



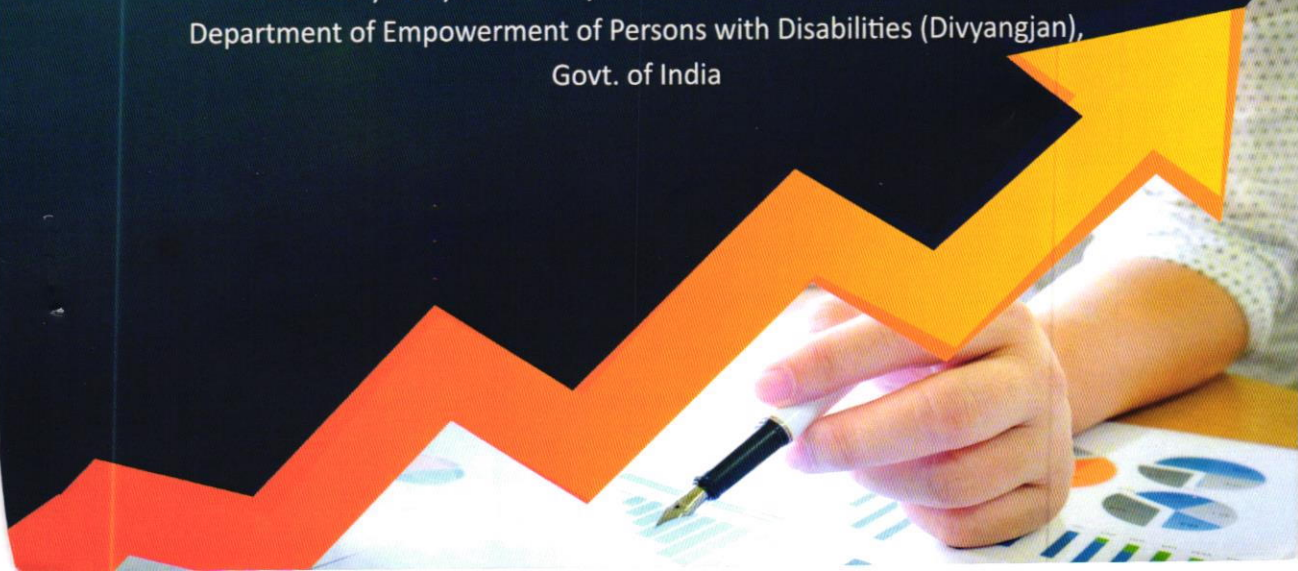
VISION DOCUMENT

2020-2030



Rehabilitation Council of India

A Statutory Body of Ministry of Social Justice & Empowerment,
Department of Empowerment of Persons with Disabilities (Divyangjan),
Govt. of India





VISION DOCUMENT 2020-30



Group Photograph of Eminent Experts with Dr. Subodh Kumar, Member Secretary, RCI involved in development of Vision Document 2020-30 of RCI during National Workshop on "Confluence of Recent Legislations": Role of RCI in Human Resource Development held on 6-7 June, 2019 at Guwahati.



REHABILITATION COUNCIL OF INDIA

A Statutory Body of Ministry of Social Justice & Empowerment,
Department of Empowerment of Persons with Disabilities (Divyangjan),
Govt. of India

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Vision Document 2020-30

Background:

The Rehabilitation Council was initially set up under the Societies Registration Act XXI of 1860 vide Resolution No 22-17/83-HW.III dated 31st January, 1986 to have uniformity and to ensure minimum standards and quality of education & training in the field of special education and rehabilitation. It was given Statutory status by an Act of Parliament, the Rehabilitation Council of India Act, 1992 (No. 34 of 1992) dated 1st September, 1992 effective from 22nd June, 1993. The RCI Act was amended in 2000 (No. 38 of 2000) to make it more broad based. The Act provides for constitution of the Rehabilitation Council of India for regulating and monitoring the training of rehabilitation professionals and personnel, promotion of research in rehabilitation and special education and maintenance of a Central Rehabilitation Register.

RCI's mandate is to develop, standardize and facilitate human resource development in special education and disability rehabilitation in India. This document reflects the shifting paradigm, the current and emerging needs for the coming decade and inclusion, participation and dignity of persons with disabilities (Divyangjan) as per *the provisions of Rights of Persons with Disabilities (RPwD) Act, 2016*. This vision document is a strategic plan for the development of human resource that ensures that all relevant policy, programmes, interventions and approaches are streamlined and optimized to

support the overall HRD policy framework of the Department of Empowerment of Persons with Disabilities (Divyangjan), Ministry of Social Justice and Empowerment, Government of India.

