Original Research Paper

Education

EFFECTIVENESS OF DAISY COURSE WARE ON PSYCHO SOCIAL AND FAMILY ISSUES ON STUDENTS WITH VISUAL IMPAIRMENT

Mr.R.Adaikalam	Teaching Assistant Department of Special Education and Rehabilitation Science Alagappa University Karaikudi
Prof. J.Sujathamalini*	Department of Special Education and Rehabilitation Science Alagappa University Karaikudi*Corresponding Author

ABSTRACT Education is a service for every students and developing the achievements skills to reach the goals. The present study intends to provide the daisy courseware materials for student with visual impairment to use and learn about the psychosocial and family issues of students with visual impairment. A qualitative research of case study method was adopted. A semi structured interview method was used for individual interview. The B.Ed and M.Ed (Low vision and totally blind) prospective teachers served as a sample for the study. The result revealed that the prospective teachers found the learning daisy courseware on the course psycho social and family issues was useful. They studied the course with utmost clarity and independently. The daisy player promotes independence and the learners need not rely on helpers to read a particular content for them. The player serves as a savior for student with visual impairment. Finally, they concluded that the DAISY player made them to score good marks and encourage them to prepare for their competitive exams also through daisy courseware if prepared.

KEYWORDS : Daisy courseware, psychosocial and family issues, visual impairment

INTRODUCTION

Education serves as a tool for enhancing the essential skills of every student. According to Rabindranath Tagore the essence of the above quote is that every individual learns from the smallest of things and actions. And that learning happens through natural ways or compassionate ways. Education is a meaningful experience. Education through comparison serves the best purpose to the students. Generally, while teaching children with special needs, love and care is essential. Above all that, patience is more important. Both government and private sectors run schools for special needs children to meet their needs. Visually impaired children face a lot of struggles in their school environment. They learn through other senses as vision is limited. The other senses they use are touch, hearing and smelling. They adapt to their environment mostly by hearing and touching. Children with visual impairment learn through Braille method. They continue to write and learn using Braille. Further, they adopt new technologies to learn new concepts.

These students with visual impairment require the help of others in reading. This makes them miss out on learning when they have the need to learn. Those who are able to read books read the content once or twice, even after that if they are not able to understand the concept, they might require someone else's help. But if they are not able to access help, they lose interest in studying. To enhance learning, Digital Accessible Information System(DAISY) player is being used. This converts the content in the textbook to DAISY and that inturn give audio output, so that students can easily learn. This also can be used whenever needed. It helps the users to use the content multiple number of times. Coming to display, it has features to change the background colors, font size, etc., through this low vision students can learn in a better way. It has features to change voice tone, bookmark contents. This study focuses on to explore the usability of DAISY Courseware on psycho social and family issues of students with visual impairment a course in the B.Ed Programme. The DAISY Coursware prepared by the investigator will be given to the prospective teachers with visual impairment and its features will be evaluated.

NEED FOR THE STUDY

Almost all of the educational needs of students with visual impairment depend on someone else. They expect someone else to help them learn new concepts. This leads them to feel stuck up at some point and hinders their growth. Their educational development becomes a question mark. Because of these limitations, students discontinue their higher education after completing their schooling. To change this state, DAISY technology plays a major role in giving a whole new view of education through assistance. Using this technology, the students can learn by themselves without expecting others to help them. Especially during the times of examination, they are able to learn by themselves. This helps them listen to the content again and again to memorize it and reproduce it. Using this technology, students excel in higher education

and become more self-reliant. This also promotes interest in studying among students. In turn, it also enhances the quality of the life of the students. There are very few studies related to DAISY. This study will throw light on such areas.

Bouck, et al (2016) studied the perceptions of a digital algebra book among secondary students with visual impairments through their study.

Qualitative analyses were used to understand the nature of use of digital book. The results suggested three main themes: (a) students' dependence on their traditional textbook medium, (b) educators' reactions to the technology, and (c) the benefits of using the digital textbook despite resistance. It was found out that, the general resistance to use of the technology warranted caution in terms of schools moving forward with the adoption of digital textbooks, and it suggested that additional examination of the topic is needed.

Faruk Islim (2018) investigated the use of digital stories in mathematics education as well as the opinions and experiences of mathematics teacher candidates about creating, using, and evaluating digital stories. Data of the study were collected via semi structured interviews, transcribed, and content analyzed. The results of the study showed that prospective math teachers preferred go animate program to create digital stories due to its ease of use, design, and the characters and visuals it suggests. Furthermore, the prospective teachers were found to aspire to use digital stories in their future careers.

