BOOMING VIRTUAL CLASSES IN TEACHING COOKERY SKILLS TO THE HEARING IMPAIRED

Ms.G.Ananthi,

Assistant Professor in Special Education,
NIEPMD, Govt of India, Chennai

ABSTRACT: A study on 'Booming Virtual Classes in Teaching Cookery Skills to the Hearing Impaired' was carried out with 16 samples. The samples were selected using purposive sampling method, from Special Schools and Colleges at Coimbatore. Quasi-Experimental method was followed for the conduct of the study. The main independent variables is involving virtual class room. The dependent variable includes in the study is to find out the efficacy of Virtual classes especially to individual with Hearing Impairment ranging between the age group of 15 to 25 . Posttest was conducted using the checklist developed by the investigator. Intervention was given through virtual classes on teaching basic cookery skills, in which the individual is taught about simple recipes through demonstration of the recipes along with sign language. This study ultimately made everyone to participate and gain knowledge regarding the basic procedure and preparation of recipes with the help of virtual classes and it was also very helpful to the teachers to make the individual focus at the class even at her absence. Because of an attractive and interactive window the individual is made to engage in acquisition of knowledge with minimal distractions. Thus virtual classes can bring wonders in of the individuals especially for individuals with Hearing loss and it also make them to get focused in his/her learning task.

KEYWORDS: Virtual classes, cookery skills, virtual class room, Hearing Impaired and differently abled cooking.

INTRODUCTION:

The prevalence of deafness in India is fairly significant. It is the second most common cause of disability. Approximately 63 million people (6.3%) in India suffer from significant auditory loss. Rehabilitation of hearing impaired children in India remains challenging task. Early detection and intervention are the main stage of this initiative. Early identification and timely intervention with appropriate support from the family and community is the key to management. Inclusive schooling or mainstream schooling seeks to address the learning needs of all with specific focus on those who are valuable to marginalization and exclusion. It implies all young learners with or without disability should be able to learn together through access to a common school with an appropriate network of support services.Indeed the awareness about education and rehabilitation of hearing handicapped is low among the general public and even among the medical fraternity. Thus a need arises for the inculcation of technology in learning because 83% of learning occurs through vision thus a recent trend of having virtual classes for the hearing impaired have encouraged.

OBJECTIVE:

The objectives of this study were to find the efficacy of virtual classes for individual with Hearing Impairment.

The following are the other objectives of the study.

- Identify the hearing impaired individual between the age 15 to 25.
- To develop the appropriate virtual class programmes for teaching cookery.
- To develop a checklist for analysing their acquisition of knowledge after intervention.
- To find out the effectiveness of the programmes conducted using virtual class.
- To motivate the Teachers and Special Educators regarding the virtual classes for teaching simple and complex concepts in an effective way.

HYPOTHESIS:

The following null hypotheses were tested in this study:

1. There will be no significant difference in the acquisition of cookery concepts taught through Virtual classes with respect to Age.

2. There will be no significant difference in the acquisition of cookery concepts taught through Virtual classes with respect to Type of Family.

3. There will be no significant difference in the acquisition of cookery concepts taught through Virtual classes with respect to Locality.

NEED OF THE STUDY:

The day may not be very far off when most Indian classrooms have a computer. Everyday teaching through computers can then become possible. However, educators, administrators, researchers and parents all have doubts about its real learning value. While no one denies the need for making every student computer liter- ate, there are misgivings about the effectiveness of computers for teaching. We would like to see some evidence that the use of computers for teaching enhances learning in demonstrable ways.It is believed that computers can not only to help to over- come these problems, but the vastly greater potential of this technology as an effective teaching aid will cause a quantum leap in the quality of teaching and learning for children with Hearing Impairment.

Today, general-purpose and easy-to-use internet facility has become available. For the first time, teachers can easily modify and even produce their own Virtual class room material based on the needs of their own classes and in accordance to the need of children with Hearing impairment. We therefore need to enhance the utility of the current generation of hardware and software in teaching- learning, and conduct research on what techniques, which are effective for teaching children with Hearing Impairment. Thus a new approach on teaching cookery skills through virtual class room is facilitated.