The mission of RCI is to lead and advocate for systemic change in the field of disability rehabilitation, leverage collaborations and partnerships toward improved services and support for individuals with disabilities (*Divyangjan*); and promote positive perceptions and attitudes about them. In the larger context, with quality HRD services and programs, RCI aims to realize increased independence, productivity, integration and inclusion of persons with disabilities in the community. Though not a provider of direct services, RCI has promoted and assisted capacity building and coordinated comprehensive systems through systemic change in the development of array of services, supports and other programs to achieve full community inclusion for persons with disabilities (*Divyangjan*).

One important aim of this **Vision Document** is to provide an overarching and coordinated framework for the multitude of skills development agenda that will take RCI into the next decade of development for the country.

The **Vision Document 2020-2030** in its foresight has the following considerations for the road map ahead:



Supply & Demand

- Recognizes both the demand and supply side with regards to HRD issues.



HRD spans serveral domains

- Acknowledges that HRD spans serveral domains, from the foundations of early childhood development right through to labour market entry



Systematic Challenges

- Recognizes systematic challenges as impeliments to successful HRD policy implementation.



Broader Development

- Takes into account the challenges posed by development issues such as poverty, inequality, high unemployment levels etc.

- Recognizes both the demand and supply side with regard to HRD issues.
- Acknowledges that HRD spans several domains, from the foundations of early childhood development to inclusion.

Milestones of RCI

The Rehabilitation Council was initially set up under the Societies Registration Act in 1986. The Rehabilitation Council of India Act was enacted by an Act of parliament in the year 1992. The RCI Act was amended in 2000 to make it more broad based.

As per the provisions of the RCI Act 1992, the following 16 categories of Rehabilitation Professionals/Personnel have been allocated to the Council:

Categories of Professionals	
1.	Audiologist and Speech Therapists
2.	Clinical Psychologists
3.	Hearing Aid and Ear Mould Technicians
4.	Rehabilitation Engineers and Technicians
5.	Special Teachers for Education and Training the handicapped
6.	Vocational Counsellors, Employment Officers and Placement Officers dealing with handicapped
7.	Multipurpose Rehabilitation Therapists, Technicians

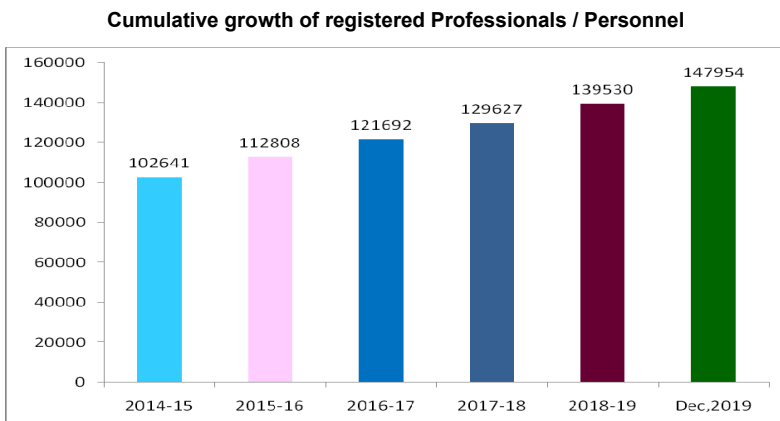
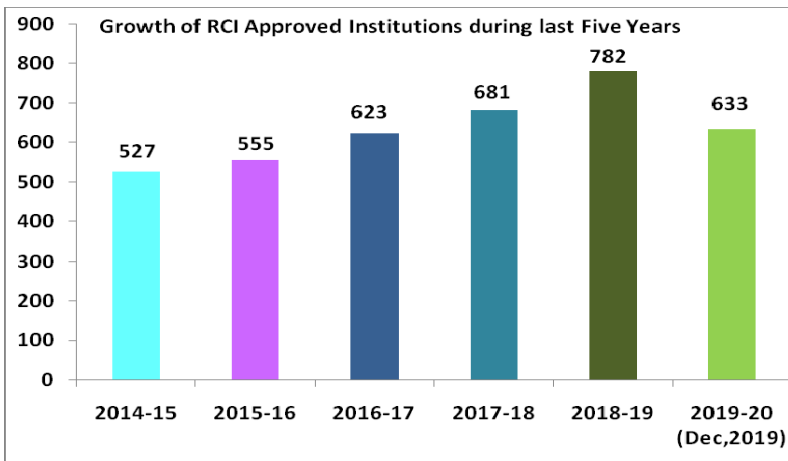
Categories of Professionals	
8.	Speech and Hearing Technician
9.	Rehabilitation Psychologists
10.	Rehabilitation Social Workers
11.	Rehabilitation Practitioners in Mental Retardation
12.	Orientation and Mobility Specialists
13.	Community Based Rehabilitation Professionals
14.	Rehabilitation Counsellors/Administrators
15.	Prosthetists and Orthotists
16.	Rehabilitation Workshop Managers
17.	Any other

