

LIVE SCHOOL FOR DEAF AND DUMB

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Abstract

Now-a-days one important problem which is been faced by our society is the people with some kind of disabilities finding hard to cope with the fast growing technology. For example dumb people use their own language to communicate to others; as we can also understand their language by using a translator. A translator helps us to understand what they speak and do to communicate to us. So in these conditions we have decided the system which could provide basic communication need for a deaf-dumb people and also solve them in many ways. We will provide help to dumb and deaf people to express their need to the normal people. Sign language is a language which is used for communication between the normal people and disabled people. Sign language relies on sign patterns, i.e., body language, orientation and movements of the arm to facilitate understanding between people. We having the training and testing for their peoples. Then testing the mind and memory capacities of them.If they achieving the test and move to further procedure and not achieve that to suggested training session of them to training.

Keywords—E-learning, Translator, Sign patterns

I. INTRODUCTION

There are a lot of disabled individuals who have the right to get the best education as they can get, just like their normal peers. Deaf and dumb people are among those of people with disabilities that deserve the same rights. Deaf and dumb , particularly deaf and dumb people, usually acquire the same level of mental capability as the normal hearing students in terms of studying. The term ‘deaf and dumb’ is not practically to be used since the hearing impaired students are only lacking of their hearing capability not their intelligence level. Therefore, they will be undertaking the same subjects or courses in any education departments or institutions as those taught to the normal hearing students of the same age. However, a problem could occur for the hearing impaired students if the technique used by the teachers or instructors in teaching them is as the same used for normal hearing students. Thus, the usage of technology is vital in preparing the deaf and dumb students with appropriate learning environment, since by using technology, the deaf and dumb students could access sound in their own suitable way . However, most e-learning environment available does not particularly can be useful to those students due to its feature which is lacking in terms of adaptability. They often encounter problem in accessing the information available in terms of understanding it and using it in a proper manner. Therefore, in order to assist these deaf and dumb students in accessing the information adequately, the e-learning environment needs to be developed and designed according to the needs of the Hearing impaired students by adding or enhancing some features within the e-learning environment.

II. LITERATURE SURVEY

AUTHOR : Debevc, M., Stjepanovič, Z., &Holzinger, A

TITLE : Development and evaluation of an e-learning course for deaf and hard of hearing based on the advanced Adapted Pedagogical Index method.

YEAR : 2012

DESCRIPTION:

Web-based and adapted e-learning materials provide alternative methods of learning to those used in a traditional classroom. Within the study described in this article, deaf and hard of hearing people used an adaptive e-learning environment to improve their computer literacy. This environment included streaming video with sign language interpreter video and subtitles. The courses were based on the learning management system Moodle, which also includes sign language streaming videos and subtitles. A different approach is required when adapting e-learning courses for the deaf and hard of hearing: new guidelines must be developed concerning the loading and display of video material. This is shown in the example of the e-learning course, ECDL (European Computer Driving Licence). The usability of the e-learning course is analyzed and confirmed using two methods: first, the Software Usability Measurement Inventory (SUMI) evaluation method, and second, the Adapted Pedagogical Index (AdaPI), which was developed as part of this study, and gives an index to measure the pedagogical effectiveness of e-learning courses adapted for people with disabilities. With 116 participants, of whom 22 are deaf or hard of hearing, the e-learning course for the target group has been found suitable and appropriate according to both evaluation methods.

TITLE : Disabilities and e-Learning problems and solutions: An exploratory study.
AUTHOR : Fichten, C. S., Ferraro, V., Asuncion, J. V., Chwojka, C., Nguyen, M. N., Klomp, R., & Wolforth, J.
YEAR : 2009

DESCRIPTION:

This study explored e-learning problems and solutions reported by 223 students with disabilities, 58 campus disability service providers, 28 professors, and 33 e-learning professionals from Canadian colleges and universities. All four groups indicated, via online questionnaires, problems with: accessibility of websites and course/learning management systems (CMS); accessibility of digital audio and video; inflexible time limits built into online exams; PowerPoint/data projection during lectures; course materials in PDF, and lack of needed adaptive technologies. Students also mentioned technical difficulties using e-learning and connecting to websites and CMS, problems downloading and opening files, web pages that would not load, video clips taking too long to download, poor use of e-learning by professors and their own lack of knowledge working with e-learning. Disability service providers, too, mentioned the poor use of e-learning by professors as well as poor accessibility of course notes and materials in many formats. Professors identified mainly problems raised by the other groups. Sixty-seven percent of students, 53% of service providers, 36% of e-learning professionals and 35% of professors indicated that at least one of their three e-learning problems remained unresolved.

TITLE : Education for all: disabled friendly Flexi e-learning system
AUTHOR : Ng, C.K, Liew, Y. T., Saripan, M. I., & Abas, A. F.
YEAR : 2007

DESCRIPTION:

This paper presents the common platform for both normal and disabled pupils study in educational institutes so that the objective of "Education for All" can be achieved. The flexi e-learning system here is designed to allow disabled pupils, both blind and deaf, to study together with normal pupils without any barrier. This multimedia web-based system consists of video conferencing and voice-to-text systems which will be distributed over the internet. First, a description of overall system designs is introduced. The algorithm of bidirectional communications between disabled and normal people is presented. The completed flexi e-learning system is then demonstrated. Some analysis results of the system performance are also presented here. Finally, this paper is ended with a brief conclusion.

