



BEST PRACTICES IN NISH

BEST PRACTICE I:

TITLE: NISH ICT-ENABLED STUDENT-CENTRED PRACTICES (NIESCP)

OBJECTIVES:

- To ensure maximum effective curriculum transaction with **ICT-enabled classrooms and with the wifi-enabled campus.**
- To help students/faculty to utilize computer lab systems to learn/teach licensed software installed in NISH labs by students/faculty remotely anytime (24x7) and during online classes especially during Covid pandemic and also to enable computer lab assistance to prepare the systems afresh for conducting lab examinations within minutes by enabling **Virtual Desktop Infrastructure (VDI).**
- To enable inclusive information dissemination without barriers through the implementation of **Assistive Technology (AT) enabled services and accessibility solutions** in the Central Library, endowing PwDs to access the library resources.
- To initiate an intranet for departments using the Google site tools where all the information for NISHians is presented in a user-friendly page - a **Dashboard** for NISH, DHI students and Degree-HI in particular.
- To make curriculum transactions more effective and enthusiastic by employing effective **Learning Management Systems.**

THE CONTEXT:

- ICT-enabled practices hold an indispensable role on campus in this digital era. Digital technology provides ways to enhance the learning experience of DHH and other PwDs. However, they face many difficulties in accessing learning resources both inside and outside classrooms (the same applies to all other student communities as well for the better) subsequent to which, the DHH students are compulsorily required to have smartphones or tablets for educational purposes. Hence, the **campus is wifi-enabled with all the classrooms ICT-enabled.** Even so, for making the computer lab facilities available in this context, **VDI** plays a key role. Accordingly, the implementation of **Assistive Technology (AT) enabled services and accessibility solutions in the Central Library** helps PwDs to access the Library resources easily, as the PwDs with visual and/or other impairments need special facilities to access information which is rarely facilitated or included.
- As the world and higher education scenario shifted to the digital space, things began to look more complicated than it actually is—at least to new users who were struggling to organize different activities related to curriculum. To help with this and to organize

everything under a single umbrella by developing an intranet site for DHI, the **DHI Dashboard** was made available.

- **The LMSs** were introduced to organize curricular activities, to test and grade students, to share resources, etc., for both ASLP and DHI students. It provides the faculty as well as students to access, organize, share any information from anywhere at any time they wish in this regard. They enabled the student-teacher community as well as other stakeholders to move on smoothly and effectively during the pandemic situation as well. Needless to say, as the system was in place long before the start of the pandemic, the shift from offline to online did not pose any serious predicaments.

THE PRACTICE

- DHH students learn best visually and hence presentations, online resources, etc., prove highly beneficial. All the classroom teachings make use of presentations on interactive whiteboards along with exercises, etc., to ensure the maximum outcome. The teachers were in peril due to the lack of enough ICT-enabled classrooms in this regard. Furthermore, it was found that making use of apps like WhatsApp, Kahoot, etc., was very beneficial in transacting curriculum, but the issues with the quick exhaustion of phone data of students as well as teachers proved to be a big setback to this. Hence, to alleviate the issues, all the **classrooms were made ICT-enabled** and the **campus wifi-enabled**. This helps faculty to make use of various apps and online resources smoothly in classroom transactions facilitating maximum and effective learning. The same works well with other student communities on the campus as well.
- Lab sessions and lab exams are an integral part of almost all of the DHI programmes and hence during the pandemic, online sessions needed to be done. VDI offers an excellent solution to this. The major advantages of **VDI** are: Remote accessibility which enables the VDI users (faculty and students) to connect to their virtual desktop from any location or device to access all their files and applications and work remotely from anywhere in the world. 2. Cost savings: Since processing is done on the server, the hardware requirements for end devices are much lower. Users can access their virtual desktops from older devices, thin clients, or even tablets, reducing the need for IT to purchase new and expensive hardware. 3. Security: In a VDI environment, data lives on the server rather than the end client device. This serves to protect data if an endpoint device is ever stolen or compromised. 4. Centralized management: VDI's centralized format allows IT to easily patch, update or configure all the virtual desktops in a system. However, a major constraint is that VDI requires dedicated IT staff for setting up the Physical VDI server. Another challenging fact is the initial high-cost investment for the purchase of servers, storage, software and its configuration. NISH started this unique feature in Kerala for the first time to teach computers to deaf and hard-of-hearing students.
- **The Assistive Technology (AT) enabled services and accessibility solutions** in the Central Library is known to be a novel idea and innovation owing to its uniqueness in the context of 'inclusive' higher education in India. This is made possible through the Scheme