Mandate

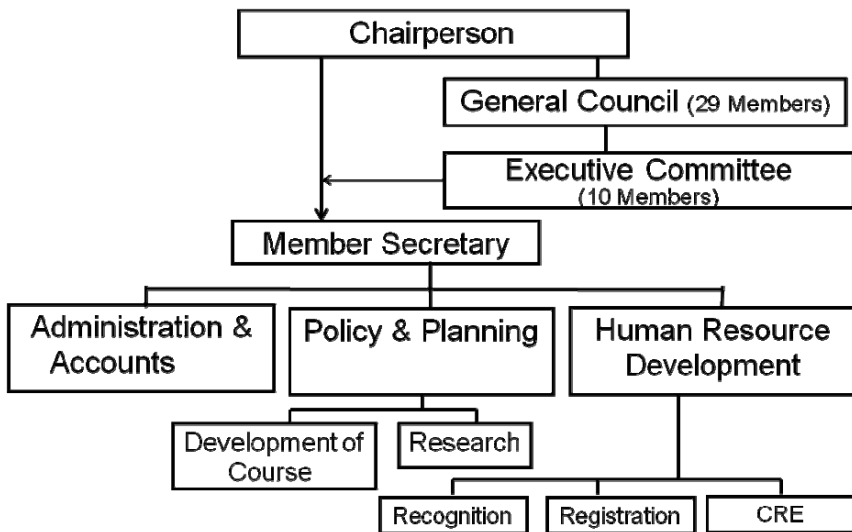
1. To regulate and monitor the training programmes in the field of rehabilitation of persons with disabilities (Divyangjan).
2. To prescribe minimum standards of education and training for various categories of professionals dealing with persons with disabilities (Divyangjan).
3. To regulate these standards in all training institutions to bring about uniformity throughout the country.
4. To make recommendations to the Ministry regarding recognition of qualifications granted by Universities, etc., in India for rehabilitation professionals/personnel.
5. To make recommendations to the Ministry regarding recognition of qualification granted by institutions outside India.
6. To maintain Central Rehabilitation Register of persons possessing the recognized rehabilitation qualification.
7. To encourage continuing Rehabilitation Education programme for upgradation of skills and knowledge in disability in rehabilitation for professionals/personnel.
8. To promote research in rehabilitation and special education.

Growth

Over the years, there has been a steady growth in the number of approved training institutes and Professionals/Personnel registered with the RCI in the country. The following tables depict the expansion of the RCI's outreach over the past few years.



Organizational Structure of RCI



To meet the mandate of the Council, the following departments are functioning to achieve the objectives of the RCI Act, 1992:

- Standardization of Training Courses:** The Council develops and standardizes training Courses to meet the human resource requirement for various categories of Professionals/ Personnel allocated to RCI. These Courses are reviewed, revised and updated from time to time. At present 60 Courses are operational through regular mode in the area of disability rehabilitation and special education ranging from certificate to masters and above level.

- **Inspection and Approval:** As per the provision of Section 11(2) of RCI Act of 1992 and Section 7(3) (h) of RCI regulations, every year, the Council invites online proposals from the prospective government organisations (GOs)/ non-governmental organizations (NGOs) / universities, etc. to conduct RCI approved training courses. The Council carry out assessment of institutes for considering approval or discontinuation of training institutes to run RCI's approved courses in the field of special education in disability rehabilitation. As on date 640 Training Institutes are approved by the Council.
- **Central Rehabilitation Register (CRR):** In accordance with Section 23 of the Rehabilitation Council of India Act, a Central Rehabilitation Register (CRR) is being maintained by the Council for registration of the Professional/Personnel having RCI approved qualification in disability rehabilitation and special education. As on date 1.47 lakhs Professionals/ Personnel are registered in the CRR of RCI.
- **Continuing Rehabilitation Education (CRE):** The Council is responsible for updating and upgrading the knowledge and skills of professionals/personnel working in different areas of disability. Accordingly, the Council accords approval to RCI's approved Training Institutes to conduct 01 day, 02 days, 03 days and 05 days Seminars/ Conferences/ Workshops on approved CRE topics with an objective to upgrade the knowledge & skills of in-service & practicing Rehabilitation Professionals & Personnel registered with the RCI under section 19 of RCI Act of 1992 and to update professional knowledge of master trainers working in the field of rehabilitation & special education. Every year more than 1000 programmes are being organized by Training Institutes through which approximate

