



Best Practice SSR: 1

1. Title of the Practice: Social Inclusion of Differently Abled Students

2. The context that required the initiation of the practice:

A socially inclusive society is one in which all people, irrespective of their abilities and disabilities enjoy the same rights and where no one experiences stigma and discrimination. People with disabilities, who make up about 15% of the world's population, are among the most marginalized people in the contemporary world. Out of this, an estimated 80% would be found in low- and middle-income countries like India. Education is considered a fundamental human right, and yet most visually impaired Indians cannot claim this right. Of the 37 million visually impaired population across the globe, over 15 million reside in India, making it home to the world's largest visually impaired population. Visual impairment creates a cycle of illiteracy, poverty, and social exclusion for people, making them one of the most vulnerable groups in the world. St. Edmund's College, Shillong recognizes this alarming situation and has pledged to include the VI students in its scheme of things.

3. Objectives of the practice: The following objectives have been identified to make the practice meaningful:

- To make the students educationally empowered
- To make the differently abled (visually impaired) students respect their gifts
- To sensitize students and make them identify the value of inclusion



St. Edmund's College

NAAC Accredited B++

Affiliated to North Eastern Hill University

Recognized by the University Grant Commission under 2 (f) and 12 (B) of the UGC Act 1956

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- To contribute significantly to community life
- To make such students independent and self-reliant
- Experiential learning through engagement in various normal activities

4. The Practice:

According to the 2011 census, disability in seeing emerges as the top disability category, at 48.5%. Further, India has 20.42 lakh visually impaired children aged between 0 and 6 years. Around 71% — 14.52 lakh children — are in rural areas and 5.9 lakhs in urban centres. It is due to such daunting numbers that successive governments have pushed for an inclusive education system that can cater to the needs of such a diverse population. St. Edmund's College, in pursuance of its vision for inclusive education, has been awake to its responsibility. From preferential admission to instructional tools and aids, the College has developed a mechanism to ensure that the VI students get easily assimilated into campus life, be it academic or extra/co-curricular.

- **Admission:** VI students are required to have basic eligibility criteria and the disability certificate to be considered for admission into the courses of their choice (as far as practicable). Fee concessions is provided to all admitted students.
- **Facilities provided:** Specially designed laptops are available for all VI students throughout the duration of the course. Study materials in Braille covering the entire syllabus are made available as per requirements. Recently, the Smart Vision Glasses were made available (sponsored by Vision Aid) to all the VI students. Scribes are provided during the external examination. The College provides friendly infrastructure to such students through Ramps, tactile paths, and Mobility canes.
- **Collaborators:** Help the Blind Foundation, Vision Aid, State Bank of India, Cognizant Foundation, Rotary Club, Orchid City, Shillong, State Resource Centre, Meghalaya. The College took initiative to reach out to these collaborators and each one of them

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responded enthusiastically to extend their moral and physical support. Emboldened by the generous support of these organizations, the College proposes to admit more and more such students so that they get included in the so-called 'mainstream' milieu by being educationally relevant.

- **Regular sessions with the coordinator:** The Vice Principal (in charge of Academics) is the coordinator of the entire exercise. She organizes regular mentoring sessions for the students to identify the areas that are to be addressed, both individually and in groups.
- **Engagement of Trainer(s):** From time-to-time resource persons from Blind Schools (like Jyoti Sroat) and relevant NGOs (like Bethany Society) are engaged to train students about the importance of being independent and self-reliant.
- **Scribes:** During examinations, the students derive the benefit of the scribes who write their papers on dictation. The scribes are engaged from the neighbouring Higher Secondary Schools.

5. Obstacles faced, if any, and strategies adopted to overcome them:

Initially, the non-availability of Braille materials, laptops, vision glasses and mobility canes was a challenge. However, with the intervention of the collaborators such obstacles have been taken care and the students are supplied with all the logistics. .


6. Impact of the practice:

The practice has allowed students of all backgrounds to learn and grow side by side, to the benefit of all. Much-needed bridges are built between the privileged and the not-so-privileged; as a result, the students feel responsible for one another. Besides, the society looks up to the College to deliver and the latter, in turn, responds positively by allowing the students to participate in all the programmes of the College. The College has been recognized by

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Government of Meghalaya for its remarkable progress in establishing an accessible environment and updating technologies for differently-abled students during their pursuit of academic excellence.

