.5	691.5	0.671	0.502

The analysis of the overall accessibility of the module, considering the variable of the respondent's education, showed no statistically significant difference. The P-value of

0.502, which exceeded the 0.05 threshold, indicated that educational background did not significantly impact the accessibility on the module.

The probable reasons could be that the module was likely designed to be equally accessible and understandable to respondents, irrespective of their educational background. The content might have been general and not personalised to specific educational levels, making it comprehensible to all participants. Respondents with different educational levels might have similar learning needs and preferences regarding the module, leading to similar feedback.

Implications of the above findings can be as follows that the lack of significant difference suggests that the module provided equal learning opportunities and access to information for individuals across various educational backgrounds. The findings indicated that the module was suitable for a diverse range of educational backgrounds. While the module appeared effective across different educational levels, implementing varied educational strategies, such as additional resources or diverse teaching methods, could further enhance the learning experience. Policies should be developed to maintain the general accessibility of educational content, ensuring an inclusive learning environment.

Therefore, the absence of a significant difference in feedback based on education suggested that the module was perceived similarly across different educational backgrounds. This reflected a positive and inclusive approach in content creation, ensuring equal accessibility and learning opportunities. Continuous reviews, updates, and diverse teaching strategies were essential to maintaining and enhancing the inclusivity and effectiveness of the learning modules, adapting to the evolving needs of all learners.

Table 123: Overall Accessibility of Modules on "Basics of Entrepreneurship" with Variable Gender for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post Experiment

n=78

Gender	Mean	Standard Deviation	Mann Whitney U	Z	P-value
Overall Accessibility of the Module	72.2	18.5	638.5	1.146	0.252

The results from the Mann-Whitney U test for the variable "Gender" observed a value of 0.252, which was greater than the conventional alpha level of 0.05. This indicated

that there was no statistically significant difference in total module accessibility between different genders. Therefore, gender did not appear to affect the overall accessibility on the modules in this study.

The probable reasons could be that the content of the modules may have been designed to be gender-neutral, allowing all genders to relate to and understand the content equally. The accessibility features and the delivery method of the modules could have been uniform and equitable, neutralizing any gender-based discrepancies in comprehension or feedback. There might have been an inclusive and diverse representation in the content, which was relatable to all genders, preventing any biases in feedback based on gender.

Implications of the above findings can be as follows that the finding supported the continuation and enhancement of gender-inclusive learning materials, ensuring that learning experiences were equitable and accessible to all genders. Educational content creators and policymakers were encouraged to maintain gender neutrality and inclusivity in educational content to foster an equitable learning environment. It emphasized the importance of considering gender inclusivity in instructional design to avoid any biases and to ensure that the content was relatable and understandable to all genders. Further studies could explore the aspects and dimensions of gender inclusivity in educational content, providing deeper insights and understanding of gender-neutral instructional design and its impacts.

Therefore, the absence of a significant difference in overall accessibility between genders indicated that the modules were successful in providing a gender-neutral and inclusive learning experience. This accentuated the importance of gender inclusivity in educational content and instructional design. Maintaining and enhancing such practices would contribute to the development of equitable and inclusive learning environments, benefiting learners of all genders. Further research and innovations in this domain could lead to more refined and optimized gender-inclusive educational materials and strategies.

Table 124: Overall Accessibility of Modules on "Basics of Entrepreneurship" with Variable Exposure to Social Media for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post Experiment

n=78

Exposure to Social Media	Mean	Standard Deviation	Mann Whitney U	Z	P-value
Overall Accessibility of the Module	72.2	18.5	660.5	0.611	0.541

The Mann-Whitney U Test results for "Exposure to Social Media" yielded a P-value of 0.541, which was significantly higher than the conventional alpha level of 0.05. This result indicated that there was no statistically significant difference in the Total Module feedback between groups with varying levels of Exposure to Social Media. Therefore, exposure to social media did not appear to influence participants' feedback on the overall module.

The probable reasons could be the learning content of the modules was likely independent of social media access, enabling all participants to understand the material and provide feedback without the influence of their social media usage. The modules were possibly designed to be inclusive, ensuring that the accessibility of social media did not impact participants' comprehension or learning experiences. Participants may have utilized various learning mechanisms and resources other than social media, which could have reduced the impact of exposure to social media on their overall accessibility.

Implications of the above findings can be as follows that the findings suggested that ensuring content is not dependent on exposure to social media was crucial for maintaining a universal and inclusive learning experience. Providing education and learning materials that do not rely on exposure to social media supported educational equity, allowing individuals with varying levels of exposure to social media to benefit equally. The results could guide the development of educational strategies and policies to focus on creating learning materials and content that are not dependent on social media access, promoting inclusive learning environments. Educators and

content creators might explore integrating universally accessible and diverse learning mechanisms and resources to enhance learning opportunities without requiring social media access.

Therefore, the findings demonstrated that Exposure to Social Media did not significantly affect feedback on the overall module, highlighting the uniformity and inclusivity in the module's design and content. This underscored the importance of developing and maintaining universally accessible and inclusive learning materials and environments. Continuous improvements and innovations were necessary to optimize learning experiences and ensure they remained inclusive for all participants.

Table 125: Overall Accessibility of Modules on "Basics of Entrepreneurship" with Variable Exposure to Accessible Media for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post Experiment

n=78

Exposure to Accessible Media	Mean	Standard Deviation	Mann Whitney U	Z	P-value
Overall Accessibility of the Module	72.2	18.5	730.000	0.226	0.821

In the analysis, the P-value for the test was found to be 0.821, which was well above the conventional alpha level of 0.05. This indicated that there was no statistically significant difference in total module accessibility with respect to the variable 'Exposure to Accessible Media' among the participants. In simpler terms, whether or not participants had exposure to accessible media did not significantly impact their feedback on the overall module.

The probable reasons could be that the module may have been designed and delivered in a universally accessible manner, allowing equal comprehension and engagement regardless of media access. The module might have provided a learning experience that was not significantly enriched or impeded by the level of accessible media, ensuring uniform understanding and feedback across varying access levels. The learning materials and content provided might not have been reliant on external media access, allowing all participants to experience and understand the module similarly.

It was important for creators and educators to continue developing and delivering content in a manner that did not necessitate media access, ensuring equality in learning opportunities and experiences. While the current status of media access did not affect the feedback, enhancements could be made to optimize the learning experience for all, perhaps by integrating media elements that were universally accessible and did not require extensive accessible media resources.

Therefore, the findings illustrated that exposure to accessible media did not significantly influence the overall accessibility of the module, highlighting the potential inclusivity and universality in the design and delivery of the module. This highlights the importance of maintaining such media-independent and universally designed learning experiences to ensure equitable access to education and learning opportunities. Nonetheless, continuous improvements and innovations should be pursued to accommodate varying needs and preferences and to elevate the learning experience for everyone.