for Implementation of the Rights of Persons with Disabilities (SIPDA) programme of the Union Ministry of Social Justice & Empowerment. The New Initiatives (NI) & Centre of Assistive Technology and Innovations (CATI) departments of NISH provided principal and technical support.

- The **DHI Dashboard** makes available all course and teaching-related materials for the three DHI Departments as well as DISLI under a single URL.
- The **LMSs** employed are Google Classroom and MOODLE. All the teaching staff received training in the use of Google classroom and MOODLE. MOODLE has been used by the ASLP Department while DHI uses Google Meet as the mode of delivery for the online lectures. All the students on campus are enrolled class-wise with the faculty members. Class tests, internal assessments, assignments, etc., are assigned through these platforms and grades are maintained in them. It helps faculty to monitor student progress and grades. It is also used to share and manage resources as well as any other curricular aspects like attendance, etc.

EVIDENCE OF SUCCESS

- All the **classrooms being ICT-enabled and the campus being wifi-enabled**, the curriculum transaction has become smooth and the classes have become more effective. Teacher-student interaction both inside and outside the classroom has increased and this has strengthened the bond between them. The number of students who ask doubts or interact with teachers has increased drastically over these years and this is reflected in their academic achievement.
- As far as **VDI** is concerned, the students can use and practice various programming languages, different databases, MS Office tools, simple graphics, etc from the shelter of their homes. Even though they are using older devices or devices with less efficiency, they can use the NISH remote systems without any problem. Senior students are using this facility to develop software for their projects.
- All the devices made use of in the **Assistive Technology (AT) enabled services and accessibility solutions** in the Central Library are tested and proven successful. Blind or Persons with low-vision, colour-blindness are predominantly benefited from this.
- As the **DHI Dashboard** proved to be very user-friendly and easily accessible, a **Student Dashboard** similar to this was also developed wherein the students can easily access any resources related to their academic process.
- The use of **LMSs** made the conduct of classes, sharing of resources, online correction of class works, preparation and conduct of online examinations, etc., much easier and manageable. The correction works have become more effective as the students can watch the teacher correct their works in the online class. The students have become more interactive in online classes with these facilities.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

No.	Name of The Practice	Problems Encountered	Resources Required
1	ICT-Enabled Classrooms	<ul style="list-style-type: none"> • Insufficient knowhow of staff using it. • Malfunctioning the interactive whiteboard pen turns the whole session messy. • Network issues 	<ul style="list-style-type: none"> • Interactive Whiteboard with Projector, • Quality Internet service • Expert Faculty • Expert IT professional
2	VDI	<ul style="list-style-type: none"> • Initial high-cost investment for the purchase of servers, storage, software and its configuration • Poor signal strength of students' internet connection • Quick exhaustion of internet data 	Dedicated IT staff for setting up Physical VDI servers
3	Assistive Technology (AT) enabled services and accessibility solutions in Library	<ul style="list-style-type: none"> • None of these devices is manufactured in India • Hence had to identify a suitable agent to import these from producing countries. • Procurement of these devices took a long time owing to official importation procedures. 	<ul style="list-style-type: none"> • Software • Technical support • Compatible device
4	DHI Dashboard	Since it is managed and maintained by a faculty singlehandedly, it can overburden him/her when new batches are admitted.	Dedicated faculty with expertise.

