

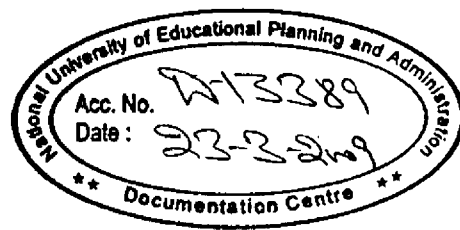
BEST PRACTICES IN INCLUSIVE EDUCATION IN SSA



NUEPA DC



D13389



Contents

S. No.	Name of the Article	Pg. No.
1.	Monitoring System adopted by Andhra Pradesh SSA to track the work performance of the Resource Teacher under Inclusive Education	1-13
2.	Providing Specialized Support to CWSN in Assam	14-17
3.	Community Involvement in Inclusion.– The Gujarat Initiative	18-20
4.	Parental Education Programme in Kerala	21-25
5.	Providing Resource Support to Children with Special Needs (CWSN) – Maharashtra SSA	26-32
6.	Activity Oriented Camps in Uttarakhand for CWSN	33-35
7.	Observation of World Disabled Day in West Bengal	36-39

Monitoring System adopted by Andhra Pradesh SSA to track the work performance of the Resource Teacher under Inclusive Education

The Inclusive Education programme for children with special needs in AP-SSA has devised a different kind of monitoring mechanism, both at the district and at the state level. Since the Resource Teacher (RT) plays a key role under this programme, it is necessary to monitor closely the work undertaken by the resource teacher. The important formats being used to monitor the RT's work performance in the field are:

- RT Profile format
- Advanced tour programme format
- Work-done format
- Home-visit format

These are given at **Annex-I-IV**.

The RT submits the thirty-day *Advance tour programme*, in this format to the Project Officer on 3rd of every month during the RT's review meeting. S/he submits the child wise home-visit dates, school wise remedial class dates and school wise post-mainstream follow up dates to the Project Officers.

In *Home-visit* statement, the RT submits details like the time spent with child in the presence of the parent, training given to the parents, etc, and take the parent's signature along with second supporting signature of the local head master or sarpanch in token of his/ her visit to the child's home.

In *Work-done* and *Post-mainstream* reports, the RT submits details like the time spent with child in the presence of the teacher, attendance of the child, improvement in child's performance, etc. The signature of the school teacher is also taken. The RT has to submit all these reports to the Project Officer on 3rd of the next month so that it could be reviewed in the RT's review meeting.

The RT's work performance is monitored by both the district and state units by using 'RT – Child Tracking system'. A software application has been designed and developed specifically for this purpose. Entire data of all children covered under the programme has been fed along with their addresses, telephone numbers and photographs. By using this application, the parent is contacted over telephone and gives information on the 10-point check-list. In case the telephone number is not available, the parent is contacted through postal correspondence and provides firsthand information about the quality of services being rendered by the RTs. This also helps in taking the parent's opinion about the programme as well as the RT's performance.

Reports are generated and sorted resource teacher wise for the purpose of cross verification with the Advance tour programme submitted by the RT in that month. The same report is used by the Project Officer at the District Project Office during the the RT's review meeting on 3rd of every month. Only after this review, the salary cheque is issued to the RT for that month.

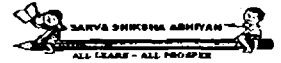
With the use of this system, the programme has benefited in terms of ensuring regularity in RT's visits, in improving the quality of services being provided to CWSN, in using the parents opinions to tune the services (frequency of visits, number of visits of RTs, etc.) to suit to their needs and requirements, etc. Nearly more than 10,000 CWSN can be conveniently contacted and parents' feedback obtained for analysis to gauge the performance of the RTs in terms of services being provided to the CWSN.

The mandal wise particulars of the RTs along with the children attended to have been posted on the website of AP-SSA for public information. So far, 610 mandals out of 1128 mandals are covered under this system. During 2008-09, it is proposed to upscale this innovation to 900 mandals in the State.

**AP RVM (SSA) INCLUSIVE EDUCATION
RESOURCE TEACHER'S PROFILE**

DISTRICT : chittoor

Annex-I



Name of the Resource Teacher : XXXXXXXXXXXXXXX

Category (HI / VI / MR /CP) : XXXXXXXXXXX

In charge for the Mandal : XXXXXXXXXXXXXXXXXXXXXXX

Phone number :XXXXXXXXXX

Educational qualifications: XXXX

Professional Qualification: XXXXXX

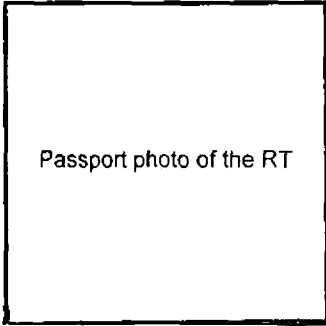
Other professional qualification, if any: XXXXXXX