4.6.3.4 Module Wise Overall Accessibility of the Designed & Developed Modules on "Basics of Entrepreneurship" for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post Experiment

Table 126: Module Wise Overall Accessibility of the Designed & Developed Modules on "Basics of Entrepreneurship" for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post Experiment

n=78

Module	Accessibility	Count	%
Module 1	Low Accessibility	8	10.3
	Med Accessibility	29	37.2
	High Accessibility	41	52.6
	Total	78	100.0
Module 2	Low Accessibility	16	20.5
	Med Accessibility	29	37.2
	High Accessibility	33	42.3
	Total	78	100.0
Module 3	Low Accessibility	15	19.2

	Med Accessibility	35	44.9
	High Accessibility	28	35.9
	Total	78	100.0
Module 4	Low Accessibility	11	14.1
	Med Accessibility	35	44.9
	High Accessibility	32	41.0
	Total	78	100.0
Module 5	Low Accessibility	5	6.4
	Med Accessibility	10	12.8
	High Accessibility	63	80.8
	Total	78	100.0

The data reflected the overall accessibility on five different modules. The majority of participants found the modules to be of Medium to High Accessibility. Particularly in Module 5, about 80.8% of participants reported it as having High Accessibility.

The probable reasons could be that the variance in accessibility feedback among different modules suggested a discrepancy in content quality, instructional design, or delivery method between modules. Different modules might have focused on various aspects of entrepreneurship, leading to varied levels of comprehension and accessibility among participants, depending on their prior knowledge and learning preferences. The high accessibility in Module 5 suggested effective instructional design and content delivery, making it easier for participants to understand and relate to the content.

Implications of the above findings can be as follows, modules with lower accessibility, especially those with a higher proportion of Low Accessibility, required revisions and enhancements to improve their content quality and delivery method. There was a need for consistency in content quality, instructional design, and delivery method across all modules to ensure uniform accessibility and a consistent learning experience. Developing content that catered to the diverse learning needs and preferences of participants could lead to improved accessibility and comprehension across all modules. The feedback on accessibility should be critically analyzed and implemented during the revision and development of modules to optimize the learning experience for participants. Modules with high accessibility could serve as benchmarks for developing other modules by adopting their best practices and strategies. The insights gained from the feedback could guide scalable improvements

in the development of digital media content on other topics, promoting inclusive learning experiences for diverse learners, including those with disabilities. Incorporating feedback to improve accessibility could result in an enhanced learning experience for participants, leading to better comprehension and retention of knowledge.

Therefore the varied accessibility levels of modules emphasized the importance of maintaining a consistent and high-quality learning experience across different modules. By addressing the areas of improvement identified in the feedback and benchmarking the best practices from highly accessible modules, content creators could optimize the development of inclusive and learner-centric educational content. Implementing these improvements would contribute to the advancement of equitable and inclusive learning experiences, catering to the diverse learning needs of participants.

Table 127: Module Wise Accessibility of the Designed & Developed modules on "Basics of Entrepreneurship" for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh with the Selected Variables during pre-post Experiment

n=78

Variables	Categories	Module I						Module II						Module III						Module IV						Module V					
		Low Accessibility		Med Accessibility		High Accessibility		Low Accessibility		Med Accessibility		High Accessibility		Low Accessibility		Med Accessibility		High Accessibility		Low Accessibility		Med Accessibility		High Accessibility		Low Accessibility		Med Accessibility		High Accessibility	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Age	16-20 Years	1	12.5	11	37.9	13	31.7	5	31.3	12	41.4	8	24.2	7	46.7	9	25.7	9	32.1	5	45.5	11	31.4	9	28.1	3	60	5	50	17	27
	21-25 Years	5	62.5	15	51.7	14	34.1	8	50	14	48.3	12	36.4	6	40	19	54.3	9	32.1	4	36.4	18	51.4	12	37.5	2	40	5	50	27	42.9
	26-30 Years	2	25	3	10.3	14	34.1	3	18.8	3	10.3	13	39.4	2	13.3	7	20	10	35.7	2	18.2	6	17.1	11	34.4	0	0	0	0	19	30.2
	Total	8	100	29	100	41	100	16	100	29	100	33	100	15	100	35	100	28	100	11	100	35	100	32	100	5	100	10	100	63	100
Gender	Female	2	25	12	41.4	21	51.2	7	43.8	9	31	19	57.6	10	66.7	11	31.4	14	50	4	36.4	13	37.1	18	56.3	2	40	3	30	30	47.6
	Male	6	75	17	58.6	20	48.8	9	56.3	20	69	14	42.4	5	33.3	24	68.6	14	50	7	63.6	22	62.9	14	43.8	3	60	7	70	33	52.4
	Total	8	100	29	100	41	100	16	100	29	100	33	100	15	100	35	100	28	100	11	100	35	100	32	100	5	100	10	100	63	100
Education	Class 12	2	25	16	55.2	23	56.1	9	56.3	16	55.2	16	48.5	8	53.3	18	51.4	15	53.6	5	45.5	20	57.1	16	50	2	40	5	50	34	54
	Under Graduate	6	75	13	44.8	18	43.9	7	43.8	13	44.8	17	51.5	7	46.7	17	48.6	13	46.4	6	54.5	15	42.9	16	50	3	60	5	50	29	46

	Total	8	100	29	100	41	100	16	100	29	100	33	100	15	100	35	100	28	100	11	100	35	100	32	100	5	100	10	100	63	100
Social – Media	Low Exposure	3	37.5	11	37.9	16	39	6	37.5	9	31	15	45.5	7	46.7	10	28.6	13	46.4	3	27.3	15	42.9	12	37.5	2	40	4	40	24	38.1
	High Exposure	5	62.5	18	62.1	25	61	10	62.5	20	69	18	54.5	8	53.3	25	71.4	15	53.6	8	72.7	20	57.1	20	62.5	3	60	6	60	39	61.9
	Total	8	100	29	100	41	100	16	100	29	100	33	100	15	100	35	100	28	100	11	100	35	100	32	100	5	100	10	100	63	100
Access Media	Low Accessibility	3	37.5	15	51.7	17	41.5	8	50	12	41.4	15	45.5	10	66.7	12	34.3	13	46.4	3	27.3	16	45.7	16	50	3	60	5	50	27	42.9
	High Accessibility	5	62.5	14	48.3	24	58.5	8	50	17	58.6	18	54.5	5	33.3	23	65.7	15	53.6	8	72.7	19	54.3	16	50	2	40	5	50	36	57.1
	Total	8	100	29	100	41	100	16	100	29	100	33	100	15	100	35	100	28	100	11	100	35	100	32	100	5	100	10	100	63	100

4.6.3.5 Module Wise Accessibility of the Designed & Developed modules on "Basics of Entrepreneurship" for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh with the Selected Variables during pre-post Experiment

The data presented feedback on five modules in terms of accessibility, analyzed across various variables: Age, Gender, Education, Social Media Exposure, and Accessible media. For the age group 26-30 years, Module 3 (73.7%) and Module 5 (80.8%) had a high accessibility rate, while other age groups showed varied responses across the modules. Females had a slightly higher high accessibility rate in Module 1, but both genders had comparable accessibility rates across other modules. Undergraduates exhibited higher accessibility in Module 5 (45.9%) compared to those with Class 12 education (36.6%). Conversely, individuals with Class 12 education had a higher accessibility in Module 1 (56.1%) compared to Undergraduates (43.9%). Individuals with high exposure to social media consistently demonstrated a slightly higher high accessibility rate across all modules except Module 1, where their rates were almost equivalent. Individuals with high accessible media tended to have a higher high accessibility rate in the modules compared to those with low access, particularly in Module 5, where the difference was pronounced (57.1% vs. 42.9%).