60000 Professionals/Personnel are benefited in upgrading knowledge and skills.

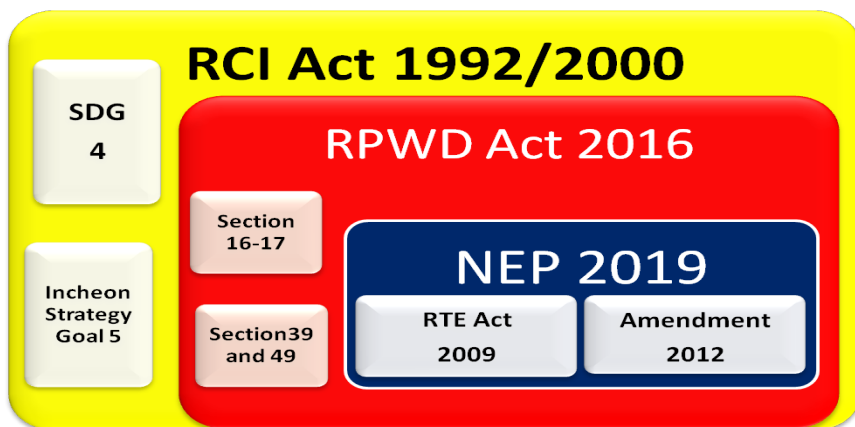
- **Open and Distance Learning (ODL):** In order to develop the required trained Human Resource in the field of special education, the Council has taken the initiative to launch B.Ed. Spl.Ed (ODL) Course in collaboration with 14 States Open Universities within their territorial jurisdiction in Hindi, English and Regional languages i.e., Tamil, Telugu, Marathi, Bengali, Gujarati etc.
- **Zonal Coordination Committees (ZCC):** The Council has adopted a unique method of reaching grass root functionaries by establishing Zonal Coordination Committee in collaboration with Non- governmental organizations. These Zonal Coordination Committees functions are advisory in nature and act as a zonal chapters of the Council. The Zonal Coordination Committee in 14 zones of the Country have initiated the process of strengthening the training programmes under their zone by inviting professionals/ Personal, NGOs in workshops/sensitization programs etc, being conducted in their respective zones and also assist the Council in monitoring of training courses and various examinations being conducted at Training Institutes.
- **Monitoring:** In order to ensure the proper and fair conduct of special education and disability rehabilitation programme, the Council deputes team of visiting experts, surprise inspection, CLOs, observers during the conduct of courses and examinations of various courses conducted at RCIs approved institutions across the country. The Council also delegates the responsibilities of monitoring of courses and exams to Zonal Coordinators of the concerned zones.

- **National Board of Examination in Rehabilitation (NBER):** The NBER has been set up as a Society Registered in year 2006 as an adjunct body of RCI to conduct, facilitate, organize, coordinate and monitor examinations for all Diploma/ Certificate level courses. In exercise of the powers conferred by Sub-Section (k) of Section 29 of the RCI Act (34 of 1992), Regulations for Conduct of Examinations were notified by the Department of Empowerment of Persons with Disabilities (Divyangjan), Ministry of Social Justice and Empowerment on 08th June 2014. The NBER is conducting examinations of 750 batches of Certificate and Diploma level courses being conducted by RCI approved Training Institutes all over the country. AIOAT is also being conducted for admission to Diploma level courses. NBER is headed by Chairperson, RCI as Chairperson, Ex- officio, NBER and by Member Secretary, RCI as Secretary Ex-officio, NBER.

RPwD Act, 2016 and its implication on HRD

This **Vision Document** will bring the work of RCI in confluence with the RPwD Act 2016, for enhancing the rights and entitlements of *divyangjan* but also to provide effective mechanism for ensuring their empowerment and true inclusion into the society.

