

Equitable and Inclusive Education NEP 2020: Addressing the needs of CwDs the Digital way



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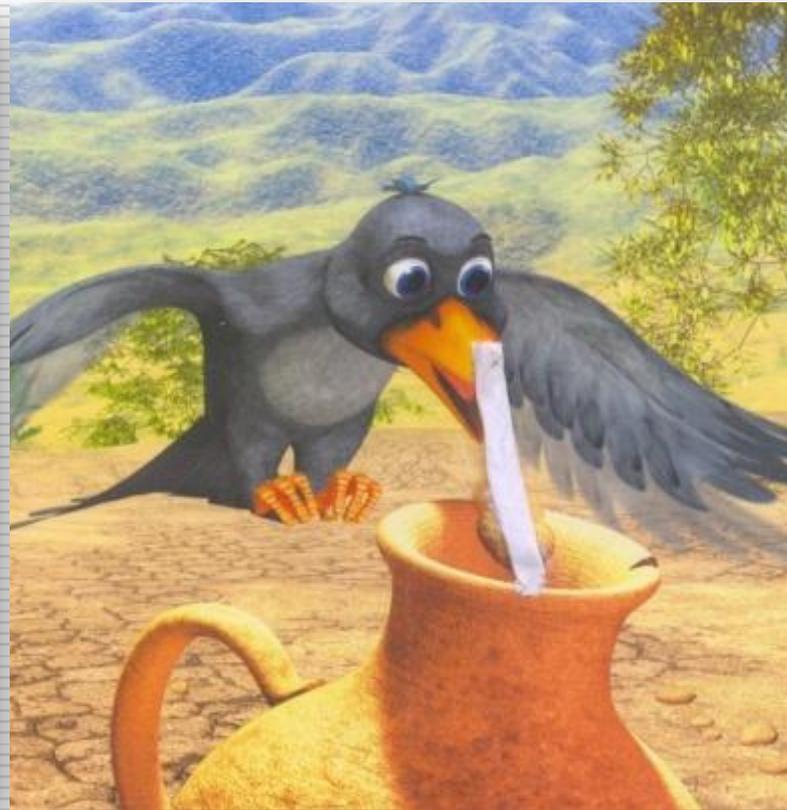


WHY have access to education?

- *Pause & Think*



- **Belongingness**



- **Self-esteem**



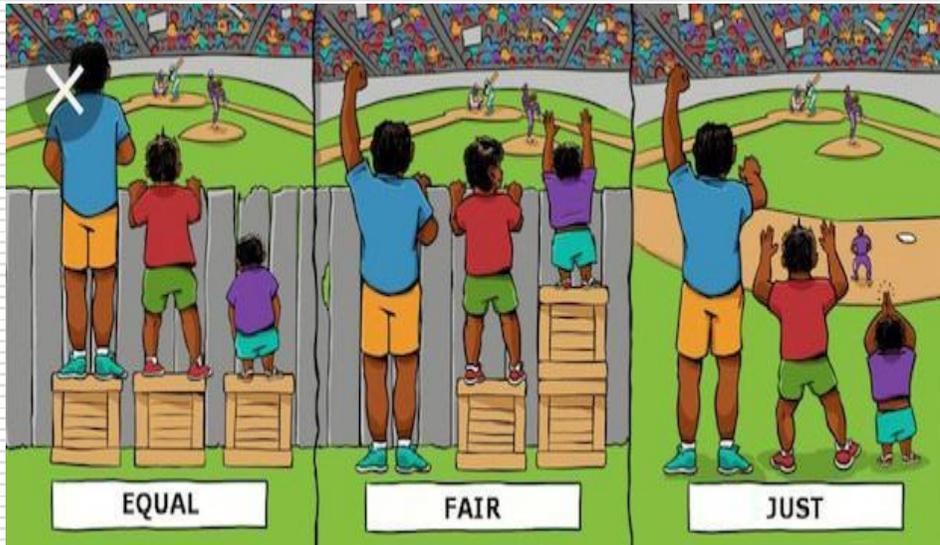
- **Excellence**
-

Scope of the presentation

- **Why equitable inclusive practices?**
 - **Universal learning needs & road blocks.**
 - **Specific learning needs of CwDs**
 - **Digital resources the way forward**
-

The Why of Equitable Inclusive Practices

- *Pause & Think*



- **Mandate of Acts & Policies.**
 - **SDGs**
 - **Benefits All**
 - **Cost effective**
-