The probable reasons could be that the diverse age and educational backgrounds of participants may have led to different perceptions of accessibility. Exposure to social media and exposure to accessible media might have influenced digital literacy levels, explaining why those with high media access or social media exposure had higher accessibility rates across modules. Some modules may have been more relevant or relatable to certain age groups, resulting in varied feedback. The content and complexity of each module might have varied, leading to fluctuating accessibility rates.

Implications of the above findings can be as content could be personalised according to the participants' backgrounds to enhance accessibility. For instance, younger audiences might benefit from more interactive or visually engaging content. Training sessions could be provided to improve digital literacy among participants, especially those with low social media exposure or media access. Continuous feedback from diverse groups could guide refinements in the modules. Ensuring consistent

accessibility and quality across all modules could enhance the overall learning experience. Content could be tested across diverse groups before release to ensure maximum accessibility. Efforts could be made to enhance media access among participants, as it appeared to correlate with higher accessibility rates in the modules.

Therefore, the accessibility of the modules, when segmented by variables like Age, Gender, Education, and others, provided critical insights into user experience. While the modules were largely accessible, there was room for improvement, particularly considering the diverse backgrounds of participants. Addressing these variations by refining content could lead to a more inclusive and enhanced learning experience for all participants.

4.6.3.6 Variable Wise Differences in the Accessibility of the Designed & Developed Modules on "Basics of Entrepreneurship" the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh across the five Modules

Table 128: Module Wise Differences in the Accessibility of the Designed & Developed Modules on "Basics of Entrepreneurship" the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh with Variable Age

n=78

Age	Mean	Std. Deviation	df	P-value	Remarks
Module1	15.7	3.9	2.00	0.064	Not Significant
Module2	14.8	4.7	2.00	0.020	Significant
Module3	12.9	5.4	2.00	0.184	Not Significant
Module4	14.0	5.2	2.00	0.240	Not Significant
Module5	16.0	4.0	2.00	0.007	Significant

The module-wise test results for the variable "Age of Respondents" indicated that the P-values varied across the five modules. Specifically, Module 2 and Module 5 had significant results with p-values of 0.020 and 0.007, respectively. This indicated that age had a statistically significant impact on the feedback for these two modules. In contrast, Module 1, Module 3, and Module 4 had p-values greater than 0.05,

indicating that age did not have a significant impact on the feedback for these modules.

The probable reasons could be that the significant differences in Module 2 and Module 5 could have been due to the content being more or less relevant to certain age groups, leading to variations in feedback. These modules might have included topics or examples that resonated differently depending on the age of the participants. The complexity and cognitive load of Module 2 and Module 5 might have varied more significantly for different age groups, leading to diverse feedback. Younger or older participants might have found these modules easier or more challenging, influencing their responses. Age-related differences in learning preferences and styles could have influenced how participants engaged with and perceived these modules, resulting in the observed significance for Module 2 and Module 5.

Implications of the above findings can be as follows as the findings suggested a need for targeted content development that takes into account the varying relevance and cognitive load for different age groups, particularly in Module 2 and Module 5. Content creators might consider tailoring these modules to better suit the learning preferences and needs of different age groups. Developing customizable learning experiences that allow participants to choose content or difficulty levels based on their age or experience could help in improving the accessibility and effectiveness of the modules. Further research might be warranted to explore the specific elements of Module 2 and Module 5 that led to significant differences based on age. Understanding these factors could inform the design of more age-inclusive educational content. The non-significant results for Module 1, Module 3, and Module 4 suggested that these modules were more universally accessible across age groups. These modules could serve as models for designing content that is age-neutral, ensuring consistent learning outcomes for all participants.

Hence the significant impact of age on the feedback for Module 2 and Module 5 underscored the importance of considering age-related differences in the design and delivery of educational content. By refining these modules to address the needs of different age groups, content creators could enhance the overall accessibility and effectiveness of the learning experience. The non-significant impact of age on the

other modules highlighted the potential for designing content that is universally engaging, regardless of the participant's age.

Table129: Module Wise Differences in the Accessibility of the Designed & Developed Modules on "Basics of Entrepreneurship" for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh with Variable Education

n=78

Education	Mean	Standard Deviation	Mann Whitney U	Z	P-value
Module1	15.7	3.9	746.0	0.126	0.900
Module2	14.8	4.7	673.5	0.501	0.616
Module3	12.9	5.4	701.0	0.213	0.831
Module4	14.0	5.2	709.0	0.130	0.896
Module5	16.0	4.0	711.5	0.292	0.77

The module-wise test results for the variable "Education of Respondent" revealed that the P-values were well above the conventional alpha level of 0.05 across all modules. The p-values ranged from 0.616 to 0.900, indicating no statistically significant differences in feedback across different educational backgrounds for any of the modules. This suggested that the level of education did not significantly impact participants' perceptions of the modules' accessibility.

The probable reasons could be that the lack of significant differences across educational backgrounds might have been due to the modules being designed with a universal approach, ensuring that the content was equally accessible and comprehensible to participants regardless of their educational level. The content complexity of the modules might have been well-balanced, neither too advanced for participants with lower educational backgrounds nor too simplistic for those with higher education. This balance could have contributed to the uniform feedback across educational levels. The instructional strategies employed in the modules might have been inclusive, using teaching methods that catered to a wide range of learning

abilities and educational experiences, thus minimizing any impact of educational background on module accessibility.

Implications of the above findings can be as follows as the findings supported the effectiveness of universal design principles in educational content. Educators and content developers could continue employing these principles to ensure that educational materials are accessible to learners with varying educational backgrounds. The non-significant differences highlighted the importance of maintaining inclusive instructional strategies that accommodate diverse educational levels. This could help in sustaining equal learning opportunities across all educational backgrounds. Ensuring consistency in content quality, complexity, and instructional design across all modules would remain crucial. The results suggested that maintaining this consistency could continue to neutralize the impact of varying educational backgrounds on learning outcomes. Given the success of these modules in achieving educational inclusivity, similar approaches could be applied to other educational content areas. This would promote a broader application of universal design and inclusive practices in education.