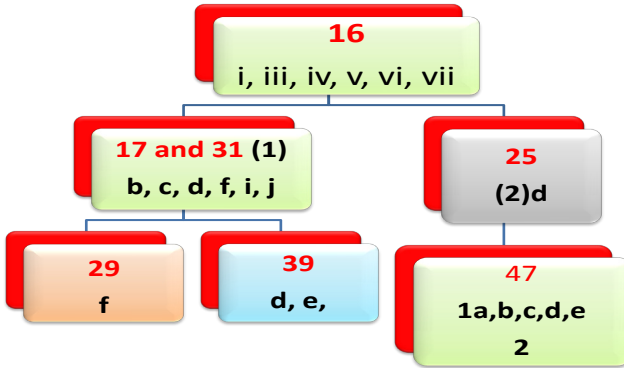
India is one of the few countries in the world where development of human resource for persons with disabilities (Divyangjan) has a prime focus on all disciplines of rehabilitation professionals. However, in the RPwD Act 2016, the addition of 14 new categories of disabilities, places a responsibility for RCI for developing many other disciplines of professionals; thereby requiring a change in the future course of action for human resource development in the field of disability rehabilitation.



The above is the foundational basis of the Vision, Mission and Plan of Action.

This vision document harmonizes all the relevant sections of RPwD Act with RCI Act to further the efforts of the Council to attain the highest standards in human resource development.

RPwD Sections MOST relevant to RCI



The Vision, Mission and Plan of Action

Introduction

The Rehabilitation Council of India Act, RCI Act, is now 27 years old: in this period of time, the entire narrative on disability rehabilitation and education has undergone major paradigm shifts. The passage of the Rights of Persons with Disabilities Act, 2016, (RPwD) now places far greater and more multi-sectoral responsibilities on RCI than previously envisaged. The legally mandated disabilities have been expanded from seven to twenty one; the education of persons with disabilities has also been contemporarized ,moving from a uni-directional mode of special education to a multi-directional mode which includes inclusive education for all (sections 16 and 17) with a provision of choice between special and inclusive education (section 31) for persons with benchmark disabilities; modern-day rehabilitation therapies and technology in orthotics and prosthetics, as well as in social work, clinical and rehabilitation psychology, also demonstrate changed scenarios today which must needs to be adequately addressed by the RCI, the only Statutory Body in India, to prepare, promote and facilitate the development of human and material resources for disability.

In light of the above, it becomes imperative for the Council to develop new strategies, dimensions and processes, which will strengthen the preparation of professionals/personnel to address the paradigm shift in the disability sector from a medical model to

a rights-based social model of disability. As the Council prepares to meet these new challenges, it must do so with a new Vision and Mission, accompanied by a modernised Plan of Action for the next 10 years. Moreover, it must do so within the confines of its mandate.

This, then, is the sole objective of this document.

This Vision Document has been developed based on the recommendations made by Smt. Shakuntala D. Gamlin, IAS, Secretary DEPwD, Chairperson, RCI, Shri Jishnu Barua, IAS, Addl. Chief Secretary to the Govt. of Assam, Social Welfare Department, Deputy Chief Commissioner, CCPD, New Delhi, State Commissioner Disabilities, Members of EC & GC, RCI, Dr. Subodh Kumar, Member Secretary, RCI, Prof. Subha Shankar Sarkar, Vice-Chancellor, Netaji Subhash Open University (NSOU), Prof. Seetharama Rao Kusumba, Vice-Chancellor, Dr.B.R.Ambedkar Open University, Prof. Rana Krishna Pal Singh, Vice-Chancellor, Dr. Shakuntala Misra National Rehabilitation University, Prof. S.K. Srivastava,

Vice-Chancellors, North Eastern Hill University, Prof. Mohan Bhattacharya, Vice-Chancellor, Mahatama Gandhi University and other Senior Rehabilitation Experts/Professionals during the 02 days National Workshop on “Confluence of Recent Legislations; RCI’s Role in HRD Capacity Building of Senior Rehabilitation Professionals” organized by the Council from 6-7th June, 2019 at Guwahati University, Guwahati and based on the recommendations made during the interaction between Chairperson, RCI and members of an Expert Committee including representatives from MHRD, NIEPA, NCTE, SCERT and IE for convergence of RCI courses held on 3-4th July 2019 at Delhi.

New Vision Statement of Rehabilitation Council of India

A facilitative environment reflective of convergent effort fostering the highest standards in human resource development in the disability sector, for the singular and ultimate purpose of providing the best quality of education, training and composite rehabilitation services to persons with disabilities, based on the paradigm of human rights and on the principles of inclusion.