Rehabilitaion Council of India Registration NO: XXXXXX

Date of registration: XX-XX-XXXX

Specify the contract period of the individual engaged to work under RVM (SSA) as a Resource teacher:

From XX-XX-XXXX to XX-XX-XXXX
dd-mm-yyyy dd-mm-yyyy



Passport photo of the RT

Number of children covered by the Resource teacher under Home Based Education: XX

Specify year wise/organisation wise particulars of experience as a special educator from the date of completion of the degree/diploma in Spl.Education.	
Mention the training programmes conducted / recommended by theAPSSA to which the RT attended.	
Permanent Address of Resource Teacher	

Particulars of children covered by the Resource teacher under Home Based Education

Sl. No.	Name and complete address of the child, name of the parent or guardian, sex, age etc.,	Passport size photo of the child	Working still photo of the resource teacher with the child
1	Name :		
	Father :		
	Sex: ECI: Age:		
	Nature of disability:		
	Door No/ Street		
	Village :		
	Post & Mandal:		
	Phone no.of child's family		
2	Name :		
	Father :		
	Sex: ECI: Age:		
	Nature of disability:		
	Door No/ Street		
	Village :		
	Post & Mandal:		
	Phone no.of child's family		
3	Name :		

	Father :			
	Sex:	ECI:	Age:	
	Nature of disability:			
	Door No/ Street			
	Village :			
	Post & Mandal:			
	Phone no. of child's family			
4	Name :			
	Father :			
	Sex:	Age:	Nature of disability:	
	Door No/ Street			
	Village :			
	Post & Mandal:			
	Phone no. of child's family			
5	Name :			
	Father :			
	Sex:	Age:	Nature of disability:	
	Door No/ Street			
	Village :			
	Post & Mandal:			
	Phone no. of child's family			
6	Name :			
	Father :			
	Sex:	Age:	Nature of disability:	
	Door No/ Street			
	Village :			
	Post & Mandal:			
	Phone no. of child's family			
7	Name :			
	Father :			
	Sex:	Age:	Nature of disability:	
	Door No/ Street			
	Village :			
	Post & Mandal:			
	Phone no. of child's family			

8	Name :				
	Father :				
	Sex:	Age:	Nature of disability:		
	Door No/ Street				
	Village :				
	Post & Mandal:				
	Phone no. of child's family				
9	Name :				
	Father :				
	Sex:	Age:	Nature of disability:		
	Door No/ Street				
	Village :				
	Post & Mandal:				
	Phone no. of child's family				
10	Name :				
	Father :				
	Sex:	Age:	Nature of disability:		
	Door No/ Street				
	Village :				
	Post & Mandal:				
	Phone no. of child's family				
11	Name :				
	Father :				
	Sex:	Age:	Nature of disability:		
	Door No/ Street				
	Village :				
	Post & Mandal:				
	Phone no. of child's family				
12	Name :				
	Father :				
	Sex:	Age:	Nature of disability:		
	Door No/ Street				
	Village :				
	Post & Mandal:				
	Phone no. of child's family				

13	Name :		
	Father :		
	Sex:	Age:	Nature of disability:
	Door No/ Street		
	Village :		
	Post & Mandal:		
	Phone no.of child's family		
14	Name :		
	Father :		
	Sex:	Age:	Nature of disability:
	Door No/ Street		
	Village :		
	Post & Mandal:		
	Phone no.of child's family		
15	Name :		
	Father :		
	Sex:	Age:	Nature of disability:
	Door No/ Street		
	Village :		
	Post & Mandal:		
	Phone no.of child's family		
16	Name :		
	Father :		
	Sex:	Age:	Nature of disability:
	Door No/ Street		
	Village :		
	Post & Mandal:		
	Phone no.of child's family		
17	Name :		
	Father :		
	Sex:	Age:	Nature of disability:
	Door No/ Street		
	Village :		
	Post & Mandal:		
	Phone no.of child's family		

18	Name :				
	Father :				
	Sex:	Age:	Nature of disability:		
	Door No/ Street				
	Village :				
	Post & Mandal:				
	Phone no.of child's family				

Particulars of schools attending by the Resource teacher for remedial teaching :

S.N o.	Name of the School	Name of the Habitation	Number of CWSN in the school
1			
2			
3			
4			
5			
Total			

Particulars of children for post mainstream follow-up by the Resource teacher, if present in the mandal:

Sl.N o.	Name of the Child	Name of the School	Name of the Spl.RBC/HBE from which this child is mainstreamed
1			
2			
3			
4			
5			

No. of CWSN covered under Home Based Education	ECI Children 4 to 5 years		Boys		Girls	
	Boys	Girls	6-10 yrs	11-14 yrs	6-10 yrs	11-14 yrs
Hearing Impaired						
Mental Retardation						
Visual Impaired						
Cerebral Palsy						
Multiple Disability						
Total						



ADVANCE TOUR PROGRAMME (ATP)

of Sri/Smt. _____ IE RT, _____ (category) of _____ mandal. ATP for the month of _____ 200_.

