



The Two Best Practice followed for the Academic Year **2018-2019** are:

Best Practice: 1

1. Title: Continuing Rehabilitation Education (CRE) Programmes to extend collaboration with Head Quarters focusing on Multiple Disabilities

2. Objectives of the Practice

1. To update professional knowledge and skills of master trainers working in the field of disability rehabilitation and special education;
2. To give the orientation of strategies for deaf-blind;
3. To give variety of experiences for teaching children with deaf-blind; and
4. To give practical exposure of strategies for working with deaf-blind children.

3. The Context

Government of India began taking special interest in the education and rehabilitation of persons with disabilities as early as 1947. But it was only in 1986 when Government of India decided that a Body should be set up to standardize courses for different aspects of Special Education. The Rehabilitation Council of India (RCI) was therefore, setup as a registered society in 1986. Parliament enacted Rehabilitation Council of India Act in 1992 and on 22nd June, 1993, RCI became a statutory body, and ever since then, RCI has been developing and reviewing its courses from time to time to ensure that they are updated in the light of advances in technology and pedagogical techniques. This is an ongoing process which is uninterrupted.

The Continuing Rehabilitation Education (CRE) Programme is an important aspect of RCI to update the knowledge and skills of the professionals so as to provide quality services to the people with disabilities. This aspect is carried out through workshops, seminars, short-term refresher courses, orientation programmes which are supported by RCI. Associations/ Institutions from Government/ Non-Government

(NGO) organizations also support CRE Programmes for the benefit of Special Education Professionals. RCI has been working with commitment to improve the standards of education of and training in the field of rehabilitation.

In this connection the Council keeps supporting the ongoing Continuing Rehabilitation Education (CRE) Programme being conducted at selected RCI approved Training Institution Nationwide such as at the Institution of INPA. This information is given for the rehabilitation professionals & personnel working in these areas, so that they can join the nearby centre to upgrade their professionals' skills.

The Rehabilitation Council of India (RCI), under the Ministry of Social Justice and Empowerment, was set up to standardize training and regulate rehabilitation professionals and personnel working with persons with disabilities, and develop human resources for the field.

Of the 16 categories of rehabilitation professionals and personnel (such as audiologists, speech therapists, hearing aid technicians, etc.) registered with the RCI, approximately 75% are engaged in special education and training for persons with disabilities. Thus, design of curriculum for special educators, their registration, and the recognition and monitoring of teacher training institutions form a significant proportion of the RCI's responsibilities.

These special educators are typically pursuing a diploma and/or degree (B.Ed./D.Ed. Special Education) under institutions certified by the RCI, and are classified as having a specialization in disability-specific categories such as hearing impairment, intellectual disabilities, visual impairment, etc. They undertake this in order to be trained to better support and teach students with the concerned disabilities in various school settings, including special and regular schools. Yet, it is the National Council for Teacher Education (NCTE) that is mandated with prescribing norms and standards for the development of the teacher education system more broadly.

The roots of this institutional separation go back to the understanding of disability itself, where disability was understood under the 'medical model'- necessitating diagnosis and treatment, as opposed to accommodation of diverse needs. While the debate and legislative framework have moved on by calling for "inclusive education"

for disabled students (see Sections 16 and 17 of the Rights of Persons with Disabilities Act, 2016), this institutional separation persists. Hence, it is important to critically examine the prevalent separation in teacher education and regulation.

Along the lines of this understanding of disability, the RCI also has a Continuing Rehabilitation Education (CRE) component through which it aims to ensure that professionals and personnel are updating and upgrading their knowledge and skills. Professionals registered with the RCI are required to attain a minimum number of 'points' for reregistering with the Council every five years, which can primarily be done through attending CRE programmes.

4. The Practice

CRE Programme on Strategies for Working with deaf-blind was organized from 25th to 29th October 2017 to provide various exposures and practical activity related to strategies of deaf-blind and also to give the theoretical and practical knowledge as inputs to participants. The participants actively participated in all sessions and group activities. The Programme was very successful as it provided adequate knowledge about deaf-blind and strategies to handle the deaf-blind children.

5. Evidence of Success

Based on the feedback from children with disabilities and their parents it was understood that the acceptance of children with disabilities in integrated Schools by the Heads, Parents of children without disabilities, Teachers and Peers was found to be significant.

Interaction with the Heads in the various types of schools and with people from community, revealed their positive attitude towards the inclusion of deaf-blind in the normal setup and their satisfaction with Teachers adopting multiple approaches for effective classroom interaction. In addition the networking among the professionals was found to be extensive.

6. Problem Encountered

As Teachers with RCI approval alone are eligible to participate in the programme it was found difficult to get participants who would meet with the required norms.

Best Practice: 2

1. Title: Collaboration with Academic Institutions in India & Abroad for Knowledge Sharing and Skill Development

2. Objectives of the Practice

1. To gain better understanding of Teacher Education across countries;
2. To become aware of the recent trends in Teacher Education;
3. To strengthen the contribution of Teacher Education to School Education; and
4. To enhance partnership between faculty members pursuing mutually interested and beneficial research.

3. The Context

International collaborations provide opportunities to attract diverse student body, and to promote greater mobility of Teaching Faculty members and students. These partnerships also have the potential to make an impact on curriculum development, collaborative teaching programmes and research networks.

Since the modern world is more globalised than ever before, it has become increasingly essential to equip students with 'global skills.' In order to provide such skills to students, there are different boards in India and a School Board manages affairs, personnel and properties pertaining to schools for the overall development of students.

As the most important responsibility of school boards is to work with their communities to improve student achievement and, in order to maximize student achievement, the Department of Teacher Education comes to the forefront. Teachers have an important role to play, leading to effective growth and development of students and in order to perform their job duties, it is vital for them to enhance their skills and abilities through effective pre-service and in-service-teacher training.

Hence, to have a better understanding of School Boards and Teacher Education, during the meeting of the Internal Quality Assurance Cell of the College, held on 3rd October 2017, the Committee decided to conduct an International Conference on 'School Boards and Teacher Education' in collaboration with Thamizhaga Institute of Educational Research and Advancement and The SITU Council of Educational Research.

4. The Practice

Accordingly, an International Conference on 'School Boards and Teacher Education' was organised on 8th and 9th December 2017. The Conference was well planned with each session chaired by Experts and addressed by eminent speakers from our Country and from countries abroad. The Outcome of the Conference was discussed by the Internal Quality Assurance Cell in its meeting held on 4th January 2018. The Committee appreciated the College for conducting the International Conference that had paved way to enhance collaboration for better Teacher and School Education and avenues for future research.

5. Evidence of Success

The conference provided an opportunity for delegates to share their valuable knowledge and experience in Education from various perspectives. Moreover, the conference welcomed 200+ Participants from 25+ Educational Institutions with International Speakers.

The conference had representation to share views and ideas on Future of Education, network with international colleagues and made the conference a meaning the full opportunity for engagement.

6. Problem Encountered

The only problem faced during organizing the International Conference is that the College had to go through formalities of obtaining permission from appropriate higher bodies which was very time consuming.