New Mission Statement of Rehabilitation Council of India

To ensure the highest quality of emerging rehabilitation professionals through competency based curricula, which addresses the life cycle needs of persons with disabilities in contemporary India.

To promote the highest attainable standards in the development of human and material resources, towards preparation and delivery of composite services in education, training, rehabilitation, skilling, research and technology.

To prepare professionals who will respect the rights, dignity, autonomy, confidentiality and cultural diversity of persons with disabilities.

To promote the training of rehabilitation professionals in unserved and under-served areas of the country.

To ensure that the current focus is on training in cross disability, inclusion and multi-sectoral convergence, which lead persons with disabilities to live independently, confidently, and productively in their own communities.

Plan of Action 2020-30

Summary of POA

In brief, RCI would require to take the following actions to implement the Plan of Action 2020-2030:-

Form 4 new Committees;

1. One Overarching and Cross Disability Committee, under which 9 Sub-Committees will function, each headed by a member of the main Committee.

1.1. One sub-committees will prepare material on Inclusive Education full time course, cross-disability in nature. This course will be at D.Ed, B.Ed and M.Ed levels; structure, norms, eligibility criteria and full written text will be by authors identified by this group.

2.2. One group will develop material on Specific Learning Disabilities, for multiple settings i.e. for a one year Diploma, for Short term module (15 days), for CREs of 3-6 days and also as an add-on to all existing training courses.

3.3. One group will develop material on Mental Illness/well being, again at multiple

Settings i.e. for a one year Diploma, for Short term module (15 days), for CREs of 3-6 days and also as an add-on to all existing training courses.

- 1.4. One group will develop material for Vocational Training/ Skilling for persons with Developmental Disabilities
- 1.5. One group will develop material on Sign Language and Braille again at multiple settings i.e. for a one year Diploma, for Short term module (15 days), for CREs of 3-6 days

1. Expert Committee on Inclusive Early Childhood Education

2. Expert Committee on E-learning.

3. Expert Committee on Research

4. Developing Quality in Disability Education and Monitoring Mechanisms

- 5. In addition, RCI is required to expand the mandates of 5 existing Committees, as in the Committee on In-service Training of Govt. functionaries, Committee on CBID, Committee on Caregivers Training, Committee on CRE and the Committee on Amendments to the RCI Act.

Component 1: Role of RCI under Section 16, 17, 25, 29, 30, 31 & 47 of the RPwD Act, 2016

Component 2: Role of RCI in capacity building with respect to Section 39 and 47 of the RPwD Act, 2016

Component 3: Role of RC in promoting E Learning

Component 4: Developing Quality in Training and Monitoring Mechanisms

Component 5: Role of RCI in Research

Component 6: Administrative mechanisms required to implement the above

Component 1	Short term Activities 2020-2023	Long Term Activities 2023-2030	Implications for RCI
Role of RCI wrt Section 16, 17, 25, 29, 30, 31 & 47 of the RPwD Act, 2016.	<ul style="list-style-type: none"> Formation of Expert Committee (1) to review/transform/converge existing curriculum of special education courses to competency based courses: 		Formation of Expert Committee (1) and all matters thereof.
Specific Objective & Goals To study, identify and delineate the specific role of RCI in the light of the following sections/sub sections of RPwD Act 2016:	To develop Courses in Inclusive Education at D.Ed, B.Ed and M.Ed levels which are cross-disability in nature. To develop a stand-alone course on Mental Illness. To converge those under-utilized courses which lend themselves to convergence. To strengthen the theory and practicum components on		Work closely with NCERT, NIEPA and NCETE Provide orientation to Committee members on development of competency based curriculum.

Component 1	Short term Activities 2020-2023	Long Term Activities 2023-2030	Implications for RCI
<ul style="list-style-type: none"> • Section 16 (i,iii,iv,v, vi and viii) • Section 17 (b, e, d, f, i and j) • Section 25, 2 (d) • Section 29 (f) • Section 30, 3 (a) 	<p>accessibility, reasonable accommodations (including curriculum adaptations as per Section-31) and individual requirements of CWDs as per their current level of functioning.</p> <p>To prepare and include component on Adapted Sports, Culture and Recreation activities.</p> <p>To develop and include component on Specific Learning Disability across all programmes.</p>		
<ul style="list-style-type: none"> • Section 31 (1) • Section 47, 1 (a, b, c, d and e) 	<p>To include technology in curriculum and in teaching methodologies.</p>		