Children covered under Home Based Education							
S.No	Name of the Child & Village	Category	Sex	Date of 1st visit	Date of 2nd visit	Date of 3rd visit	Date of 4th visit
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							

Children covered under Remedial Teaching in schools								
S.No	Name of the School and Address	No of CWSN in the School					Date of 1st Visit	Date of 2nd Visit
		HI	MR	VI	CP	Total		
1								
2								
3								
4								
5								

Follow up of children mainstreamed from Spl. RBCs/HBE to regular schools *										
S.No	Name of the Child & Name of the School	RBC/HBE	No of CWSN in the School				Total	1 st visit date	2 nd visit date	Remarks
			HI	MR	VI	CP				
1										
2										
3										
4										
5										

Concerned IE Resource Teacher should submit his/her advance tour program on or before 3rd of every month to the Project Officer during review meeting for approval. A copy of such approved tour programme shall be submitted to the IE Coordinator by the RT. The RT shall spend minimum 1.30 hours at each home during the visit and shall visit schools for remedial/mainstream follow-up teaching twice(once in fortnight)in a month and shall spend minimum 3 hours by the Resource Teacher.

* Mention 'Not Available' if no mainstreamed child is available in your mandal.

Signature of the Resource Teacher

Signature of the PO/ IE Coordinator

**AP RAJIV VIDYA MISSION (SSA) INCLUSIVE EDUCATION
HOME VISIT REPORT**



of Sri/Smt.....IE RT(Category)ofmandal of.....district, for the month of 2008/09

S.No	Name of the Child & Address	Catgry	Sex		1 st	2nd	3rd	4th	Remarks for the PO/ IECordinator/MEO/RT
1				Dates of visit					
				Parent's Signature					
				Concerned HM sign					
2				Dates of visit					
				Parent's Signature					
				Concerned HM sign					
3				Dates of visit					
				Parent's Signature					
				Concerned HM sign					
4				Dates of visit					
				Parent's Signature					
				Concerned HM sign					
5				Dates of visit					
				Parent's Signature					
				Concerned HM sign					
6				Dates of visit					
				Parent's Signature					
				Concerned HM sign					

S.No	Name of the Child & Address	Category	Sex		1 st	2nd	3rd	4th	Remarks for the PO/ IECordinator/MEO/RT
7				Dates of visit					
				Parent's Signature					
				Concerned HM sign					
8				Dates of visit					
				Parent's Signature					
				Concerned HM sign					
9				Dates of visit					
				Parent's Signature					
				Concerned HM sign					
10				Dates of visit					
				Parent's Signature					
				Concerned HM sign					
11				Dates of visit					
				Parent's Signature					
				Concerned HM sign					
12				Dates of visit					
				Parent's Signature					
				Concerned HM sign					

S.No	Name of the Child & Address	Category	Sex		1 st	2nd	3rd	4th	Remarks for the PO/ IECordinator/MEO/RT
13				Dates of visit					
				Parent's Signature					
				Concerned HM sign					
14				Dates of visit					
				Parent's Signature					
				Concerned HM sign					
15				Dates of visit					
				Parent's Signature					
				Concerned HM sign					
16				Dates of visit					
				Parent's Signature					
				Concerned HM sign					
17				Dates of visit					
				Parent's Signature					
				Concerned HM sign					
18				Dates of visit					
				Parent's Signature					
				Concerned HM sign					

Signature of the IE RT

Signature the IE Coordinator

Abstract Report of the Resource Teacher for the above month

Activities	Particulars	Remarks																
1	No. of HBE children assessed by medical experts so far																	
2	No. of HBE children yet to be assessed by medical experts																	
3	No. of HBE children require assistive devices as suggested by the experts & other support material	<table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <tr> <td>H.A</td> <td>E.M</td> <td>B.S</td> <td>M.G</td> <td>BTB</td> <td>W.C</td> <td>W.S</td> <td>Othrs*</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	H.A	E.M	B.S	M.G	BTB	W.C	W.S	Othrs*								
H.A	E.M	B.S	M.G	BTB	W.C	W.S	Othrs*											
4	No. of HBE children given assistive devices as suggested by the medical experts	<table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <tr> <td>H.A</td> <td>E.M</td> <td>B.S</td> <td>M.G</td> <td>BTB</td> <td>W.C</td> <td>W.S</td> <td>Othrs*</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	H.A	E.M	B.S	M.G	BTB	W.C	W.S	Othrs*								
H.A	E.M	B.S	M.G	BTB	W.C	W.S	Othrs*											
5	No. of Home visits made against 72 visits																	
6	No. of schools visited for remedial teaching																	
7	No. of schools visited for follow-up of children mainstreamed from spl.RBCs/ HBE																	
8	No. of IEPs newly developed in this month																	
9	No. of IEPs existing updated in this month																	
10	No. of schools identified by the RT out of total adopted (remedial/followup) schools to make barrier free environment																	
11	No. of schools made barrier free in this month.																	
12	No. of CWSN mainstreamed, if any, by the Resource Teacher from HBE to regular schools during this month																	
13	Total no. of sessions attended at the MRC.																	
14	No. of clients guided/counseled by the RT at MRC.																	
15	No. of success stories submitted during this month																	
16	Innovative TLM demonstrated in this month																	
17	No. of occasions the officers met the RT in the field.	<table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <tr> <td>PO</td> <td>IEC</td> <td>Othrs</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	PO	IEC	Othrs													
PO	IEC	Othrs																