5	LMS	<ul style="list-style-type: none"> ● Can leave some students out who are less interactive. ● The students who are visible on-screen vary from time to time and hence a continuous watch-over by the faculty is not possible throughout an entire session. ● This can make some students fake their attendance in online classes with their cameras switched off, though such students are rarely encountered. 	Expert faculty to use the platform effectively.
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NOTES

The impact of the Covid19 pandemic has brought a paradigm shift in almost all academic processes. In this scenario, shape-shifting anything and everything in this regard into a digital format would benefit the student community.

Implementing VDI in HEIs will be very much beneficial to the students as well as faculty as it creates no barrier between the user and their files and applications. This will enable the smooth conduct of online practical sessions which are computer-based, especially in the pandemic situation.

The Persons with Disabilities Act, 1995 (PwD ACT, 1995) ensures equal opportunities, protection of rights, and full participation of persons defined as PwD. Hence it is the responsibility of every person/institution/organization to safeguard the privileges and involvement of such persons. Traditional practices sometimes prevent PwDs from receiving services offered by a Centre/Unit or a Department of the institution.

Any other relevant information:

The Persons with Disabilities Act of 1995 (PwD ACT, 1995) guarantees equal opportunity, rights protection, and full participation for People with Disabilities. Students with Disabilities have no exception in this perspective. Physical, emotional, cultural-linguistic inclusivity shall be made available as much as possible in every facet of higher education. Every university and its constituent colleges, departments, etc., shall adopt adequate measures to accommodate Students with Disabilities.

BEST PRACTICE II:

TITLE: NISH STUDENT-COMMUNITY SUPPORT SYSTEM (NSCSS)

OBJECTIVES

1. To provide 24x7 help and service to deaf and hard of hearing people with the help of **24x7 Helpline Service**.
2. To help the news from all around the world reach deaf and hard of hearing people through the **Daily ISL News on YouTube**.
3. To increase intercultural competencies of students by providing opportunities to learn and adapt to a different culture and to help students interact and have discussions regarding the clinical practice followed in other parts of the world through the **Study Abroad Programme with Purdue University and Salus University**.
4. To provide **tele-assessment and telerehabilitation services** for clients registered with NISH through the endeavours of ASLP and NDS
5. To provide psychological support for the staff and students during the face of COVID-19 and the associated issues like transformation to online classes and working through the **online counselling services** of the Psychology Department.
6. To develop ISL-enabled learning resources and develop ISL dictionary for technical terms for the teaching-learning of deaf students by means of an **ISL Repository**.
7. To support the organizational goals in higher education and rehabilitation services of NISH and Govt. of Kerala through the creation of (1) Educational videos, (2) News bulletin in Indian Sign Language, (3) Informative and awareness audio-video in ISL, and (4) Accessible study materials by endeavours of the **Audio-Visual Studio**.
8. To help the deaf and hard of hearing people to be prepared and take necessary steps at the time of flood, or other disasters during the monsoon season with the help of **Monsoon Alert Videos in ISL** in collaboration with Disaster Mgmt Authority, Kerala.
9. To reach out across the globe to a large number of parents and caregivers, who are not aware of the implications of disability through the activities of **NISH Online Interactive Disability Awareness Seminar (NIDAS)**.
10. To motivate PwDs, their parents, caregivers, and other stakeholders accept their efforts with their inspiring stories through **NISH Innovative model Inspirational Speeches (NIMIS)**.
11. To empower Youth with Disabilities to be innovators and entrepreneurs and to create a blended model of education that is accessible to all (in a Universal Design) through the initiatives of **Innovation by Youth with Disabilities (I-YwD)**.
12. To transform the students to be job creators rather than job seekers with the help of **NISH-IEDC (Innovation and Entrepreneurship Development Cell)** functioning effectively.
13. To assist the needy disabled persons in procuring durable, sophisticated, scientifically manufactured, modern, standard aids and appliances that can promote their physical, social and psychological rehabilitation by reducing the effects of disabilities and enhancing their economic potential with an aim to improve their independent functioning and to arrest the extent of disability and occurrence of secondary disability with the help of **ADIP Scheme**.