Component 1	Short term Activities 2020-2023	Long Term Activities 2023-2030	Implications for RCI
<ul style="list-style-type: none"> Section 47 (2) 	<p>Review and repeat ACCIE cross-disability course.</p> <p>To develop material for a short Term (15 days) course for General Education Teachers to be transacted in In-service Mode by the MHRD.</p>		Work with NIEPA, NCERT, NCETE and SCERT.
	<ul style="list-style-type: none"> Formation of Sub-Committees(1.1) to develop short-term courses (STC) on: 	Develop material on Home Based Education and share the same with MHRD.	Formation of Sub-Committees (headed by different members of the main Committee) and all matters thereof and incidental thereto.
	1.1. Basic braille and sign language as a modular programme (both online and offline).		

Component 1	Short term Activities 2020-2023	Long Term Activities 2023-2030	Implications for RCI
	<p>1.2.Alternative curriculum and pre-vocational module/ paper for children with ID across all programmes.</p> <p>1.3.Tiered CRE on inclusive education (Curriculum Adaptation, Differentiated instruction, Alternative Evaluation and UDL for teachers)</p> <p>1.4. Mental illness/ Social Emotional Disorders (orwell-being)and on Counselling.</p> <p>1.5.Inclusive and Adapted Physical Education/Sports& Recreation</p> <p>1.6.Specific Learning Disabilities,</p> <p>At multiple settings, stand alone, Short Term, CRE and add-on in existing training courses.</p>		

Component 1	Short term Activities 2020-2023	Long Term Activities 2023-2030	Implications for RCI
	<p>The 6 above-mentioned STCs material should be in Self Learning Mode, along with a repository of Teaching Learning Materials in multi-sensory mode, including videos, apps and tactile graphic organizers.</p>		
	<p>All of the short-term courses should be cross-disability in nature and inclusive in approach, to the extent possible, keeping the situation of the regular classroom in mind.</p> <p>Formation of Expert Committee (2) on Inclusive Early Childhood Education (IECE):</p>		<p>Formation of Expert Committee (2) and all matters thereof and incidental thereto.</p>

Component 1	Short term Activities 2020-2023	Long Term Activities 2023-2030	Implications for RCI
	<p>To develop cross-disability course on IECE (school-readiness program).</p> <p>To develop courses on IECE at diploma level.</p> <p>To converge existing Early Intervention Courses.</p>		<p>Communication with DEIC-RBSK, NHRM, NEP-MHRD</p>

Component 2	Short term Activities 2020-2023	Long Term Activities 2023-2030	Implications for RCI
<p>Role of RCI in capacity building with respect to Section 39 and 47 of the RPwD Act, 2016.</p> <p>Specific Goal:- To study, identify and delineate the specific</p>	<p>1. Expand mandate of 5 Committees Expert Committee (Existing) on In-Service Training for capacity building Government functionaries:</p> <p>to develop material for other target groups such as SHG, Panchayats/Village Committees and MGNREGA.</p>	<p>Translate all written material for these modules into regional languages.</p> <p>Undertake study to assess impact of training on Teachers, Asha Workers and Mid-level Functionaries</p>	<p>Administrative action for communication of additional agenda to respective Committees.</p> <p>Communicate with concerned Government Ministries/bodies/agency:</p>

Component 2	Short term Activities 2020-2023	Long Term Activities 2023-2030	Implications for RCI
role of RCI in the light of the following sections/ sub sections of RPwD Act 2016: Section 39, 2 (d, e and f)- only content development	Prepare feed back forms and encourage their completion. 2. Expand mandate of Expert Committee for Caregivers Training (Existing) to review current training	(these are the target groups with fewer transfers).	Add content on disability for trainings of (MHRD/ EDU/Health -MCI/Nursing/ Admi-n/RD/ UD/Panchayati Raj/Assoc of Architects/ Engineers In collaboration with National Trust
Section 47, 1 (a, b, c, d and e) Section 47 (3)	programme to include promotion of rights, dignity and independent living 3. Expand mandate of Expert Committee on CBID (Existing) to review CBID course -Section 47(i) for development of material on SLD, and on Mental		

Component 2	Short term Activities 2020-2023	Long Term Activities 2023-2030	Implications for RCI
	Illness, as well as on Adapted Sports; also include module on independent living for person with disability & Parents/ Caregivers.		
	<p>4. Expand mandate of Expert Committee (Existing) on CRE to develop modules on Special Olympics and to include material by Expert Committee 1 (the 9 STCs mentioned under Component 1.)</p> <p>CRE's to be scaffolded (tiered) w.r.t. Inclusive Education (4 modules) as on Component 1 of this document.</p>	Develop material on Home Based Education and share the same with MHRD.	Formation of Sub-Committees (headed by different members of the main Committee) and all matters thereof and incidental thereto.