*H.A= Hearing Aid, E.M=Ear Mould, B.s=Braille Slate, M.G=Magnifying Glass, BTB=Braille Text Book, W.C=Wheel Chair, W.S=Walking Stick, Othrs= Others like Tricycle, Crutches, Spectacles etc. **All monthly reports shall filed and maintained by the Dist. IE Coordinator

Signature of the Resource Teacher

Signature of the IE Coordinator

Project Officer is requested to give the rating on the performance of the Resource Teacher during the above month	Performance of the RT for the month		
	Excellent	Good	Not up to the mark

Signature of the PO

Providing Specialized Support to CWSN in Assam

Providing quality education to children with special needs is of paramount importance. It requires a great deal of technical expertise to deal with the needs of children having different kinds of impairments. Resource teachers are specially trained teachers capable of teaching children with special needs in all settings. Their main role is to provide remedial assistance to a child in those content areas in which s/he is having comprehension problems in a regular classroom.

Resource Support

Resource support to CWSN comes in the form of academic and vocational training. Academic resource support simply means that every child with special needs must be taught by utilizing effective, but special pedagogical strategies and equipment to meet his /her learning needs. There are various modes by which academic support could be provided. To provide this resource support to CWSN, Assam SSA takes the help of resource teachers (RTs) and volunteers. The key areas of

the resource teacher assistance are assessment, teaching, parental counselling and evaluation of CWSN. The volunteers on the other hand are trained by the RTs to undertake the activities of enrolment of CWSN, awareness building and in class teacher assistance. The district-wise status of RTs and volunteers is given below.

Functions of a Volunteer

- To enumerate the actual number of children with various disabilities in and out of school in the locality.
- To devise special programmes and interactions for their enrolment and continued retention in schools.
- To organize awareness campaigns for the enrolment and retention of the disabled children.
- To plan and organize medical assessment camps
- To prepare the Special Teaching-Learning Material of such children.
- Remedial Teaching
- To assist the DMO and the NGOs in carrying out the programmes of SSA.
- To assist in motivating the general teachers in integrating the disabled children in formal schools.

District wise number of Resource Teachers and volunteers

S. No.	Name of District	District wise Nos. of RT	District wise Nos. of Volunteers
1	Barpeta	9	173
2	Bongaigaon	5	80
3	Cachar	12	169
4	Darrang	9	177
5	Dhemaji	4	65
6	Dhubri	11	172
7	Dibrugarh	7	119
8	Goalpara	6	92
9	Golaghat	6	115

10	Hailakandi	4	74
11	Jorhat	7	106
12	Kamrup	13	219
13	Karbi Anglong	11	78
14	Karimganj	8	111
15	Kokrajhar	6	80
16	Lakhimpur	6	94
17	Morigaon	5	93
18	N.C. Hills	5	24
19	Nagaon	15	306
20	Nalbari	8	121
21	Sivasagar	6	114
22	Sonitpur	10	137
23	Tinsukia	6	107
	Total	179	2826

Work Undertaken by the RTs and Volunteers

The IE Resource Teachers and Volunteers support and guide CWSN in school as well as at home also. The RTs and Volunteers prepare action plan in advance for the next month and submit the same to the District Mission Office. In school, RTs and volunteers transact the curriculum in the classroom as per plan. They use Teaching Learning Material prepared during the training programme. The RTs and the volunteers also prepare TLM. They support the severely impaired children at home by training them on the skills of daily living as well as counsel their parents.

Remedial Teaching



During summer vacations remedial teaching, for CWSN is conducted by IERTs and Volunteers at Gaon Panchayat level. During the programme, the RTs and Volunteers teach the CWSN of the concerned GP together in one or two selected venues. Before starting the programme, a module is prepared and shared at the state level. The DPOs share the module at district level with all RTs and at block level with the volunteers. The programme is monitored by the State/District/Block/GP level functionaries. A valedictory function is also organized with the community members on the last day of the programme to get a feedback.

TLM prepared for CWSN by the RTs

Various TLMs are prepared by IERTs for supporting the CWSN. The following are some TLMs prepared by IERTs and volunteers:

- Chart of Vowel and Consonant.
- Chart of Number
- Card of Vowel and Consonant
- Card of Numbers
- Concept of Geometry
- Concept of Meter, Liter, Coins, Time, Colour, Map, Number, etc.
- Chart of Animals, Birds, Fruits, Vegetables, Fish, etc.
- Chart of Day, Month, Year etc.
- Numeric Symbol
- Missing Card
- Puzzle Card
- Hands and Eye coordination TLM
- Matching Card
- Flash Cards
- Communication Board.