14. To extend the services of the institute to the society encouraging active participation of students and staff for developing a sense of social responsibility to enhance the commitment and personal and professional skills by conducting **Camps for Speech and Language Evaluation and Audiology Screening** at regular intervals in the rural areas of the state in collaboration with NGO's, social service organizations, special schools, and regular schools and thereby increase its awareness among the public.
15. To encourage students and staff of NISH to go beyond their usual call of duty with the help of **NISH Pacesetter Programme**.

THE CONTEXT

The emerging volatile situations and the need for an ideal inclusive setup in the society encouraged NISH to take initiatives in this regard through various strategies. This would become a model to society in the long run which would enable PwDs to lead a successful life. The student-centred and community-centred initiatives empower PwDs and help them along with their stakeholders to move in the right direction and thereby bring about a social change and change in the outlook towards disability. The underlying principles are informed engagement in social change, equity, rightful empowerment, and respect for diversity.

THE PRACTICE

NISH disseminates programmes and practices that enable the students as well as the community to understand more about various disabilities, their needs, their strengths and talents, and the various aspects with regard to educational as well as rehabilitation purposes. This is made possible through:

1. 24x7 Helpline Service
2. Daily ISL News on YouTube
3. Study abroad program with Purdue University and Salus University
4. Tele-assessment and Telerehabilitation Services
5. Online Counselling Services
6. ISL Repository
7. Audio-Visual Studio
8. Monsoon Alert Videos in ISL in collaboration with Disaster Mgmt Authority, Kerala
9. NISH Online Interactive Disability Awareness Seminar (NIDAS)
10. NISH Innovative model Inspirational Speeches (NIMIS)
11. Innovation by Youth with Disabilities (I-YwD)
12. Innovation and Entrepreneurship Development Cell (IEDC)
13. ADIP Scheme
14. Camps for Speech and Language Evaluation and Audiology Screening
15. NISH Pacesetter Programme

1. **24x7 Helpline Service:** 24x7 Helpline services are offered to students and clients, especially deaf, who face psychological or any other problems, even those related to the pandemic. They are helped on video calls whenever and however necessary.

2. **Daily ISL News on YouTube:** Daily ISL news is uploaded on YouTube and the link is provided to all the beneficiaries through whatsapp and NISH website.
3. **Study abroad program with Purdue University and Salus University:** The study-abroad programs are developed using a service-learning (SL) model, which is a form of experiential learning in which students engage in hands-on service in a community while pursuing academic learning objectives with the goal of mutual benefit to the community and the students. The Dept of ASLP has collaboration with Salus University - Osborne College of Audiology and Purdue university from the year 2017. A team of faculty with their students have visited us since then every year to meet the objectives mentioned earlier. They are involved in observing our clinical activities along with our PG/UG students. Buddies are identified for building up rapport and smooth communication between the students of NISH and the foreign University.
4. **Tele-assessment and Telerehabilitation Services:** NISH began offering telerehabilitation services in 2019. It began as a small unit to serve patients who could not travel for face-to-face interaction. The telerehabilitation services allowed the department to include both undergraduate and graduate students in the online assessment and intervention conducted at the department's various clinical units. Telepractice is a one-of-a-kind service delivery model that necessitates specialized technical infrastructure and extensive training to achieve the best results. Despite the fact that this type of service delivery has been proven to be best practised around the world, its use in India has been limited due to the public's lack of access to low-cost web-based video conferencing systems. A video was developed, giving instructions so as to enable the public to take tele-practice sessions using Google Meet. Academic courses have increasingly included training to provide face-to-face service delivery to people with communication disorders.
5. **Online Counselling Services:** As the students and staff were going through an unexpected crisis in their life all over the world due to the pandemic, it was of utmost importance to provide sessions to manage their mental well-being. Hence, as part of 'Psychological Well-being during COVID -19', online sessions were conducted separately for staff and students through Google Meet. Class-wise sessions were conducted for students which included a total of 18 groups. Online and offline sessions were conducted for a total of 18 groups of staff depending on the working situation. For both, the sessions were equally beneficial.
6. **ISL Repository:** The language proficiency of deaf students is sometimes not comparable with that of their hearing peers and so for concept retention, they need additional learning resources other than textbooks. As ISL is a developing language, signs are not available for many technical terms. Hence for DHH, the more visual the contents are the better. ISL videos made with the teachers signing fluently with required explanations are included in the curriculum transaction processes as videos/YouTube links/PPTs. A Google Drive is shared amongst the faculty members to organize these in the respective course folders. Also, the faculty of NISH is in charge of identifying technical terms along with the students. The identified terms with the suggested signs are discussed and the most suitable one is added to the ISL dictionary.
7. **Audio-Visual Studio:** A person generally gets his information through various sources of communication, but a hearing-impaired person misses out on most of the information and seldom connects to what the hearing community enjoys only because of inadequacies in

