Inclusive Play.
Medo, an augmented reality based toy targeted at differently abled children of the age of 3 - 6 years.
Promoter(s).
National Institute of Design
Toy and Game Design Department

Funder(s).
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Aknowledgements.
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Context.
The magic of augmented reality lies in its power to let us see the unreal in our surroundings. Medo uses this power to stimulate imaginative or pretend play in 3-6 year old children also catering to differently abled children who may have difficulties or delays in imaginative capabilities. Multiple sessions of playing with Medo empower the children embark on the imaginative journey on their own.
The project.
The objective was to pick and study recent trends in technology and design, identify gaps and opportunity areas with respect to those trends and design a product that incorporates the element of play while addressing those gaps and opportunities.
The two trends of Augmented reality and Inclusive play keeping differently abled children in mind was taken up.
The design process.
September 18 - November 17 | 2017
- Market + Trend study
- Gap identification
- Primary Research
- Secondary Research
- Data analysis + Key observations
- Inferences + Insight development
- Ideation + Conceptualization
- Prototyping + User testing
- Final Product - Medo
Inclusive Classrooms in all Schools - With the introduction of products like these we can move towards the idea of inclusive classrooms for teaching basic development skills at an initial stage of childhood.

Teaching aids aligned with Inclusive Design - Development of new range of impactful Teaching aids as inclusivity would bring down costs of the product as the user base widens.
Activism and Civic Participation

Teacher Training - Collaboration with motivated teachers can lead to generation of frugal solutions for Inclusivity in schools using Medo as a product for creating the foundation.

Awareness amongst Parents - Parents could participate in encouraging this movement of inclusivity at a community level.
The idea of Inclusivity once it gains momentum will create a sustainable and self sufficient model where every child (disabled and the non disabled) would find themselves interacting with each other on various platforms at different stages of life, be it education, profession or social gatherings.

Social Interactions and Relations

Differently abled children get equal opportunity to develop

Stronger relations established between non disabled and differently abled
People would start making efforts towards socializing with the differently abled instead of avoiding them. This interaction will definitely help spread awareness and change peoples attitude at a humanitarian level.
The Toy Association of India (TAI) with a huge number of manufacturers, distributors and investors registered with them and those which come under the MSME sector could take charge of the production and distribution. The Schools and other retailers associated with TAI could play the role of the consumer or help in reaching out to Parents, Organizations etc.
Inclusivity should become a need of the future if we are to move towards utilizing the talent of the immense human resources we have in India. Why should we neglect the differently abled when they might hold an equal amount of talent that can lead our country to better development. So this can be achieved through educators, students and design education (that gives equal importance to Inclusivity) who need to be trained for the same.
To realize the dream of bringing the need for inclusivity to design and education we need to a new breed of educators, designers, industries, design studios who would lead the way to this dream through special pedagogical tools, teaching aids, products and services that center around inclusivity.
Workshops and awareness campaigns held at schools and design institutes will tell the story of how inclusivity has a larger positive impact on the development of a nation beyond any specific product or service.
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