Resource teacher/volunteer support inside the classroom

Resource Teachers and volunteers support the CWSN in school at Block/GP level. In the class room the IERTs and volunteers give attention to the sitting/ seating arrangement of the CWSN of any category. Moreover, they check the assistive devices like the hearing aid, if there is any child with hearing impairment using it. Then the RTs and volunteers teach the class in the presence of the regular teacher. The Teaching Learning Material is used as per the requirement. Braille books have been provided to the blind children. Volunteers have also been trained on Braille so that they can teach the blind children in the regular classroom.

Frequency of visits by the RTs/ volunteers

The Resource Teachers visits 15 schools and 10 homes of CWSN in a month. They prepare advance Action Plan for the next month and submit the same to the Block Mission Office and District Mission Office with the monthly progress report. The Volunteers visit 15 schools and 15 homes in a month. They also prepare advance Action Plan for the next month and submit the same to the Block mission Office with the

Evaluation techniques used for CWSN

- Provision of extra time.
- Use of devices to be allowed as per the individual needs of the child e.g. calculators, abacus, Braille etc.
- Curriculum modification for blind students (in Braille Text Book.)
- Include objective type questions in assessment procedure
- Instructions and questions are to be read out to the students, if necessary.
- Braille and print size to be enlarged according to needs of students.
- Suitable posture and sitting arrangement to be made by providing adapted chair/table and separate room, if required.

Monthly progress report. Each and every visit of IERTs and volunteers is supported by the signature of concerned Head Teacher of the school (in case of school visit) and respective guardians (in case of home visit).

This effort of academic support to CWSN has been fruitful and effective because of the efforts undertaken by the SSA functionaries at grass root level for the CWSN. Without this support, educational inclusion of CWSN might not have been possible. It is only because of this initiative that CWSN are being able to cope up with their peers in an integrated classroom. This is no doubt a fine example of how appropriate resource support can make a difference in the learning process of CWSN.

Community Involvement In Inclusion – The Gujarat Initiative

The District Primary Education Programme introduced integrated education for disabled children. This scheme was implemented in the State of Gujarat in four phases covering nine districts to enroll all CWSN into the formal stream. These were Banaskantha, Dang, Panchmahal, Kutch, Sabarkantha, Sundernagar, Junagarh, Jamnagar and Bhavnagar. This programme, along with other initiatives focusing mainly on the inclusion of CWSN, also targeted the parents of the disabled and oriented them to accept their children with their disability and enroll them into the school.

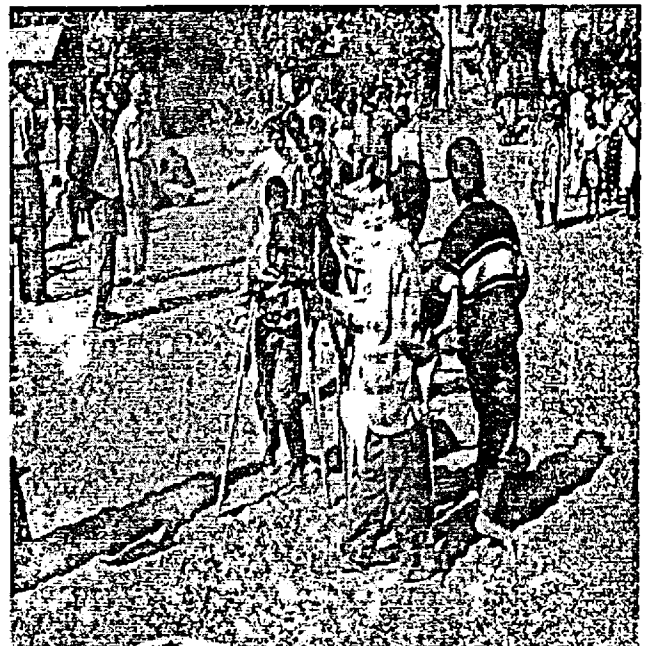
Till the time this scheme was not implemented across the State, the disabled were not aware of their rights. Before this, special education remained the key mode of service delivery. Very few institutes were functioning across the State. CWSN had to face a number of obstacles in enrolling themselves in special schools. Moreover, such schools were not available in the interior/remote regions.

During DPEP, Gujarat had taken a number of important initiatives to seek the support of the community. Some of these steps included:

- Inclusion of a parent of a disabled child in VEC
- Formation of parent councils
- Sensitization of parent councils
- Development and dissemination of posters on IE
- Publication of magazine Prathmik Shikshan Samiti for attitudinal change towards CWSN
- Printing of booklet on success stories of CWSN.

Under this programme all CWSN were imparted education in regular schools. For more effectiveness, teachers of the primary schools were also trained on inclusion. A module was also developed for this purpose.