language skills, communication, and awareness. The Audio-Visual Studio materializes the tasks of recording audio/video contents commissioned by NISH and Govt. of Kerala for the education and rehabilitation of persons with disabilities. It can be categorized as (1) Creation of Educational videos in Indian Sign Language, (2) News in Indian Sign Language, (3) Awareness videos, (4) Sensitization and Alert videos in Indian Sign Language to support the Government's efforts to sensitize the population about pandemics and disasters through Govt. agencies such as KSDMA, etc.

8. **Monsoon Alert Videos in ISL** in collaboration with Disaster Mgmt Authority, Kerala: These are made in ISL and are made available through NISH YouTube Channel, KSDMA website, Facebook pages of NISH and KSDMA, and whatsapp.
9. **NISH Online Interactive Disability Awareness Seminar (NIDAS):** The webinars are planned and implemented in such a manner that the rich experience and expertise at NISH are shared with the public with the help of the internet in real-time. The experts conducting the workshop speak to the audience at NISH, and simultaneously the information is made available on the internet using the Microsoft Lync software (Skype for Business). Anyone with the authentication can log in to the web seminar. Interested people can utilize the meeting place such as District Child Protection Offices across the state to watch and interact.
10. **NISH Innovative model Inspirational Speeches (NIMIS):** It is a talk for the public by people who have overcome disabilities and have become role models for others in society and by pioneers and innovators who have gone beyond their call of duty to serve those with disabilities. This helps students/personnel in the field of disability to get to know the achievements of persons similar to their clients.
11. **Innovation by Youth with Disabilities (I-YwD):** The I-YwD learning program is a year-long course that trains youth with disabilities on innovation and entrepreneurship. The course covers thematic areas such as research, problem-solving, design thinking, prototyping, and entrepreneurship. No fees are charged from the participants of the programme. The curriculum is rendered in a Universal Design format, which makes it the first of its kind to facilitate Innovation and Entrepreneurship accessible in the Indian context.
12. **Innovation and Entrepreneurship Development Cell (IEDC):** NISH IEDC is the first inclusive IEDC in India catering to both hearing and non-hearing groups, commenced as instructed by the University of Kerala with KSUM fund. With students belonging to two diverse groups, hearing paramedical students and Deaf arts and science students, and attending the training together, interpreters are arranged for each session to help the DHH. Identifying a common time is a bit difficult as both groups are under different universities. An interpreter is accompanied for events arranged outside the campus as well.
13. **ADIP Scheme:** The funds allotted are utilised to purchase hearing aids for those who satisfy the eligibility conditions. Tendering and quality checks are done before selecting a particular model. The selected hearing aids are distributed to clients with hearing loss who satisfy the criteria. Audiological evaluation services are also offered along with hearing-aid distribution to clients who do not have a recent test report. Hearing aids are programmed according to their hearing loss and counselling related to hearing aid care and maintenance is also provided while hearing aid dispensing. The clients are also instructed to contact

NISH for further assistance/repair of the equipment.