Therefore, the analysis of feedback across different educational backgrounds demonstrated that the modules were equally accessible to participants regardless of their level of education. The absence of significant differences underscored the effectiveness of universal design and inclusive instructional strategies. Moving forward, educators and content developers should continue to prioritize these approaches to foster equitable learning experiences and ensure that educational materials are accessible and beneficial to a diverse audience.

Table 130: Module Wise Differences in the Accessibility of the Designed & Developed Modules on "Basics of Entrepreneurship" for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh with Variable Gender

n=78

Gender	Mean	Standard Deviation	Mann Whitney U	Z	P-value
Module1	15.7	3.9	652.0	1.015	0.310
Module2	14.8	4.7	627.5	0.908	0.364
Module3	12.9	5.4	684.0	0.314	0.753
Module4	14.0	5.2	542.5	1.797	0.072
Module5	16.0	4.0	555.0	1.853	0.064
Total Module	72.2	18.5	638.5	1.146	0.252

The analysis of the data based on the variable "Gender " for various modules revealed that the P-values were greater than the conventional alpha level of 0.05 across all modules, including the Total Module score. The p-values ranged from 0.064 to 0.753, indicating that there were no statistically significant differences in module feedback between male and female respondents. This suggested that gender did not play a significant role in influencing participants' perceptions of the module accessibility or content.

The probable reasons could be that the lack of significant differences could be attributed to the content being designed in a gender-neutral manner. This would have allowed both male and female participants to engage with the material equally, without any bias or preference towards one gender. The instructional design and delivery methods might have been standardized, ensuring that all participants, regardless of gender, received the same quality of education and support. This uniformity in delivery could have contributed to the consistent feedback across genders. The content may have been inclusive, featuring diverse examples, perspectives, and scenarios that resonated equally with all genders. This inclusive approach could have minimized any gender-based differences in feedback.

The absence of significant gender differences in feedback suggested that the learning environment was equitable. Future content development should maintain this focus, ensuring that all educational materials cater equally to all genders. The results could inform policy decisions related to educational content creation, emphasizing the need

for gender-neutral instructional design. This would help in creating learning materials that are accessible and engaging for all genders, reducing any potential biases or disparities.

Although the current study did not find significant gender differences, further research could explore other factors that may influence gender-based perceptions of educational content. This could provide deeper insights into how to further enhance gender inclusivity in educational materials.

Therefore, the analysis indicated that gender did not significantly impact participants' feedback on the accessibility or content of the modules. This highlighted the success of the gender-neutral approach in the design and delivery of the educational content. By continuing to prioritize gender inclusivity and neutrality, educators and content developers can ensure that all learners, regardless of gender, have equal opportunities to engage with and benefit from educational materials. This approach will contribute to the development of equitable and inclusive learning environments, benefiting a diverse range of learners. Maintaining and enhancing such practices is essential for fostering an educational system that supports all genders equally, ensuring that no one is disadvantaged based on their gender in accessing quality education.

Table 131: Module Wise Differences in the Accessibility of the Designed & Developed Modules on "Basics of Entrepreneurship" for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh with Variable Exposure to Social Media

n=78

Exposure to Social Media	Mean	Standard Deviation	Mann Whitney U	Z	P-value
Module1	15.7	3.9	719.0	.010	.992
Module2	14.8	4.7	593.0	.951	.342
Module3	12.9	5.4	613.5	.729	.466
Module4	14.0	5.2	631.0	.542	.588
Module5	16.0	4.0	632.5	.762	.446

The results from the module-wise test table on the variable "Exposure to Social Media" indicated that the P-values were all above the conventional alpha level of 0.05 for each module. The p-values ranged from 0.342 to 0.992, suggesting that there were no statistically significant differences in feedback on module accessibility based on participants' Exposure to Social Media. This implied that whether or not participants had Exposure to Social Media did not significantly influence their perceptions of the modules' accessibility.

The probable reasons could be that the modules might have been designed in a way that did not rely on participants' Exposure to Social Media for understanding or engagement. This would explain why Exposure to Social Media did not create significant differences in feedback. The modules likely incorporated universal accessibility features that ensured all participants, regardless of their exposure to social media, could equally comprehend and engage with the content. The availability of diverse learning resources within the modules themselves could have reduced the potential influence of external factors, such as exposure to social media on participants' learning experiences.

Implications of the above findings can be as follows as the findings suggested that educational content could be developed in a manner that does not depend on participants' exposure to social media, promoting inclusivity and ensuring that all learners, regardless of their online engagement, have equal opportunities to benefit from the modules. The lack of significant differences reinforced the importance of incorporating universal design principles in educational content. Continuing to emphasize these principles would help maintain a level playing field for all learners, irrespective of their access to external resources like social media. The success of these modules in achieving accessibility independent of exposure to social media could serve as a model for other educational programs. Content creators and educators might apply similar strategies to develop materials that are universally accessible to diverse populations. The results suggested that concerns related to the digital divide, particularly in terms of social media access, might be less relevant when educational content is designed to be universally accessible. This could reduce barriers to education for individuals who have limited or no Exposure to Social Media.

Therefore, the analysis indicated that Exposure to Social Media did not significantly affect participants' feedback on module accessibility. This finding highlighted the effectiveness of designing educational content that is universally accessible and independent of external digital resources. Moving forward, educators and content developers should continue to prioritize universal design principles and create learning materials that offer equitable access to all learners, regardless of their social media engagement or digital literacy levels.

Table 132: Module Wise Differences in the Accessibility of the Designed & Developed Modules on "Basics of Entrepreneurship" for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh with Variable Exposure to Accessible Media

n=78

Exposure to Accessible Media	Mean	Standard Deviation	Mann Whitney U	Z	P-value
Module1	15.7	3.9	718.500	0.343	0.731
Module2	14.8	4.7	704.000	0.105	0.916
Module3	12.9	5.4	691.500	0.236	0.814
Module4	14.0	5.2	578.500	1.420	0.156
Module5	16.0	4.0	607.500	1.312	0.189

The results from the module-wise test table based on the variable "Exposure to Accessible Media" revealed that the P-values for all modules were above the conventional alpha level of 0.05. The p-values ranged from 0.156 to 0.916, indicating that there were no statistically significant differences in participants' feedback on module accessibility based on their Exposure to Accessible Media. This suggested that whether or not participants had Exposure to Accessible Media did not significantly affect their perception of the modules' accessibility.