With DPEP, more and more CWSN were enrolled into the formal education. Enrollment Drives were also conducted regularly. The BRCCs/CRCCs were also oriented to IE. With the help of BRCCs, CRCCs, school head masters, teachers, VEC, MTA, PTA, more CWSN of 6 yrs of age and above were included into the formal education. The reach of DPEP was mainly limited to enrolling CWSN in regular schools. The spread of SSA, on the other hand was wider, reaching out to more severe CWSN through various modes.



Even though, from the DPEP phase, all parents of CWSN were included in the programme, only a limited number were oriented to the scheme of IE. Under SSA programme, more and more parents were oriented to IE scheme as the programme was being implemented across the entire State. Increased community mobilization has led to more parents becoming aware of the disability and their rights. To strengthen the role of the parents and to empower and rehabilitate the CWSN, aids and appliances have been distributed and appropriate training is being given to the parents on their use and maintenance.

A Committee has been formed by VEC comprising the parents of the all types of disabled children. Every month a meeting is arranged. In this meeting, issues regarding disabled children's school enrollment, completion of their primary school education, qualitative education, issues faced by CWSN etc. are discussed and efforts are also made to resolve such problems.

The increasing awareness coupled by the formation of the VEC and parents council has decreased the number of out of school CWSN. Parents have started accepting children with their exceptionalities and they also enroll their children in to the formal school. They are also becoming cautious about their qualitative education.



It is more important that these CWSN get recognized in society. The biggest contribution of inclusive education is societal acceptance of CWSN. By implementation of the IE programme, children are now being well-accepted and the society is gradually accepting their inclusion.

For spreading awareness for the inclusion of the CWSN, among the community members, a CD of local folk art, Bhavai has been developed by teachers trained on IE. Bhavai is also performed by the teachers with the help of local folk dance group. Bhavai is one of the regional folk dances of Gujarat and is written and performed into several regional dialects. It is being performed mainly to increase enrollment and retention of CWSN. It also aims at reducing the out of school CWSN.

The whole script of Bhavai is written in local dialect so that all local village community can understand the message of school enrollment of CWSN and their rehabilitation. 563 such shows have been conducted across the State, as a part of the usual Enrollment Drives conducted by the State. It is also performed during the Parents Teachers Meetings. A CD has also been developed on Bhavai and it is shown in the schools and in various community level meetings.

Some of the issues discussed in Bhavai are:

- Who are CWSN
- Why to enroll CWSN in regular schools
- Facilities provided to CWSN under SSA
- Advantages of inclusion of CWSN.

Different training programmes conducted by the State SSA Mission Society for different functionaries have also led to greater awareness.

Besides, the State has also developed immense material for awareness. Box below gives the contents of the set of 14 posters developed by the State. These charts have been developed disability wise covering aspects of awareness, parents' role, teachers' role, use of aids and appliances, etc. These have been distributed to four schools of each cluster.

Awareness brochures have also been developed on IE. This includes information on progress on IE on various aspects such as identification of CWSN, assessment, distribution of aids and appliances, training, celebration of World Disabled Day, etc. This brochure has also been widely disseminated.

Brochures on various assistive devices have also been developed.

Community Participation in IE Celebrations

With the intention to involve the community in the well-being of the disabled children, several events are celebrated at the BRC/ CRC and school level. These occasions include Flag Day on 14th September, Louie Braille Day, on 4th January and World Disabled Day on 3rd December. Rallies, sports competition, Braille competitions for the visually impaired, debate/song competitions, etc are celebrated through out the year.

Contents of Awareness Charts on IE

- **Chart 1** - Enrolment into School - Our Right
- **Chart 2** - Assessment of the hearing loss at the primary level
- **Chart 3** - English sign language
- **Chart 4** - Training through group hearing system
- **Chart 5** - Gujarati sign language including verbs, days of the week
- **Chart 6** - Gujarati Braille chart, English Braille chart
- **Chart 7** - Education and TLM for MR children
- **Chart 8** - Parents' role in overall development of the child
- **Chart 9** - A poster on inclusive school environment
- **Chart 10** - A poster on increased confidence of CWSN
- **Chart 11** - Gujarati sign language, including all the vowels and consonants
- **Chart 12** - Pictorial poster on aids and appliances used by -CWSN
- **Chart 13** - Games and fun play activities for all children, including CWSN
- **Chart 14** - Prosperous Education, Promising Future.

Hence, as can be seen that the State is conducting several activities for the retention, enrollment and inclusive education of CWSN. The ultimate goal of all these activities is to fully include CWSN into the core fabric of the society by generating awareness on the potential of CWSN.

Parental Education Programme in Kerala

Education of CWSN often poses a challenge to administrators, parents, teachers, peer group etc. The general belief among the community is that CWSN can be educated only in special schools. SSA is gradually endeavouring to integrate CWSN into regular schools.

One of the major hurdles to the education of CWSN is low parental expectations. It is an established fact that parents, like teachers, are also facilitators of learning who play a very crucial role in the overall development of their CWSN. Different interventions like teacher training, remedial education for CWSN etc. have been planned by SSA Kerala for CWSN, of which parental awareness and community awareness are the focus areas. The approach of SSA, Kerala is to undertake mass awareness building campaign on IE.