14. **Camps for Speech and Language Evaluation and Audiology Screening:** Requests obtained from NGOS/ institutions/ cultural clubs are considered for choosing the place and population for conducting the camps. Advertisements are also placed for conducting camps inviting agencies/ institutions to apply for the camp. Instructions for conducting the camp are forwarded. Steps are initiated in planning the camp after they forward a consent mail ensuring compliance with the rules and regulations laid forth for the conduct of the camp.
15. **NISH Pace Setter Programme:** It was instituted for the first time in September 2011. It is done as nomination where the staff members are recognised for service and initiative, going beyond their usual call of duty. This nomination is done on a monthly basis. A cash award of Rs. 5000/ to one pace setter from among the previous 12 ones by selecting the awardee by vote/ This award is presented at the annual institution day celebration on October 8. The spirit of the award is to promote excellent customer service and initiative. The annual awardee is to be selected after the evaluation by the Core Orientation Group consisting of HoDs. The members of the staff are encouraged to nominate their colleagues who they believe should be considered for the 'NISH Pace Setter' recognition.

EVIDENCE OF SUCCESS

- **24x7 Helpline Service:** Innumerable calls have been received so that the helpline service providers itself were overwhelmed by it.
- **Daily ISL News on YouTube:** After the circulation of the news, when quiz programmes were conducted at NISH, the deaf students who were the viewers of the news in ISL scored more marks than their hearing peers.
- **Study-Abroad Programme with Purdue University and Salus University:** Intercultural Learning (ICL) was planned on various topics related to pediatric audiology and other cultural topics. The students' ICL were studied (after Institute Ethical Committee approval) using a pre- and post-questionnaire (the Intercultural Development Inventory: IDI®), the ICL topics, and reflection papers. Results revealed significant differences in pre- and post scores in both the students' batches.
- **Tele-assessment and Telerehabilitation Services:** Feedback from the clients on telerehabilitation shows a positive outcome.
- **Online Counselling Services:** The psychological well-being sessions for staff and students in the context of COVID- 19 were able to provide a platform for individuals to speak and discuss their concerns, fear, anxiety, and uncertainties they have been facing due to the pandemic. It provided techniques for managing the problems faced which can be easily applied by them or be taught to others they know.
- **ISL Repository:** The ISL learning resources and dictionary shared with students through the student dashboard helps them access these resources anytime from anywhere. They gave positive feedback on these videos as they could utilize them well. ISLRTC is the authorized authority to validate the sign language terms and representatives from NISH participate in the annual validation workshops conducted by the ISLRTC.
- **Audio-Visual Studio:** The information and awareness videos produced on Covid 19 precautions and alertness and monsoon alerts in sign language by KSDMA in collaboration with NISH grabbed the attention state-wide and the response was very impressive. The

news and other productions with the support of ISL reach a wider population with hearing impairment and help to improve their language skills, provide accessibility to study materials, and also give exposure to schemes and projects of the government in the field of rehabilitation.

- **Monsoon Alert Videos in ISL:**
- **NIDAS:** Every presentation is followed by an interactive session in which the participants raise their questions and concerns regarding the topic presented and the speaker addresses the queries. Further questions and concerns of parents and caretakers are individually addressed by the project team during post-webinar activities; review meetings and discussions are followed by planning and implementation of need-based activities. Handbook, Dwarfism camp, SMILE Together, Sensitisation Posters, etc are the activities that evolved as an outcome of various NIDAS webinars.
- **NIMIS:** The average participation is 400 per NIMIS including staff, students, and public. The total number of sessions held is 8, with participants 3200 and more and with YouTube views of 1251.
- **I-YwD:** The programme, in the second year of its cycle, has addressed the learning needs of 19 youth with disabilities ranging across blindness, deafness, locomotor disability and autism. Many among the participants have successfully embarked on a path of innovation and entrepreneurship initiating collaboration with institutions like Microsoft, starting their own ventures, undertaking cutting-edge research, etc.
- **IEDC:**
 - More students come up with interesting ideas;
 - One group started their startup journey;
 - Student participation in entrepreneurship activities and events increased;
 - Within the span of two years, three groups of students/alumni came up with ideas and two are under trial, becoming a model to others;
 - YIP - 2 Ideas were submitted in 2019 and one got selected in the top 100 projects selected for product development;
 - Three ideas are submitted in 2020 - Evaluation on progress;
 - Two groups participated in KSUM Idea Events and 1 get selected.
- **ADIP Scheme & Camps for Speech and Language Evaluation and Audiology Screening:** Students pursuing Audiology and Speech Language Pathology at both graduate and post-graduate courses have benefitted from the client exposure they get through the camp activities. They also get the opportunity to know the community, practise and sharpen clinical as well as counselling skills.
- **NISH Pacesetter Programme:** A Pace-Setter Wall is maintained in Thejus building with the citation and photograph of the awardees for an year to showcase an array of framed citations there.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