7. Resources required:

- Ramp facility for easy access to the building, tactile paths
- Trainers and Scribes.
- Smart Vision Glasses, Laptops
- Sponsorship

8. About the Institution:


Name of the Institution:	St. Edmund's College
Year of Accreditation:	2019
Address:	Old Jowai Road, Laitumkhrah, Shillong- 793003
Grade awarded by NAAC:	B++
E-Mail:	debsumit65@gmail.com / igac@sec.edu.in
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Best Practice SSR - 2

1. Title of the practice:

COMMUNITY OUTREACH: ADOPTION OF IDENTIFIED VILLAGES

2. The context that required the initiation of the practice:

Community engagement through field trips and study tours is a curriculum-based requirement. However, given the poor educational facilities in rural areas, our students and the faculty must share their acquired skills with people who require exposure and hands-on training. The education scenario in the State of Meghalaya, like in other States, is largely urbanized leaving the rural folks at a disadvantage. Considering these factors, St. Edmund's College has been actively engaged in reaching out to the villages in need of community services. The functional cells/units such as UBA, NSS, NCC, RRC, Eco Club and students from the Social Work departments (UG and PG), make regular visits to the outskirts of the city limits and in the process have identified villages that need support, educational and otherwise. In this context, the College have adopted five villages of East Khasi District under UBA flagship programme of Ministry of Education, Government of India and IIT- Delhi.

3. Objectives of the practice:

The following objectives have been identified to make the practice meaningful:

- To make the students understand the value of volunteering
- To create responsible citizens out of the youths and follow social justice, equality, compassion and empathy.



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- To sensitize students and make them identify the gap that exists between the privileged and underprivileged
- To bring about an attitudinal change in the students and help them develop societal consciousness, sensibility, responsibility and accountability
- Experiential learning by community engagement, cooperation and using Partnership for learning (PFL) methodology.

4. The Practice:

One of the chief tenets of education is learning from first-hand experience. Keeping that in mind, the Management of St. Edmund's College has been awake to the requirements of time. The introduction of socially relevant courses like BSW and MSW has given the right kind of impetus to organize community outreach programmes. The practice, however, is independent of any particular course or department. Students across departments are engaged to participate in outreach programmes through their involvement in different units such as UBA, NSS, NCC, RRC, and Eco Club.

Having chosen the villages, the mentors, and teachers with student volunteers, authorized by the principal, approach the elders of the village, led by the Dorbar Shnong or Headman, to obtain permission to organize various awareness programmes related to environmental issues, health and personal hygiene, waste management, and livelihood.

The students conduct survey of the habitation, in terms of their own domain or subject area. For ex., a student of Arts could focus on socio-economic conditions, social survey and about the Government's



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social security schemes. A student of Sciences could take up a survey on the health and hygiene conditions of that habitation, similarly, with other subject areas too. Or it can even be a general survey, incorporating all the different areas. A common survey format is designed. Further, the students take up social activity, concerning their domain or subject area. The different areas could be like Health and Hygiene, Alcoholism and Substance Abuse, Teenage Pregnancy, Literacy, Livelihood, Environment issues, Communication & Soft Skills or any other issue peculiar to that selected village.

The data is assimilated and analysed and the reports are shared with various stakeholders from the village, district administration and the college. Actionable resolutions, if any, is then initiated as a possible remedy to any identified issue.

The details of the College participation and different activities for rural development that include basic amenities, livelihood, education and environmental issues are available in the following link:

<http://sec.edu.in/uba/2022UBAActivities202122.pdf>

<https://www.sec.edu.in/uba/2022UBAAnnualReport.pdf>

5. Obstacles faced, if any, and strategies adopted to overcome them:

Commuting through difficult roads and at times communicating with the villagers have been the primary obstacles that are worth referring to. However, sturdy vehicles and an enthusiastic group of students took care of the former and the latter was handled expertly by the interpreters from either side.



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Issues were communicated using local dialects, and write-ups on identified issues were distributed in local languages.

6. Impact of the practice:

The impact of the practice is at least twofold:

- a) Students are more aware of their social and human responsibilities. They are more aware of their role as agents of change and are ready to take up responsibilities as community workers through participation, interaction and collaboration.
- b) Much-needed bridges are built between the privileged and the not-so-privileged; space is created for students to learn from real-life experiences.
- c) The manufacture of Paper biofertilizers using waste paper and supplying the same to the villagers for use in their agricultural land for farming has been one of the important initiatives taken up by the College.
- d) Through the Partnership for Learning (PFL) scheme, the College responds positively by allowing students from rural backgrounds to learn from their counterparts in the College. The experience in identifying the local issues and their doable solutions is shared by the members of the staff with the local villagers in consultation with the District administration.

Departments that are involved in extending the knowledge to identified rural communities are - Botany, Mathematics, Chemistry, Environmental Science, Biotechnology, and Electronics. The grant received from the DBT, Government of India has helped in such outreach initiatives where the students involved in the Institutional Innovation Council (IIC-SEC) of the College participated.



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7. Resources required:

- Transport facility
- Budget provisions
- ICT tools.

1. About the Institution

i. Name of the Institution	St. Edmund's College
ii. Year of Accreditation	2019
iii. Address:	Old Jowai Road, Laitumkhrah, Shillong 793003
iv. Grade awarded by NAAC	B⁺⁺
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