This write up will mainly focus on the parental education programme, being undertaken specifically for the parents of CWSN.

Parental Education Programme



The special focus and thrust of this programme is on the awareness/education of the parents of CWSN. Lack of community and parental awareness about the problems of CWSN is a major impediment in planning and implementation of activities for CWSN. Therefore, SSA-Kerala started providing community and parental education with the following key objectives:

- Make parents understand the real problems of their CWSN
- Train parents on remedial programmes/ measures required by their CWSN
- Orient parents on the functions, use, repair maintenance and follow up of assistive devices
- Sensitize parents to prepare adapted TLM, educational kits etc.

Target Group of PEP

The community awareness and parental awareness programmes cover the following categories:

- Parents
- VEC members (ward members)
- PTA/MTA members

There are 1336 Cluster Resource Centres in Kerala and parental education programme is conducted at the cluster level. Every year 2-day parental awareness programme is organized for the parents of CWSN. Parents of the non-disabled children also attend the programme. The contents of parental awareness scheme broadly include the following:

- Concept of CWSN and IE
- Importance of IE
- Persons With Disabilities Act, 1995
- Provisions under the Act
- Activities for CWSN
- Role of parents in education of CWSN
- Educational problems
- Educational concessions and facilities available to CWSN
- Community involvement
- Eradication of the misconceptions on disability among society
- Causes and prevention of disability

Besides, the parents also study auditory training, speech therapy, different methods of teaching CWSN etc.

Process of PEP

Basically, three types of parent education programmes are conducted by the State SSA Society for the parents of CWSN. These are described below.

Firstly, PEP is conducted at the CRC level. About 1500 CWSN are covered under a BRC. On an average, 10 CRCs exist in a BRC. SSA conducts 2-day training programme for all parents of CWSN. This is conducted by the special resource teachers (special educators) once a year at CRC level. SSA Kerala has made it compulsory to conduct this 2-day training programme in each CRC. On an average, 90 parents of CWSN attend this programme in each CRC. SSA has been conducting this 2-day programme in all CRCs of the State for four years consecutively. A module has been prepared by the District Level Resource Group for IE. Refreshments are given to all parents who participate in the programme.

Secondly, parent education programmes are also conducted at the time when remedial classes are held for CWSN. Parents accompany their CWSN to remedial classes programme. At the time of remedial classes, parents also sit in the classes. The resource teachers take classes for parents on how to support the child in their homes. The parents also provide support to the child during the

remedial classes. In this way parents capacities are also built and they learn how to support their child. It has been observed that this form of parent education programme is very effective and useful.

Parents observe how the classes are being taken by the teacher at first and then they provide voluntary help to the teacher in conducting the class. These remedial programmes are conducted in holidays at the CRCs. About 30 CWSN along with parents attend these remedial training programmes regularly in the 400 CRCs in the State. The demand for remedial teaching programme is increasing from the part of the parents.

Thirdly, as a part of parents education programme, the resource teachers and



District Programme Officer (IE) attend the regular MTA, PTA of each school to explain the IE activities. The participation of resource teachers in PTA is very useful for mass communication of IE activities. Now every school is aware of the various IE activities. All these activities are gradually leading to awareness about education of CWSN in the State.

SSA State Society has instructed all DPOs to organize these parent education programmes at CRC level each year. Similar instructions are issued by the DPO to the BPOs. The BPO, in turn, inform the Head- Masters (HMs) about the programme. They, in turn, give the message to all the schools falling in their jurisdiction. All BPOs call a meeting of all HMs and inform about this programme. In this way, all the HMs are informed about PEP.

HMs inform the parents of CWSN to attend the programme. Resource teachers, BPO and trainers organize this programme at CRC level. Each CRC is given a resource teacher, who takes classes for parents. External experts are also invited to take classes. SSA has appointed 432 special educators in 152 BRCs. They all participate in PEP and all other activities of IE to promote the education of CWSN in the State.

At the BRC level, 1-day parental seminar/class is also conducted. Representatives from NGOs also attend the seminar. Along with the parents, the resource teachers, special school teachers, students in provisional and technical courses also attend such programmes. This seminar is a part of the community awareness programme under IE.

SSA has conducted three seminars in each BRC (450 seminars have been conducted by SSA). About 500 members participated in each seminar. The community, including parents of CWSN, is educated through the seminar on IE under SSA. Parents of CWSN participate in yearly survey, medical camps, distribution of aids and appliances to CWSN, teacher training, orientation programmes by resource teachers, training of Anganwadi workers, etc. There is no other Department in the State conducting such a programme. The district wise details of PEP are provided below:

Table: District wise Number of PEP's Conducted

S. No.	Name of the District	No. of PEP's Conducted
1.	Thiruvananthapuram	155
2.	Kollam	83
3.	Alappuzha	100
4.	Pathanamthitta	69
5.	Kottayam	100
6.	Idukki	79
7.	Ernakulam	105
8.	Thrissur	147
9.	Palakkad	160
10.	Malappuram	199
11.	Kozhikkode	153
12.	Wayanad	39
13.	Kannur	116
14.	Kasargod	99
	Total	1604

Outcomes of PEP

A new energy has been infused in the parents of CWSN, which is reflected by:

- Parental visits to the schools and their interaction with general teachers, resource teachers on the learning levels of their children
- Demand for remedial education by the parents for their CWSN

- Regular visits by parents to BRCs and CRCs for getting assistive aids for their CWSN.

