



BEST PRACTICES AT CCYM'S HACSE

FROM ACADEMIC YEARS 2015-16 To 2020-21

COLLABORATIVE TEACHING LEARNING PRACTICES -

PRELOGUE:

Our college has always tried to go beyond what has been prescribed by the regulatory authorities. To do more, to impact more and to look for missing links. Therefore it was rather difficult for us to select and present just 2 best practices from the competing 10-12 choices. We held a survey for students asking them what they like most about the activities and which they think is out of box practice. Faculty too brainstorm over it and here we present 2 practices which truly reflect our mission and our ways of looking at things. It is not out of place to mention that Adhikar is unique in the sense, no other B Ed college offers the same. Collaborative practices are here to stay in the field of special education and we believe we paved the path.

BEST PRACTICE (ONE)

Title of the Practice : Collaborative teaching learning practices

Objectives of the practice :

Collaborative lectures are expected to:

- Offer the variety of learning environment to the students which is the key to success,
- Give opportunity to get specialized academic inputs from experts/faculty of various institutes. Students from all colleges involved get the exposure from the best expert available.
- Create healthy networking among students who are future rehab professionals
- Facilitate healthy networking among faculty
- Lead to increased quality of teaching since external students would be attending the lectures and hence it gives opportunity to the teachers to prepare more and present better.

The Context:

B Ed Special Education is a branch which requires inputs from many different disciplines. In all the four semesters, the theory part requires B Ed students to learn subjects like Psychology, Audiology, Speech therapy, Physiotherapy, Home science, Statistics, Performing arts, General Education. First semester provides

students cross disability exposure and they have to learn topics related to different disability specializations such as visual impairment, hearing impairment, Learning disability, Autism spectrum Disorders ,Intellectual disability .

After reviewing the B Ed syllabus the year it was introduced, CCYM's *HACSE* felt the need of having best academic collaborations for not only *HACSE* students but also for all the students belonging to different special education B Ed colleges.

❑ **The practice :**

- Collaborative teaching learning experiences for students of four B Ed (Special Education colleges) in Mumbai .
- This collaborative teaching learning practice initiated by *HACSE* has now become a routine practice

For all the cross disability topics in Sem I, B Ed students get exposure to classroom teaching via observation of demonstration lessons under the respective experts, who have immense work experience in a particular disability.

- For Sem III and Sem IV students combined lectures are especially organized for project based subjects.
- Routinely certain modules are shared among colleges in following way:

- i. Barter system: a module is exchanged for module without financial implications
- ii. Share the cost of invited visiting faculty
- iii. Holding combined subject seminars for example in topics like development of IEP or development of low cost TLM
- iv. Faculty exchange with Pillai college of Education and Narayana Guru College

❑ **Evidence of Success:**

- B Ed students of all 4 colleges get knowledge in nonthreatening environment, strengthening professional networking as against competitive environment.
- They are exposed to internal faculty of all colleges - drawing best of the human resource, for example *HACSE* is the only college among these four colleges which has a fulltime Audiologist and speech therapist so 'what is hearing loss' is taught to all the students of all colleges by her.
- Student –teachers have WhatsApp group, share exam updates, share learning resources and approach any faculty for doubts.
- These are future teachers and they better be holding each other's hands.

HACSE may humbly take the credit for flagging off this journey.

❑ Problems encountered and resources required:

Currently all the four colleges follow this practice of collaborative teaching. However the major issue which is causing inconvenience for some students was commuting as travelling long distance was always a challenge for students from Mumbai. Another problem is that a great amount of prior planning needs to be undertaken to streamline combined lectures of 4 colleges. Resources required are mainly availability of faculty with the desired specialization.

ADHIKAR (FAMILY EMPOWERMENT PROGRAM) :
BEST PRACTICE (TWO)

❑ Title of the practice :ADHIKAR (A certificate Family empowerment program)

❑ Objective of the practice :

- To empower families of children with hearing impairment.
- To equip parents of children with hearing impairment with knowledge and skills, which will facilitate upbringing of their child.
- To orient and educate student-teachers about role of families of children with hearing impairment.
- To give opportunities to student-teachers to develop organizational skills by volunteering in Adhikar.
- To encourage student-teachers to attend few sessions of Adhikar, giving them opportunity to interact with parents and listen to various experts from the field.

❑ The Context:

Family plays a very crucial role in the life of any child and more so in life of children with disability. Research studies so far have supported the fact that when family involvement is high, better are the outcomes of children with disabilities. Families have to be groomed early when children are very young so that critical period for development is tapped .CCYM's HACSE sensed this dire need to empower families with right techniques , better strategies to cope up the challenges in bringing up a child with hearing impairment and conceptualised 'Adhikar'.

□ The practice:

Adhikar involves a series of interactive sessions by experts belonging to field of special education, psychology, speech therapy, Audiology, Nutrition and physical education. A variety of topics are covered ranging from knowing hearing loss of the child, hearing devices ,speech language stimulation at home ,auditory training at home ,rights of the child ,behavioural management in children etc.

The overwhelming part of Adhikar has been the sessions conducted by senior experienced parents of CWHI, sharing their stories and experiences, challenges with novel parents .The sessions are held twice in a week and on other days the parents are encouraged to observe the classroom practices and assist the teachers. Adhikar is a 3 month certificate course offered to any parent of preschoolers with hearing impairment. Over the years, maximum participants for Adhikar have been parents from Rochiram Thadani High School.

B Ed students from HACSE are given opportunity to attend 9 to 10 sessions of Adhikar. They also assist in organising the program .They are involved in introducing speakers ,taking attendance ,managing question answer sessions, taking photographs, writing names on the certificates and help during valedictory function.

□ Evidence of success:

Feedback about each and every session is collected at the end of the Adhikar program. The analysis of feedback has indicated that the parents have been giving positive feedback about the overall program. They have reported better understanding about their child's hearing loss and its management. Till date more than 300 families have benefitted from this program.

Adhikar has been playing a dual role. First, it has empowered the parents of deaf children. Secondly, HACSE's B.Ed students are getting an opportunity to observe the challenges faced by these parents and look for best available solutions.Apart from knowledge about disability, B.Ed students also develop good organizational skill.

□ Problems encountered and resources required :

- **Funding:** Funding is a real challenge in conducting Adhikar sessions. Experts from various different fields need to be invited for sharing their expertise. Although they contribute at nominal remuneration, gathering funds for 'parents' who donors perceive 'without any disability' and fall into so called 'normal' category is very difficult. Tremendous efforts are required to find out donors for supporting the cause of parent empowerment.

- Parents of the pre-schoolers belong to mostly lower socioeconomic class and are labourers who survive on their daily wages. Working parents find it very difficult to visit schools twice a week by compromising their jobs. It is a challenge to motivate them to put in regular attendance in Adhikar.
- Mothers who have other younger children (siblings of CWHI) have usually no one to take care of their baby when they attend the session. Thus usually babies accompany their mothers during the session. It does cause distraction for parents.