No.	Name of the Practice	Problems Encountered	Resources Required
1	IEDC	Lack of adequate information and resources	Experts in the field
2	I-YwD	<ul style="list-style-type: none"> ● Prolonged curriculum development process requiring multiple levels of scrutiny and rendering to ensure it is updated, relevant and accessible to a population with multiple disabilities ● Lack of appropriate sign terminologies 	<ul style="list-style-type: none"> ● Project staff ● Expert Consultants in curriculum development and disability themes ● Experts in the field of Innovation, Management, Disability ● Availability of video and audio recording and editing facilities to make accessible videos.
3	NIDAS	Unavailability of dedicated computer system and other hardware equipment in the selected DCPUs of Kerala. with a large screen [2017].	Fund
4	NIMIS	Not much (change).	Interpreter Service Real-Time Transcription Service, etc.
5	Study-Abroad Programme with Purdue University and Salus University	<ul style="list-style-type: none"> ● When the programs happened on campus, there was a lot of planning and preparing the students for this collaboration. ● When the program was virtual, apart from the planning and preparation, additional challenges related to time differences and use of technology were experienced. 	Additional groundwork is needed to get it materialized

5	ISL Repository	<ul style="list-style-type: none"> ● Only an ongoing process, not completed. ● Technical perfection was not attained because of the use of inappropriate equipment. 	<ul style="list-style-type: none"> ● Studio with perfect editing facilities to maintain the quality of videos. ● More technical terms for ISL dictionary to be identified on a regular basis.
6	Tele-assessment & Tele-rehabilitation Services	<ul style="list-style-type: none"> ● The newer generation of professionals growing up with digital technology requires familiarisation of the platforms used for tele-practice. ● It is a challenge for the tutors to give them adequate clinical training towards assessment and intervention of various communication disorders on a tele-mode. 	Expert faculty and appropriate software
7	Online Counselling Services	<ul style="list-style-type: none"> ● Implementing the sessions online. ● Internet issues among the participants. ● Inability to engage in a personalised interaction with all the participants attending the session due to time constraints. ● Inability to balance the timings between office work and household work. ● Poor technical skills of some participants made it difficult for them to receive adequate information. ● Increased screen time 	Good internet connection
8	Audio-Visual Studio	The pandemic restrictions affected the daily news broadcast and informative and awareness video productions.	Facilities to work from home like a laptop, editing software, high-speed internet, etc., are needed.

9	ADIP Scheme & Camps	<ul style="list-style-type: none"> ● Manpower shortage ● Infrastructure issues in camp activities (lack of availability of noise-free rooms) ● Clients also report difficulty procuring disability certificates prior to the camp. 	Adequate infrastructure with noise-free rooms.
10	ISL News	Unavailability of deaf signers for the news and also the service of SL interpreters during their busy schedules.	Availability of dedicated staff and time required.

NOTES

With regard to NIDAS, the project catering services, as of now, are only in Kerala State and it is conducted in regional language. It can be replicated to other States making use of varied regional languages.

The NIMIS team has developed posters that will be displayed in prominent public offices like the minister's office, secretary's office, director's office, NISH etc.

During COVID-19, using online platforms for assessment and therapeutic interventions through group programmes can be further supported through individual online sessions by professionals, considering confidentiality, privacy, and other tele-psychological codes of ethics.