Universal learning needs

MASLOW and the MODERN Learning Environment

Self-actualization
Purpose Fulfilment



Esteem
Responsibility



Belongingness
Including



Safety
Security



Physical needs
Environment



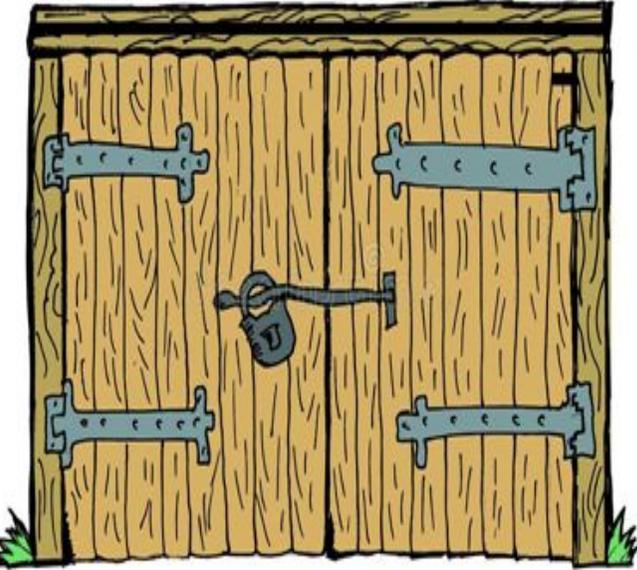
The Universal road blocks to learning



- **Stress**
- **Fear of failure**
- **Mismatch**
- **Confidence**
- **Self efficacy**
- **Motivation**
- **Content**
- **Pedagogy**

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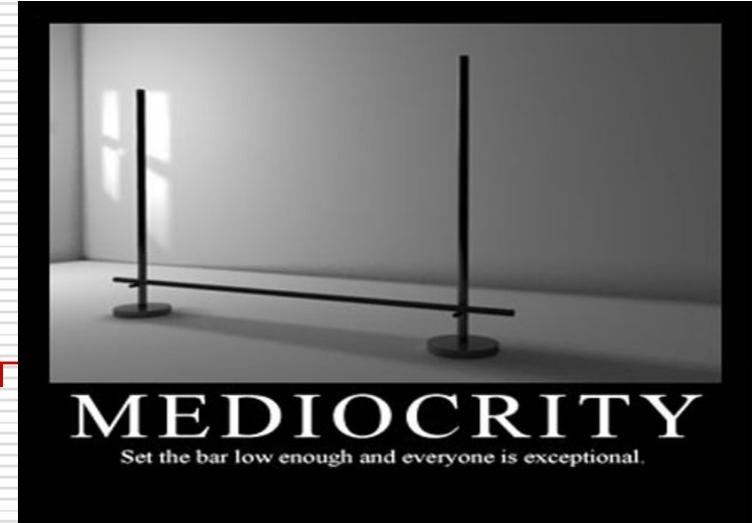
Specific issues in inclusive education



- **Access**



- **Sustaining**



- **Excellence**

Impediments to learning

- **Communication**
- **Processing time**
- **Teacher Movements**
- **Blackboard work**
- **Text books**



Differing needs differing speeds



Heterogeneity

Learning preferences'

Cognitive styles

E-content the rhizomatic learning

Social justice

is
“the ability to participate
as equals
and full partners
in social interactions”

Bozalek, V & Carolissen, R. 2012:13
The potential of critical feminist citizenship frameworks for citizenship and social justice in higher education, Perspectives in Education, 30:4-9-15.

Socially just pedagogy

“

possibilities for transformation”