TITLE : An e-learning environment for deaf adults.
AUTHOR : K., Kaibel, A., Raithel, V., Specht, M., Grote, K., & Kramer, F.
YEAR : 2005

DESCRIPTION:

This paper presents a learning system (LS) which offers Greek Sign Language videos in correspondence to every text in the learning environment. The system is designed notably for deaf adults for the purpose of their lifelong vocational and educational training. In the LS, the special needs of Deaf learners are satisfied, e.g. bilingual information (text and sign language), high level of visualization, interactive and explorative leaning, and the potential of learning in peer groups via video conferencing. In this environment, for the first time, Greek signers are able to learn in their own language, the sign language. In addressing the above context, the LS is adapted to the specific learning problems of the target group, i.e. deaf adolescents and young adults. The provided content is bilingual. Bilingual experiments (spoken and signed language) in schools of the deaf and hearing impaired have shown that the use of sign language in the classroom enhance reading competence significantly. The basic objective of the present e-learning environment is the support of the equal rights of Deaf people for their access and real attendance in the vocational and educational training. The development of LS and this paper has been supported by Leonardo Da Vinci Framework Program, "DELFE" project, of European Union.

III. METHODOLOGY

Deaf students specifically can have a great advantage when using an E-learning system. It gives the students a chance to further understand their lessons with more details. The result, principle technique will enable to use, not only in sign language or hand gesture recognition but also in other associated areas of computer vision. Activities can also be added in the system so that deaf students can practice their skills. All modules were integrated to develop the e-learning system. In this way, students can be further motivate students to learn through enhanced visuals. The Visual Representation contains video and images of the word.

ADVANTAGES

- It is permanent in nature.
- It consists of video lectures and can watch anytime, anywhere and anyplace.
- It consists of live video chat, i.e. if the person has any doubt, he/she can post a comments.

IV. ARCHITECTURE

The usage of e-learning environment in education involves a wide range of types of students, and this includes the hearing impaired ones as well as dumb people. Some adjustment or enhancement needs to be implemented within the e-learning environment, based on the needs or the adaptability of the hearing impaired students and dumb people accordingly.

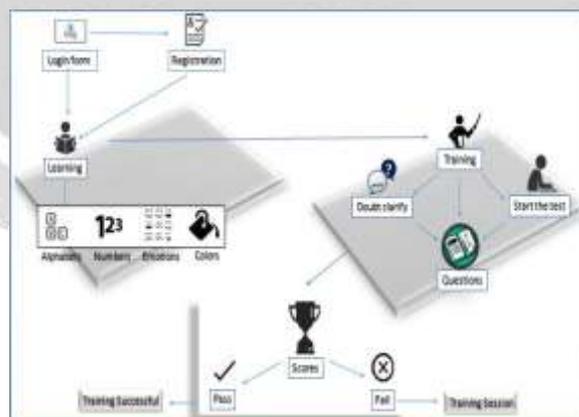


Fig 1

V. MODULES

This system proposes the following nine modules

- Registration
- Login
- Training
- Testing
- Results

User registration and login details:

After looking over the requirements for user login and registration, reorganize the web pages, create a user and its support in the Database class. User registration and login enables a system to personalize itself. The login page should be the first page that users see in the modified application.

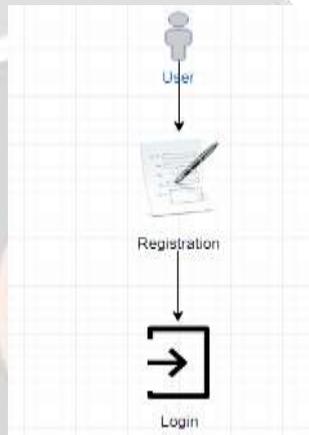


Fig 2

Training:

Training has specific goals of improving one's capability, capacity, productivity and performance. These education of students with any manner of improvement which addresses their differences and individual needs. Then Easily to Identify the Words with Images in Sign Languages.

Testing:

These module is where the student can speak the word for testing. In case person trained successful its go to testing Page. This page will be displayed the Random of alphabets, Color, Emotion image with image option. It can be motivate them self.

Results:

Result will be displayed based what them achieved. In Case they got high score in the test bar will displayed your trained successfully. Otherwise if they got Fail mark Page will forward to training session.

VI. RESULT

The implementation of e-learning within the deaf and dumb people learning environment is hopefully to be broaden up by years not only in terms of the technology itself but also in terms of the awareness level of how this approach could be very effective and useful to the Deaf and dumb students generally. E-learning designers should be aware of the existence of the users with hearing impairment and will try to develop an e-learning environment which will be effective to both normal hearing users and hearing impaired users. Finally, the usage of technology for Deaf and dumb students in terms of learning should be widen up not only by using an e-learning environment but also other available technology that is seemed appropriate to be used according to their disability.

VII. CONCLUSION

The objective of the study is to develop an English elearning system for the deaf. This was created to help teachers present their lessons to students for their speech one-on-one classes. The modules created English words used in a sentence which answers a question and a speech-to-text function was implemented to convert the sentence into a series of images. The speech-to-text is not only for converting processes. They can modify, add and delete the contents of the English lesson. Activities can also be added in the system so that deaf students can practice their skills. All modules were integrated to develop the e-learning system. In this way, students can be further motivate students to learn through enhanced visuals.

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