The probable reasons could be that the modules were likely designed with consistent accessibility features that ensured all participants, regardless of their Exposure to Accessible Media, could engage with and understand the content equally well. This consistency in design may have reduced any potential disparities in feedback. The delivery methods and content of the modules might have been crafted to be inclusive, ensuring that all participants, whether or not they had Exposure to Accessible Media, received the same quality of learning experience. The modules may have been equipped with learning resources that were comprehensive and independent of external accessible media. This would allow participants to fully grasp the material without needing additional accessible media resources.

The absence of significant differences based on Exposure to Accessible Media highlighted the potential for creating an equitable educational experience for all participants. This can help in reducing barriers to learning and ensuring that all individuals, regardless of their media access, can achieve similar educational outcomes.

Therefore, the analysis indicated that Exposure to Accessible Media did not significantly influence participants' feedback on the accessibility of the modules. This highlighted the importance of designing educational content that is universally accessible and independent of external accessible media resources. As educators and content developers continue to create new educational materials, maintaining a focus on universal design principles and reducing reliance on external media will help ensure that all learners have an equal opportunity to succeed, regardless of their Exposure to Accessible Media.

4.6.3.7 Accessibility of the Designed & Developed Modules on "Basics of Entrepreneurship" for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post experiment with Reference to the Selected Features

Table 133: Accessibility of the Designed & Developed Module I on "Interest" for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh with Reference to the Selected Features

n=78

Features	Categories	Count	%
Content	Low Accessibility of Content	27	34.6
	High Accessibility of Content	51	65.4
	Total	78	100.0
Language	Low Accessibility of sing Language	31	39.7
	High Accessibility of Sign Language	47	60.3
	Total	78	100.0
Visual	Low Accessibility of Visuals	12	15.4
	High Accessibility of Visuals	66	84.6
	Total	78	100.0
Text	Low Accessibility of Text	31	39.7
	High Accessibility of Text	47	60.3
	Total	78	100.0
Time duration	Short	47	100.0
	Long	0	0.0
	Total	47	100.0
Caption	Low Accessibility of Caption	18	23.1
	High Accessibility of Caption	60	76.9
	Total	78	100.0
Accessibility Format	Yes	64	98.5
	No	1	1.5
	Total	65	100.0

The data presents the accessibility feedback of various elements within the educational content, including content, language, visuals, text, time duration, captions, and overall format. The majority of respondents found the content to have high accessibility, particularly in the areas of visuals (84.6%), captions (76.9%), and overall format (98.5%). However, accessibility in sign language and text was lower, with around 60.3% rating them as highly accessible, and a notable portion found low accessibility in these areas.

The probable reasons could be that the high accessibility in visuals and content suggests that these elements were likely well-designed, using clear and effective visual aids that enhanced understanding and engagement. Visuals often play a crucial role in supporting comprehension, especially in educational materials, and the positive feedback indicates successful implementation. The lower accessibility ratings for sign language and text may indicate challenges in how these elements were presented or integrated into the content. Sign language, if not accurately or clearly conveyed, can impact the learner's ability to understand the material, particularly for deaf participants. Similarly, the text might have been complex or not adequately adapted to meet the needs of all learners. The high accessibility of captions indicates that they were likely clear, timely, and well-synchronized with the content. The overwhelming approval of the overall format (98.5%) reflects a generally well-received structure and presentation of the educational materials. The unanimous feedback regarding the time duration being "short" suggests that participants found the content manageable within the given timeframe, avoiding the pitfalls of cognitive overload.

Implications of the above findings can be as follows as the results highlight the need for improvement in sign language and text accessibility. Content developers should consider revising these elements to ensure they are clear, straightforward, and tailored to the target audience's needs. This could involve simplifying the text or ensuring that sign language is accurately and effectively used. While visuals and captions received high ratings, there is always room for refinement. Future content can build on these strengths by continuing to prioritize clear, high-quality visuals and effective captioning to support comprehension. The positive feedback on the format suggests that future content should maintain this structure. Though, attention should be given to ensuring that all content elements, especially those with lower accessibility ratings,

align with the successful aspects of the format. Given the unanimous feedback on the time duration being "short," content developers should consider whether the duration was appropriate or if there might be a need for more in-depth content that could require slightly longer sessions without causing cognitive fatigue.

Therefore, the feedback indicates that while the educational content was largely accessible, especially in terms of visuals and captions, there is a clear need to improve accessibility in sign language and text. By addressing these areas and building on the strengths of the current format, future educational content can become more inclusive and effective for all learners. Consistent attention to these details will ensure that educational materials are accessible and beneficial to a diverse audience, promoting equitable learning experiences**.**

4.6.3.8 Accessibility of the Designed & Developed Module II on "Place/Convenience" for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh with Reference to the Selected Features

Table 134: Accessibility of the Designed & Developed Module II on "Place/Convenience" for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh with Reference to the Selected Features

n=78

Features	Categories	Count	%
Content	Low Accessibility of Content	29	37.2
	High Accessibility of Content	49	62.8
	Total	78	100.0
Language	Low Accessibility of sing Language	23	29.5
	High Accessibility of Sign Language	55	70.5
	Total	78	100.0
Visual	Low Accessibility of Visuals	25	32.1
	High Accessibility of Visuals	53	67.9
	Total	78	100.0
Text	Low Accessibility of Text	36	46.2
	High Accessibility of Text	42	53.8
	Total	78	100.0
Time duration of modules	Short	52	100.0
	Long	0	0.0
	Total	52	100.0

Caption	Low Accessibility of Caption	35	44.9
	High Accessibility of Caption	43	55.1
	Total	78	100.0
Accessibility of the format	Yes	65	100.0
	No	0	0.0
	Total	65	100.0

The data reflects the accessibility feedback on different components of educational content, such as content, language, visuals, text, time duration, captions, and format. The feedback indicates that the majority of respondents found the content to have high accessibility, particularly in the areas of sign language (70.5%), and visuals (67.9%). However, accessibility in text and captions received comparatively lower ratings, with less than 60% rating them as highly accessible. The format was unanimously accessible (100%), and all respondents found the time duration of the modules to be "short."

The probable reasons could be that the majority of respondents found the content and visuals to be accessible, which suggests that these elements were well-aligned with the learners' needs. Effective use of visuals and clear content likely contributed to better comprehension and engagement. The high accessibility rating for sign language indicates that it was effectively integrated into the modules, providing essential support for deaf learners. This likely contributed to a positive learning experience for this group. The lower accessibility ratings for text (53.8%) and captions (55.1%) suggest that these areas may have been less effective or more challenging for the learners. Complex language, unclear text, or poorly synchronized captions could have contributed to difficulties in understanding the material. The unanimous accessibility of the format and the feedback on the time duration being "short" suggest that the overall structure and pacing of the modules were well-received. However, the perception of the time duration as "short" by all respondents may indicate that the content was concise and perhaps could benefit from more in-depth exploration.