Component 3	Short term Activities 2020-2023	Long Term Activities 2023-2030	Implications for RCI
Role of RCI in Promotion of Open Distance Learning	<p>Formation of Expert Committee (3) on Promotion of ODL for:</p> <ul style="list-style-type: none"> • Development of e-Resources, including: <ul style="list-style-type: none"> - e-Journals - e-Library - Webinars • Revival of Navshikhar Channel • Development of Web-Portal/ Software/ Mobile App. 	<p>Development of web-repository of service providers, material and human resources in disability rehabilitation.</p> <p>To transfer all courses related to education of persons with disabilities into ODL mode at B.Ed level for CP and ASD with multi-sensory TLMs including videos etc.</p> <p>Undertake the same for courses in Inclusive Education, Inclusive early Childhood Education and on Mental Illness.</p>	Formation of Expert Committees and all matters thereof and incidental thereto.

Component 4	Short term Activities 2020-2023	Long Term Activities 2023-2030	Implications for RCI
Specific Objective & Goals To ensure quality in training and improved monitoring of Training Centers	Formation of Expert Committee (4) for developing Quality Indicator Framework for RCI (on similar lines with NAAC): Train Visiting Experts and Course Coordinators to apply the QIFRCI for courses in regular mode	Apply the indicators and test the efficacy of the QIFRCI. Make modifications based on Feedback. Prepare modalities and markers for quality control in distance education	RCI to pursue convergence with appropriate certifying agency for certification (2) Promote services at remote areas including the NE

Component 5	Short term Activities 2020-2023	Long Term Activities 2023-2030	Implications for RCI
Role of RCI in research and international perspectives in curriculum building Specific Objective & Goals	Formation of Expert Committee (5) for Research: To develop a National Repository for Research Work (disability specific)	Promote research for learning – Funding possibilities: Liaison with funding agencies (e.g. ICMR, DST, DBT, ICSSR, Chamber of commerce & CSR) for sourcing possibilities of funding	Formation of Expert Committees and all matters thereof. Identify experts & form sub-committees in different disability areas

Component 5	Short term Activities 2020-2023	Long Term Activities 2023-2030	Implications for RCI
To study, identify and delineate the specific role of RCI in the light of the following sections/ sub sections of RPwD Act 2016: Section-17 (J) Section 25 (2a)	Establish a Unit for Disability Studies in RCI <ul style="list-style-type: none"> o Define roles, responsibilities and composition of the Unit o Identify new and innovative research areas. o Initiate/invite research projects 	Discuss possibility of earmarking certain percentage of RCI budget to coordinate disability studies Collaborate with funding agencies for inviting proposals reflecting projected needs.	Collaborate with Education agencies (CBSE, NCERT, UGC, State School Boards, Universities) for identifying the needs; and capacity building for teachers and researches. Recognize appropriate
Section 47 (2)	Design a pilot format for collection of information. Make initial contact with all professionals, TTIs,	Tap international agencies for funding research (eg. USAID, UNICEF, etc) Reserve a Special Component for the NE Periodic review for up-dation	institutions as research institutions; and identify senior professionals as guides for research. Urge UGC to create separate section on

Component 5	Short term Activities 2020-2023	Long Term Activities 2023-2030	Implications for RCI
	<p>Universities and other research bodies.</p> <p>Compile & shortlist disability-wise data</p>	<p>Promote healthcare & disability related research</p> <p>Collaborative research to identify the psychosocial correlates of disability.</p> <p>Screening and early identification methods suitable for teachers and all other rehabilitation professionals</p> <p>Promote research in disability studies at Universities and Colleges</p> <p>Review the existing syllabus to further incorporate research methods theory at Graduate & PG level.</p>	<p>disability in SAP DRS programme</p> <p>Faculty improvement programs – Orientation & Refresher courses</p> <p>Provide funds to organize annual or biennial national conferences on disability studies.</p> <p>Improve quality of RCI journal (visibility/online-mode, regularity) and envisage multiple journals with a disability-focus in the long term.</p>



भारतीय पुनर्वास परिषद्

REHABILITATION COUNCIL OF INDIA

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