Anusuya K. Yadav 1 | Dr. Jayanti Pujari 2

1 Research Scholar (Ph.D in Special Education), Amity Institute of Rehabilitation Sciences, Amity University, Uttar Pradesh.
2 Associate Professor, Amity Institute of Rehabilitation Sciences, Amity University, Uttar Pradesh.

ABSTRACT

Life in the 21st century is impeding the use of technology in all the aspects, offering exciting possibilities to create vast opportunities for student learning. Being digital native, digital inclusion and leadership role in ICT integration in education require strategic planning and management in the curriculum transaction process for children with specific learning disabilities. When principles of universal design are applied to curriculum development, curriculum adaptations, such as modifications to how the content is represented, how it is presented or how students engage through ICT with the content and barriers to learning are addressed. In the present study, purposive sampling method was employed to gather the information in which the sample size of 40 special educators/teacher's of special and inclusive schools of Delhi-NCR, using a structured self developed close-ended questionnaire. The information regarding teachers perspective towards ICT accessibility in curriculum transaction for children with specific learning disabilities was gathered and results were interpreted based on data analysis. The study reveals that majority of special educators and teacher's working special educators/teacher's showed positive inclination in their perspective and proved that Information and Communication Technology (ICT) accessibility in the learning environment is an effective tool in instrumenting curriculum transaction for children with specific learning disabilities. The study result will imply on the feasibility and the viability of ICT based curriculum transaction and recommend maximum service providers to initiate power to empower with Digital India, making technology central to enabling change in the landscape of special education.

KEY WORDS: Information and Communication Technology (ICT), Accessibility, Curriculum Transaction, Specific Learning Disabilities, Inclusive Education.

INTRODUCTION

With the rapid advancements in technologies, there is greater need for teachers to engage information and communication technology (hereinafter simply referred to as ICT) tools in conceptualizing, preparing, and delivering their lessons (Teo, 2014). It is well accepted that Information and Communication Technologies (ICT) have an immense potential to impact education – of children with specific learning disabilities, of special educators, of teacher educators and others, and provide newer and more effective ways of mitigating some of the challenges being faced by the educational system of our country. ICT’s offer a great potential to support lifelong learning for all groups of students, including those who have special educational needs to expand access to education and therefore provides both learners and instructors with more educational affordances and possibilities. Based on ICT, learning and teaching no longer depend exclusively on printed materials (Advani, L., 2002).

The use of technology in education plays a particularly vital role by enabling flexible curriculum development and assisting students with disabilities to participate as equals in the learning experience. It also helps to prepare them for lifelong learning, recreation and work outside of school. ICT has blurred the boundaries between home, school, work and leisure spaces. ICT can be a change agent for transforming schools and the practices of teaching in their curriculum transaction and students learning outcome. To fully integrate ICT into all aspects of teaching and learning for children with multiple disabilities, teachers have to adopt different approaches that encourage student-focused learning and problem solving rather than content oriented approaches. The ICT tools, applications must be customised to meet the requirements of all disabled by overcoming the traditional barriers to learning and demonstrating abilities. ICT can aid in capacity building and can address individual and group difference. ICT can empower children with multiple disabilities and can indeed decrease the educational digital divide. The fundamental assumption made in this paper is that accessible ICT in curriculum transaction of children with specific learning disabilities can transform the plethora of education and full exploitation of ICT can bring new hope for PWDs for their teaching and learning for gainful, thus aiding inclusiveness.

Lidström et al. (2012) divides student's use of information and communication technology (ICT) as an educational tool, an alternative tool for learning and a compensatory tool, i.e. as a computer-based assistive technology device (ATD). The computer is used as an educational tool i.e. by looking for information on the internet, making presentations and word processing. As an educational tool the computer is also used as an alternative tool for learning, with online textbooks, programs that practice certain skills etc. The use as an educational tool dominates the use of computers for students without disabilities.

For students with special educational needs the computer is also used as an educational tool, yet, the computer is also used as a compensatory tool to help the students compensate for abilities they lack. The ICT implementation in curriculum transaction could provide students with special educational needs opportunities to participate independently in the same educational activities as their peers by compensating for activity limitations and promote the use as an educational tool and/or an alternative tool for learning.

OBJECTIVES OF THE STUDY

The aim of this study was to describe teachers' perspective towards ICT accessibility in curriculum transaction for children with specific learning disabilities. The objectives defined are as follows:

• To study the accessibility and effectiveness of ICT amongst teacher's and special educators in special/inclusive school environment for curriculum transaction in special/inclusive school's of Delhi-NCR.

• To Compare the male and female special educators perspective towards ICT integration in school curriculum for children with specific learning disabilities.

Copyright© 2016, IERJ. This open-access article is published under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License which permits Share (copy and redistribute the material in any medium or format) and Adapt (remix, transform, and build upon the material) under the Attribution-NonCommercial terms.
The second objective was to study the teacher's perspective towards ICT integration in school curriculum for children with specific learning disabilities. In order to achieve this objective the male and female special educators. Based on the above stated objective, the null hypothesis formulated was "there is no significant difference in ICT accessibility skills of male and female special educators in curriculum transaction". 

The mean scores of male special educators were found 59.5 and female special educators were found 58.5 respectively. The Standard Deviations was found 5.024 and 5.618 for male and female special educators respectively. The calculated 't' value was 0.768 which shows there is no significant difference between the mean scores of male and female special educators (shown in Table: 2).

**TABLE: 2**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Sample</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>'t'</th>
<th>Df</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>20</td>
<td>59.5</td>
<td>5.024</td>
<td>0.768</td>
<td>38</td>
<td>Significant at both .05 and .01 level</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>20</td>
<td>58.5</td>
<td>5.618</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hence, the formulated null hypothesis “There is no significant difference in ICT accessibility skills of male and female special educators in curriculum transaction” was accepted.

**FURTHER SUGGESTIONS**

- More broad and intensive study should be conducted using large sample.
- Randomized sampling technique may be used in the sample collection to eliminate the errors.
- The above mentioned suggestions obviously highlight that much more could be done on availability of time. However, this study has added a useful dimension in the field of ICT based learning. Also a few directions have been identified for further research in the hope that they will supplement, enrich and provide continuity in the present investigation.

**CONCLUSION**

Science and technology has always been instrumental in bringing efficiency and improvement in the processes and products of the human work. The world of education has been influenced by the increased use of technology. It has provided valuable help in improving the task of the professional/teacher in curriculum transaction, (c) teachers' attitudes towards integrating ICT in teaching and learning process for children with specific learning disabilities, (d) teachers' accessibility in integrating ICT and frequency of using ICT for instructional purposes in the classroom, and (f) school climate and support for ICT implementation.

Further the participants are categories on the basis of quality of ICT based learning skills. To assess the quality of ICT based learning skills for curriculum transaction among teachers, the frequency scores further categories under several parameter i.e. below average, average, good, very good and excellent respectively shown by the means of graph (fig:1).

**REFERENCES:**