Implications of the above findings can be as follows as the feedback highlights the need to enhance the accessibility of text and captions. This could involve simplifying the language, ensuring that captions are accurately timed and clear, and making the text more user-friendly for diverse learners. The positive feedback on visuals and sign language integration suggests that future content should continue to prioritize these

elements. Enhancing these features can further support the learning process, especially for visual and auditory learners. Although the content received a generally positive response, there's room to improve its accessibility further. Content developers should consider iterative improvements based on detailed feedback to make the material even more relatable and easier to understand. While the time duration was unanimously considered "short," it may be worth exploring whether extending the duration slightly could provide more comprehensive coverage of the material without overwhelming the learners.

Therefore, the accessibility feedback reveals strengths in the content, visuals, and sign language integration within the educational modules, but also identifies areas for improvement, particularly in text and captions. By addressing these issues, content developers can enhance the overall learning experience, ensuring that educational materials are more inclusive and accessible. Consistently refining these aspects will help create a balanced and effective learning environment that caters to the needs of all participants.

4.6.3.9 Accessibility of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post Experiment with Reference to the Selected Features

Table 135: Accessibility of the Designed & Developed Module III on "Finance/ Money: To Start your own Business/ Enterprise" for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post Experiment with reference to the Selected Features

n=78

Features	Categories	Count	%
Content	Low Accessibility of Content	27	34.6
	High Accessibility of Content	51	65.4
	Total	78	100.0
Language	Low Accessibility of sing Language	33	42.3
	High Accessibility of Sign Language	45	57.7
	Total	78	100.0
Visual	Low Accessibility of Visuals	32	41.0
	High Accessibility of Visuals	46	59.0
	Total	78	100.0

Text	Low Accessibility of Text	41	52.6
	High Accessibility of Text	37	47.4
	Total	78	100.0
Time duration of modules	Short	49	100.0
	Long	0	0.0
	Total	49	100.0
Caption	Low Accessibility of Caption	32	41.0
	High Accessibility of Caption	46	59.0
	Total	78	100.0
Accessibility of the format	Yes	58	100.0
	No	0	0.0
	Total	58	100.0

The data reflects feedback on the accessibility of various components of educational content, including content, language, visuals, text, time duration, captions, and format. The majority of respondents rated the content, visuals, and captions as having high accessibility, with 65.4% finding the content highly accessible. However, there were notable challenges with text accessibility, where 52.6% of respondents rated it as low. Additionally, while the format was unanimously accessible, the time duration was uniformly perceived as short.

The probable reasons could be that the material was relevant, clear, and well-structured for the intended audience. The lower accessibility ratings for text (47.4%) and visuals (59.0%) indicate potential difficulties in readability and visual clarity. Complex language, intricate visuals, or inadequate design might have posed challenges, especially for those with limited literacy or visual processing skills. The moderate rating of sign language accessibility (57.7%) reflects that while efforts were made to integrate sign language, there may have been issues with fluency, clarity, or synchronization that impacted the overall experience. Similar to text, captions were rated moderately in accessibility (59.0%), possibly due to timing issues, clarity, or alignment with the visual content, making it difficult for some participants to follow along. The unanimous agreement on the accessibility of the format suggests that the structure of the educational modules was effective and user-friendly. The consistent feedback on the time duration being "short" indicates that while the content was concise, it might have benefited from more elaboration or extended learning opportunities.

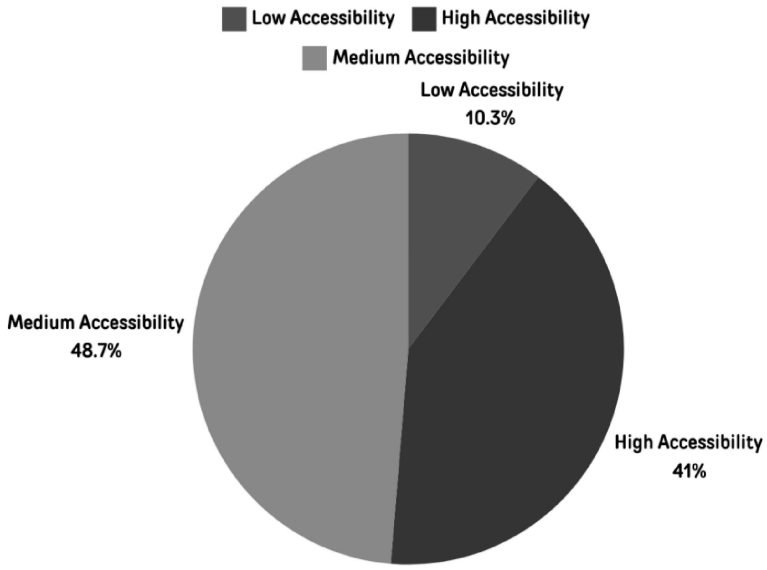

Figure 52 Variable wise Overall Accessibility of all Modules

Implications of the above findings can be as follows as the lower ratings for text and visuals suggest that improvements are needed in these areas. Simplifying the language, using clear and concise text, and enhancing the clarity and relevance of visuals can improve overall accessibility. To increase the effectiveness of sign language and captions, developers should focus on ensuring that these elements are well-integrated, clear, and aligned with the spoken or visual content. Providing training for interpreters and using technology to improve synchronization can be beneficial. The positive feedback on content accessibility suggests that the core material is strong, but there is room for refinement, particularly in making it more inclusive and accessible to a wider audience. Given the feedback on the short time duration, there may be a need to extend the length of the modules to provide a more in-depth exploration of the content, allowing learners to fully engage and comprehend the material. The unanimous accessibility of the format indicates that the overall design and structure were successful. Maintaining this while making necessary content enhancements will ensure a consistent and high-quality learning experience.

Therefore, the accessibility feedback provides valuable insights into the strengths and weaknesses of the educational modules. While the content, visuals, and format were generally well-received, there are clear opportunities for improvement in text, sign

language, and caption accessibility. By addressing these areas, developers can create a more inclusive and effective learning experience that meets the diverse needs of all participants.

4.6.3.10 Accessibility of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post Experiment with Reference to the Selected Features

Table 136: Accessibility of the Designed & Developed Module IV on "Resource Management: How to Manage Resources" for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post Experiment with reference to the Selected Features

n=78

Features	Categories	Count	%
Content	Low Accessibility of Content	34	43.6
	High Accessibility of Content	44	56.4
	Total	78	100.0
Language	Low Accessibility of Sign Language	28	36.8
	High Accessibility of Sign Language	48	63.2
	Total	76	100.0
Visual	Low Accessibility of Visuals	30	38.5
	High Accessibility of Visuals	48	61.5
	Total	78	100.0
Text	Low Accessibility of Text	47	60.3
	High Accessibility of Text	31	39.7
	Total	78	100.0
Time duration of modules	Short	50	100.0
	Long	0	0.0
	Total	50	100.0
Caption	Low Accessibility of Caption	40	51.3
	High Accessibility of Caption	38	48.7
	Total	78	100.0
Accessibility of the format	Yes	64	100.0
	No	0	0.0
	Total	64	100.0

The data presents feedback on the accessibility of different components of the educational content, revealing a mixed response across categories. Content, sign

language, and visuals received relatively high accessibility ratings, while text and captions were more problematic.