for learners & context



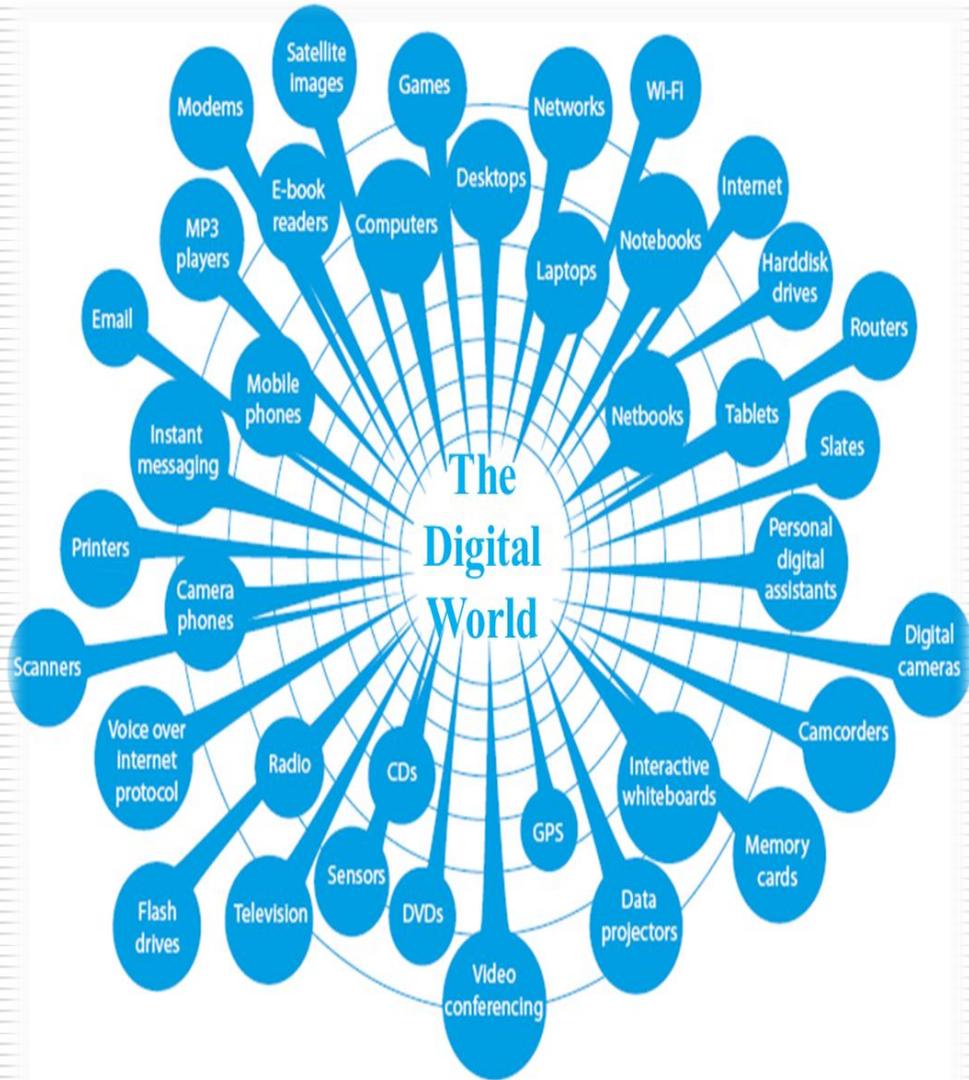
Questioning

Constructing knowledge

Maje, E. 2007:4



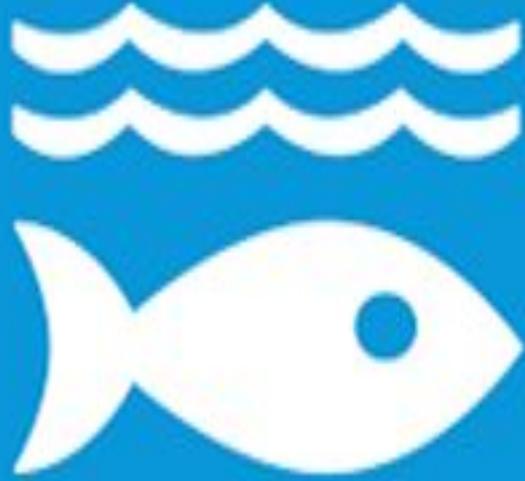
e-learning the What and how



Guidelines for the Development of e-Content for Children with Disabilities



Contents for sustainability of CwDs



- **Essential components**
 - **International standards & guidelines**
 - **Govt of India's guidelines**
 - **Adaptations of Printed text into accessible digital text**
 - **Disability wise exemplars**
-



e-content for Deaf and Hard of Hearing (DHH)

Dr. Vasudeva Ganga
Former IIT Madras
ANMSSM Member



Tips & solution for using using e-content

- While using an audio narration
 - ✓ Use clear and simple language
 - ✓ Reduce the background noise
 - ✓ Use high quality and clear audio
- Choose captions appropriately (Closed, Open and synchronized)
- Subtitles
- Transcripts
- Sign Language Videos



<https://diksha.gov.in/play/collection/document/31310347500633292811036?contentType=TextBook>

Accessible Videos in Sign Languages

▪ https://diksha.gov.in/playlist/collection/do_31310347500633292811036?contentType=TextBook



- Digitized text books in the form of e-content. These are collaboratively developed by NCERT and ISLRTC.

Useful Apps for DHH

Braci Sound Alert
iHearThat
Captioning (Real Time,
Video, Remote)
Google live transcribe
Notes
Skype.
NGTS (Next Generation
Text Service)
LetMeTalk

Signly
Sound Match
C print
Glide - video chat
messenger
Voxsci
Entertainment apps
AVA
Roger voice
EarBooster
Visualfy

Cochlear HOPE Words
Hear
Interpreter now Coach
Tap SOS
Sound hound and Shazam
SignAble
Sign Learn
Vlogs
DEF-ISL
Talk to Deaf people

Take away

The disability is not the problem. The accessibility is the problem.



Thank You