OBJECTIVES OF THE STUDY
- To develop Daisy courseware for prospective teachers with visual impairment
- To find out the effectiveness of Daisy courseware for prospective Students with visual impairment
- To find out the opinion of the prospective students with visual impairment towards Daisy courseware.

HYPOTHESES OF THE STUDY
The hypotheses of the study are as follows:

There exists effectiveness of Daisy courseware for prospective students with visual impairment.

There is a positive opinion among the prospective students with visual impairment towards Daisy courseware.

METHEODOLOGY
A semi- structure interview guide was used for each individual interview. During the interview further question prompts and probes were done to explore the phenomenon. The participants were asked to describe the effects of stress and fatigue while handling students with

visual impairment

TOOL USED IN THE STUDY
The researcher prepared interview questions were used to collect data. Since it is a case study method, the questions were completely based on the DAISY book and regarding the options in the same. DAISY player was used as a tool to enhance the learning process of students with visual impairment.

SAMPLE
The population of the present study covers the prospective teachers with visual impairment from B.Ed Spl (VI) and M.Ed Spl (VI) pursuing their teacher training in Special Education in Sivaganga district. The data was collected through questionnaires using interviews from the student teachers. The researcher used a purposive sampling method.

SAMPLE SIZE
There were five students selected by purposive sampling method. The names of the participants were not mentioned to protect the identity of the respondents. Instead, the numbers are used in the quotes obtained during the representative interview of the respondents.

- Students 1 are referred to as (S1)
- Students 2 are referred to as (S2)
- Students 3 are referred to as (S3)
- Students 4 are referred to as (S4)
- Students 5 are referred to as (S5)

DATA COLLECTION
The data was collected via Questionnaires using interviews from the student teachers with visual impairments in both B.Ed. and M.Ed. special education (Visual Impairment). Three of the participants were totally blind and two was having low vision. They were chosen for the study because it was apt to choose them to know the effectiveness of DAISY learning courseware.

FINDINGS OF THE STUDY
The study proved that the DAISY Learning Courseware on Psychosocial and family issues of students with visual impairment was very effective. The prospective teachers stated that the daisy learning courseware was easy to use and the features presented in the DAISY learning courseware was effective. The voice was clear to follow and they could hear multiple times depending upon their time availability. The prospective teachers also reported that they are able to select various voice and switch over the content they want to read. They also mentioned that they could use the bookmarks for future reference. All the students said they could read Daisy book without anyone's help. All students said that they could read Daisy book at any time at their own pace and it depends on their interest. All the students said they could use Daisy book to get more marks in exams. All the students said they could easily share the book. "Daisy book is easily transferable so that those who need it can use this book. All the students said that the illustrations in the Daisy Book (Picture) are easy to understand. All the students said that the word spelling in Daisy book is easy to learn. "You can learn the word with pronunciation. It is possible only by asking them repeatedly that we can detect the clear pronunciation". Thus, overall the students with visual impairment expressed that the DAISY learning Courseware was very effective in their learning process.

CONCLUSION
To conclude usually the visually challenged students face a lot of difficulties in their learning. The most outstanding opinion was that they could easily learn by themselves without expecting others to help them through DAISY Player. Regardless of the time, they can replay on the player to study and this has helped them develop more interest towards learning. What they like the most about the player is that, it has the book mark option that serves as the best helper for them to continue learning from where they left. This helps them save time by avoiding searching for the page numbers. The descriptions of the image help them understand each and every concept in the book. They also benefit a lot from the clear pronunciations of words. The player promotes independence and the learners need not rely on helpers to read a particular content for them. The player serves as a savior for student with visual impairment. Finally, they conclude that the DAISY player makes them score more marks and encourage them to be a part of competitive exams also.

REFERENCES
1. Argyropoulos, V., Paveli, A., & Nikolaraizi, M. (2019). The role of DAISY digital talking books in the education of individuals with blindness: A pilot study. Education and Information Technologies, 24(1), 693-709.
2. Brown, B. A., & Edouard, K. (2017). Looks Like Me, Sounds Like Me! Race, Culture, and Language in the Creation of Digital Media. Equity & Excellence in Education, 50(4), 400-420.
3. Çam, E., & Kiyici, M. (2017). Perceptions of Prospective Teachers on Digital Literacy. Malaysian Online Journal of Educational Technology,5(4), 29-44.
4. Elimelech, A., & Aram, D. (2019). A Digital Early Spelling Game: The Role of Auditory and Visual Support. AERA Open, 5(2), 2332858419857702.