The key findings are as follows as:

- **Content Accessibility:** A slight majority (56.4%) of participants rated the content as highly accessible, showing that the material was understandable and relevant for most users. However, 43.6% found the content difficult to access, indicating that certain aspects of the material may not have been effectively communicated.
- **Sign Language Accessibility:** With 63.2% of participants rating sign language as highly accessible, it was clear that sign language was effectively integrated into the modules for most users. However, the remaining 36.8% encountered difficulties, suggesting room for improvement in the clarity or presentation of sign language content.
- **Visual Accessibility:** The visuals were accessible to 61.5% of respondents, but a significant 38.5% found them challenging. This disparity suggests that while the visual content was effective for some, it may have lacked clarity or relevance for others.
- **Text Accessibility:** The text component received the lowest accessibility rating, with 60.3% of participants indicating difficulties. This highlights a significant barrier, as the text may have been too complex, poorly formatted, or not effectively aligned with the needs of the audience.
- **Caption Accessibility:** Captions were another area of concern, with 51.3% of participants finding them hard to follow. This indicates potential issues with timing, clarity, or relevance, which could have hindered participants' understanding of the content.
- **Time Duration:** All participants agreed that the modules were short, which could suggest that the content was concise but may have lacked depth, potentially affecting overall comprehension.
- **Format Accessibility:** The format of the modules was universally accessible, indicating that the structure and delivery were appropriate and well-suited to the needs of the participants.

The probable reasons could be that the mix of high and low accessibility ratings for content, visuals, and text suggests that while some participants found these elements engaging and clear, others struggled due to complex language, unclear visuals, or insufficient explanations. The moderate accessibility ratings for sign language and captions point to possible issues with their quality, including clarity, synchronization, or the ability of participants to effectively engage with these elements. The unanimous agreement on the short duration of modules implies that while they were likely easy to follow, they might not have provided enough depth or time for participants to fully absorb the content.

Implications of the above findings can be as follows as there is a need to simplify the text and improve the clarity of visuals to make the content more accessible to a wider audience. This could involve using simpler language, better formatting, and more relevant visual aids. To address the issues with sign language and captions, it may be necessary to enhance their quality through better synchronization, clearer communication, and possibly additional support for participants who rely on these elements. Consideration should be given to extending the length of the modules to allow for more comprehensive coverage of topics, ensuring that participants have sufficient time to understand and retain the material. While the format was well-received, it should continue to be refined to ensure that it supports the content and helps address the accessibility challenges identified.

Therefore, the feedback on the accessibility of the educational modules underscores the need for targeted improvements in text, visuals, sign language, and captions. By addressing these areas and considering adjustments to module duration, the overall learning experience can be made more inclusive and effective, ensuring that all participants can fully engage with and benefit from the content.

4.6.3.11 **Accessibility of the Designed & Developed Module V on "Concept of Marketing" for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh with Reference to the Selected Features**

Table 137: Accessibility of the Designed & Developed Module V on "Concept of Marketing" for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh with Reference to the Selected Features

n=78

Features	Categories of Accessibility	Count	%
Content	Low Accessibility of Content	26	33.3
	High Accessibility of Content	52	66.7
	Total	78	100.0
Language	Low Accessibility of Sign Language	16	20.5
	High Accessibility of Sign Language	62	79.5
	Total	78	100.0
Visual	Low Accessibility of Visuals	30	38.5
	High Accessibility of Visuals	48	61.5
	Total	78	100.0
Text	Low Accessibility of Text	35	44.9
	High Accessibility of Text	43	55.1
	Total	78	100.0
Time duration of modules	Short	51	100.0
	Long	0	0.0
	Total	51	100.0
Caption	Low Accessibility of Caption	31	39.7
	High Accessibility of Caption	47	60.3
	Total	78	100.0
Accessibility of the format	Yes	69	100.0
	No	0	0.0
	Total	69	100.0

The data provided reflects feedback on various accessibility aspects of the educational modules, highlighting areas of strength and opportunities for improvement. The following analysis offers insights into how different elements of the modules were perceived in terms of accessibility.

The key findings are as follows as:

- **Content Accessibility:** A majority of participants (66.7%) rated the content as highly accessible, indicating that most users found the material to be clear and relevant. However, 33.3% of participants experienced difficulties, suggesting that certain elements of the content might not have been as effectively communicated or tailored to their needs.
- **Sign Language Accessibility:** The sign language component was highly accessible for 79.5% of participants, reflecting that it was well-integrated and effectively utilized in the modules. Nonetheless, 20.5% of participants found it challenging, which may point to potential issues with clarity or synchronization.
- **Visual Accessibility:** Visuals were deemed highly accessible by 61.5% of respondents, suggesting that they supported the content effectively. However, 38.5% faced difficulties with visuals, indicating that improvements might be needed to ensure that all visual elements are clear and relevant.
- **Text Accessibility:** Text accessibility was rated as high by 55.1% of participants, but 44.9% found the text difficult to access. This indicates that while a majority could engage with the text, there might be issues with text complexity or formatting that need to be addressed.
- **Caption Accessibility:** Captions were rated as highly accessible by 60.3% of participants. However, 39.7% faced challenges, which suggests that caption quality or synchronization might require improvement to enhance clarity and comprehension.
- **Module Duration:** All participants agreed that the modules were short, suggesting that while the content was delivered concisely, it might have lacked depth or comprehensive coverage.
- **Format Accessibility:** The format of the modules was universally rated as accessible, indicating that the overall structure and delivery were well-suited to participants' needs.

Implications of the above findings can be as follows as To improve accessibility, content should be reviewed for clarity and relevance, and text should be simplified and better formatted to accommodate diverse learning needs. Efforts should be made

to enhance the quality and clarity of visuals and captions, ensuring they are synchronized and effectively support the content. The duration of the modules might need to be adjusted to provide more comprehensive coverage, allowing participants to fully engage with and understand the material. The successful accessibility of the module format should be maintained and continuously refined to ensure that it supports effective learning and engagement.

Therefore, the feedback highlights both strengths and areas for improvement in the accessibility of the educational modules. By addressing the identified issues with content, text, visuals, and captions, and considering adjustments to module duration, the overall learning experience can be enhanced. These improvements will contribute to making the modules more inclusive and effective for all participants.