SCOPE OF THE STUDY

The scope of the present study is at follows:

- Facilitates the use of technology in teaching and learning environment.
- Development of virtual class room enhances better comprehension of abstract concepts and activities.
- Adapts various methods to inculcate knowledge development. This program includes sign language as a part of teaching. Thus manual mode of communication / teaching is enhanced along with demonstration.
- Assist in the comprehension of complicated functions of cooking through joyful learning and facilitates self learning and self evaluation.
- Assist the teacher to provide equal importance to students with hearing impairment in a regular classroom

REVIEW OF LITERATURE

Kim Hock Ang et.al (2006) studied the virtual learning environment helps the primary school students to learn scientific concepts easily. HisyamuddinHashim (2013) found that e-learning technology improve the hearing impaired students learning strategy. BemdsenLuckner (2010) in his study on learning environment by using technology the Hearing Impaired students could access sound in their own suitable way. Drigas.A.S., et.al (2005) attempts to study the effectiveness of the virtual classroom, animation, video streaming (sign language) and conference, chat rooms among the Hearing Impaired students especially in deaf adults. Khwaldesh, S. et.al (2007) in their study they reveals that the proposed e-learning system will provide interactive content and interactive tools that will enable interactivity between instructor/teacher and deaf pupils.

METHODOLOGY

This study adopted the quasi-experimental design. This study has only one experimental group and no control group. For this study samples are taken from special schools and colleges at Coimbatore. A total sample of 16 students between the age 15-25 participated in the study. These students were expected to have developed an appreciable level of Tamil vocabulary as well as enough listening and comprehension skills, there were about 8 individuals from Joint family and 8 individuals from Nuclear Family. And the same sample consists of 8 from Rural and 8 from urban area of locality.

The main independent variables is involving virtual class room. The dependent variable includes in the study is to find out the efficacy of Virtual classes especially to individual with Hearing Impairment ranging between the age group of 15 to 25 .Posttest was conducted using the checklist developed by the investigator. Intervention was given through virtual class room on learning cookery skills, which are essential for preparing breakfast, lunch and even dinner. This study ultimately made everyone to participate and gain knowledge through virtual classroom regarding basic cookery skills, which is essential for their life.

Data collected was analysed using small sample t-test and the mean scores were analysed. Individual percentages are obtained and in case summary each students are given with their pre and posttest result and differences. Beside this every individual was asked to share their experience regarding the programmes.

RESULTS AND DISCUSSION
Hypothesis testing
Hypothesis 1
There will be no significant difference in the acquisition of cookery concepts taught through Virtual classes with respect to Age.

AGE	TEST	MEAN	SD
15-20	Posttest	22.67	3.81
21-25	Posttest	24.13	2.58

From the table it has been observed that performance of individualbelonging to the age group of 21- 25 is significantly higher than individual between the age group of 15-20. This might be due to their emotional maturity and the exposure obtained by the individuals. Since there was a difference in the performance the hypothesis "There will be no significant difference in the acquisition of cookery concepts taught through Virtual classes with respect to Age" is rejected.

Hypothesis 2
There will be no significant difference in the acquisition of cookery concepts taught through Virtual classeswith respect to Type of Family.

TYPE OF FAMILY	TEST	MEAN	SD
Joint family	Posttest	21.53	4.74
Nuclear Family	Posttest	21.13	4.59

From the table it has been observed that performance of individuals belonging to joint family is significantly higher than individuals belonging to nuclear family. This might be due to the family support given to the individual. Since there was a difference in the performance the hypothesis "There will be no significant difference in the acquisition of cookery concepts taught through Virtual classes with respect to Type of Family" is rejected.

Hypothesis 3

There will be no significant difference in the acquisition of cookery concepts taught through Virtual classes with respect to Locality.

LOCALITY	TEST	MEAN	SD
Rural	posttest	21.13	5.15
Urban	posttest	20.47	5.26

From the table it has been observed that performance of individuals belonging to Rural area is significantly higher than individuals belonging to the urban area. This might be due to the environment and the exposure given to them from the society. Since there was a difference in the performance the hypothesis "There will be no significant difference in the acquisition of cookery concepts taught through Virtual classes with respect to Locality" is rejected.

CONCLUSION
This study ultimately made everyone to participate and gain knowledge regarding the basic procedure and preparation of recipes with the help of virtual classes and it was also very helpful to the teachers to make the individual focus at the class even at her absence. Because of an attractive and interactive window the individual is made to engage in acquisition of knowledge with minimal distractions. Thus virtual classes can bring wonders in of the individuals especially for individuals with Hearing loss and it also make them to get focused in his/ her learning task.

LIMITATION OF THE STUDY

Research studies in general and experimental studies in particular, have limitations due to many factors. It is the responsibility of the investigator to see that the study is conducted with maximum core in order to be reliable.

➢   Sample size is less.
➢   Selection of samples to only participants who give permission for data collection.
➢   Profound Hearing Loss sample were excluded from the study because of lack of number of adequate sample.

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