4.6.3.12. Module- Wise comparison of Accessibility of the Designed & Developed Modules on "Basics of Entrepreneurship" for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post Experiment with Reference to the Selected Features

Table 138: Module-Wise Comparison of Accessibility Features of the Designed & Developed Modules on "Basics of Entrepreneurship" for the Selected Deaf Respondents from the Indore Deaf Bilingual Academy, Indore, Madhya Pradesh during pre-post Experiment

n=78

Features	Categories	Module									
		Module-1		Module-2		Module-3		Module-4		Module-5	
		Count	%	Count	%	Count	%	Count	%	Count	%
Content	Low Accessibility of Content	27	34.6	29	37.2	27	34.6	34	43.6	26	33.3
	High Accessibility of Content	51	65.4	49	62.8	51	65.4	44	56.4	52	66.7
	Total	78	100.0	78	100.0	78	100.0	78	100.0	78	100.0
Language	Low Accessibility of Sign Language	31	39.7	23	29.5	33	42.3	28	36.8	16	20.5
	High	47	60.3	55	70.5	45	57.7	48	63.2	62	79.5

	Accessibility of Sign Language										
	Total	78	100.0	78	100.0	78	100.0	76	100.0	78	100.0
Visual	Low Accessibility of Visuals	12	15.4	25	32.1	32	41.0	30	38.5	30	38.5
	High Accessibility of Visuals	66	84.6	53	67.9	46	59.0	48	61.5	48	61.5
	Total	78	100.0	78	100.0	78	100.0	78	100.0	78	100.0
Text	Low Accessibility of Text	31	39.7	36	46.2	41	52.6	47	60.3	35	44.9
	High Accessibility of Text	47	60.3	42	53.8	37	47.4	31	39.7	43	55.1
	Total	78	100.0	78	100.0	78	100.0	78	100.0	78	100.0
Time duration	Short	47	100.0	52	100.0	49	100.0	50	100.0	51	100.0
	Long	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Total	47	100.0	52	100.0	49	100.0	50	100.0	51	100.0
Caption	Low Accessibility of Caption	18	23.1	35	44.9	32	41.0	40	51.3	31	39.7
	High Accessibility of Caption	60	76.9	43	55.1	46	59.0	38	48.7	47	60.3
	Total	78	100.0	78	100.0	78	100.0	78	100.0	78	100.0
Accessibility Format	Yes	64	98.5	65	100.0	58	100.0	64	100.0	69	100.0
	No	1	1.5	0	0.0	0	0.0	0	0.0	0	0.0
	Total	65	100.0	65	100.0	58	100.0	64	100.0	69	100.0

The comparison of accessibility features across different modules revealed notable differences, likely influenced by the module content and design variations:

1. **Content Accessibility:**
    - Modules 1, 2, and 5, which were fiction and story-based, had higher percentages of high accessibility for content (Module 1: 65.4%, Module 2: 62.8%, Module 5: 66.7%) compared to Modules 3 and 4, which were non-fiction and interview-based (Module 3: 65.4%, Module 4: 56.4%).
    - **Reason:** Fiction and story-based modules might engage participants more effectively, leading to higher content accessibility. Module 5's higher percentage might be due to its relatable narrative and engaging format, in contrast to the factual and interview-based approach of Module 3 and Module 4.

2. **Sign Language Accessibility:**
    - Module 5 had the highest rate of high accessibility for sign language (79.5%), compared to Modules 1 (60.3%), 2 (70.5%), 3 (42.3%), and 4 (36.8%).
    - **Reason:** Module 5 used native deaf individuals well-versed in the mother language of sign language, which might have made the sign language interpretation more effective compared to the sign language interpreter used in Module 3.
3. **Visual Accessibility:**
    - Module 5 again led with high visual accessibility (61.5%), similar to Modules 1 (84.6%) and 2 (67.9%). Modules 3 and 4 had slightly lower percentages (Module 3: 59.0%, Module 4: 61.5%).
    - **Reason:** The engaging and visually rich content of fiction-based modules may have contributed to higher visual accessibility. Module 5's use of effective visual storytelling might have enhanced understanding.
4. **Text Accessibility:**
    - Module 5 had the highest rate of high text accessibility (55.1%), compared to Modules 1 (60.3%), 2 (53.8%), 3 (47.4%), and 4 (39.7%).
    - **Reason:** Fiction-based modules might have used clearer and more engaging text compared to the non-fiction and interview-based modules.
5. **Time Duration:**
    - All modules had a short duration, reflecting uniformity in this aspect.

6. **Caption Accessibility:**
    - Module 5 had a higher rate of high caption accessibility (60.3%) compared to Modules 1 (76.9%), 2 (55.1%), 3 (59.0%), and 4 (48.7%).
    - **Reason:** The variation in caption accessibility might be due to different approaches in captioning techniques and content presentation.
7. **Overall Accessibility Format:**

- All modules except Module 2 and Module 4 achieved high overall accessibility for the format (Module 1: 98.5%, Module 3: 100%, Module 5: 100%).
- **Reason:** The high percentage indicates effective design and implementation of accessible formats across most modules.

Implications:

1. **Content Design:**
   - Fiction and story-based modules, like Module 5, may be more effective in engaging and ensuring higher accessibility across various features. Future modules could benefit from incorporating elements of storytelling to enhance engagement and comprehension.
2. **Sign Language:**
   - Utilizing native deaf individuals proficient in the relevant sign language proved advantageous. Future modules should consider similar approaches to improve sign language accessibility.
3. **Visual and Text Content:**
   - High visual and text accessibility in fiction-based modules suggests that incorporating rich, engaging visuals and clear text can enhance understanding. Ensuring that non-fiction modules also integrate these elements may improve accessibility.
4. **Captioning:**
   - The variability in caption accessibility highlights the need for consistent and high-quality captioning practices across all modules.
5. **Uniform Accessibility:**
   - Maintaining uniformity in accessibility features and content design can ensure a more equitable learning experience. Future modules should address any discrepancies in accessibility to provide a consistent and inclusive educational environment.

Therefore, the module-wise comparison revealed significant insights into how content type and design influence accessibility features. Fiction and story-based modules, such as Module 5, demonstrated higher accessibility across various features compared to non-fiction and interview-based modules like Module 3 and Module 4.

The use of native deaf individuals proficient in sign language also positively impacted sign language accessibility, underscoring the importance of language proficiency in enhancing comprehension.

Modules that incorporated engaging storytelling and effective visual and textual content achieved better accessibility scores, highlighting the effectiveness of such approaches in delivering content. The consistency in short time duration across all modules ensured that duration was not a factor affecting accessibility.

The variation in caption accessibility and overall format accessibility suggests that while most modules were successful in providing accessible content, there is room for improvement, particularly in standardizing captioning practices and ensuring uniform accessibility formats.

In summary, addressing the differences observed in content types, language proficiency, and accessibility features can lead to more inclusive and effective educational materials. Future modules should build on these findings by incorporating engaging storytelling, ensuring high-quality sign language interpretation, and maintaining consistent accessibility standards to enhance the learning experience for all participants.