The CWSN who are studying in the secondary level are not getting any type of facilities by the Education Department. The parents of those CWSN studying in secondary and higher secondary classes are demanding such activities to be extended at that level also. Such has been the awareness through SSA.

Providing Resource Support to Children with Special Needs (CWSN) – Maharashtra SSA

The ultimate aim of Inclusive Education is to give equal opportunities to CWSN for education, employability and independent living in the society. It is also important to mainstream CWSN by providing them proper support in school education system. In Maharashtra, a total of 10.33 lakh CWSN have been identified with the help of checklist. Regular teachers were trained on the use of this checklist. After identification, the CWSN are brought to PHC camp for screening. After screening by the doctors at PHC, they are referred for functional and formal assessment at the block level. At the block level, a team of experts assess these children and recommend further treatment like audiometry, IQ Testing, corrective surgery, supply of aids and appliances and special supports in schools. The number of CWSN recommended for support and the actual support provided is given as Annex- I.



The identification of CWSN is not an end in itself. The main aim of SSA is to cater to the educational needs of the children. The main focus areas of the State are enrolment, retention and reduction in school dropouts. The emphasis of state is also to provide quality education to all children. Unless the special educational needs and rehabilitational services of CWSN are addressed, the above objectives cannot be achieved. Hence, to bring about universal enrolment, the education of children with disabilities needs to be focused upon.

Recruitment Rules for Appointment of RTs

- 1) **Qualification -Academic** : Minimum H.S.C. passed.
Professional : Diploma in Special Education or B.Ed. in Special Education
- 2) **Age** : 33 Years for open category & 38 Years for reserved category in the relevant field.
- 3) **Preference if any** : Experienced persons will be preference.
- 4) **Nature of appointment.** : On the contract basis for a 6 months.

Need of the Technical Expert as a Resource Teacher

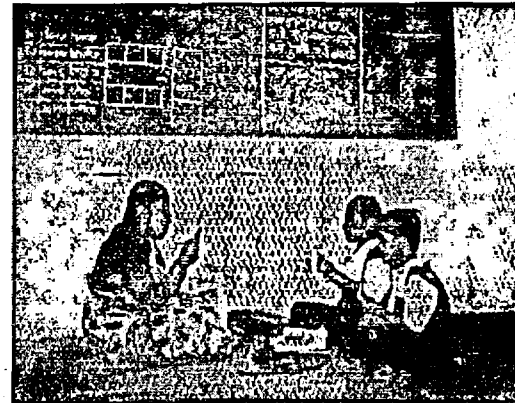
Since, the education of children with special needs requires a great amount of technical expertise, a need was felt to appoint Special Mobile Teachers for these children. These mobile teachers would help to:

- Provide support to CWSN in regular schools
- Design an Individualised Educational Plan
- Adapt the curriculum as per the needs of the child
- Guide the general teacher inside the classroom in dealing with CWSN
- Provide home-based education to CWSN.

The resource teachers are specially qualified who have a degree or diploma in teaching children with special needs. Children with special educational needs are not found in each school, so resource teachers are appointed for a cluster of schools, depending on the number of children. These special teachers have been appointed from each area of disability i.e. visually impaired, hearing impaired and mental retardation etc. These teachers work at the block level under Block Education Officer. The number of such teachers depends on the number of CWSN in each block. 908 teachers have been appointed by the Maharashtra SSA under IE as shown in **Annex- II**.

These teachers work as mobile teachers or itinerant teachers who travel from school to school in the block/cluster. The job chart of the mobile teacher is as follows:

- Pre-inclusion education training to CWSN.
- Educational assessment of CWSN.
- Assessment of CWSN.
- Teach the use of aids and appliances.
- Prepare the teaching-learning material as per the needs of the child.
- Suggest the adaptations in transacting the curriculum.
- Provide remedial teaching and design specific teaching activities.
- Undertake parental counseling.
- Prepare the individual education plan.
- Suggest adaptation in the evaluation system.
- Monitor performance of the CWSN.



Some of the key areas of RT assistance are explained below.

Preparation of Assessment formats

It is important to develop case study for CWSN. Assessment formats like functional assessment checklist, physio therapy formats, assessment formats, occupational therapy, formats, speech and language assessment formats, sensory integration formats and individualized education formats have been developed by the state. These formats have proved to be very useful to record the daily activities of these children.

TLM

Special need children require adapted TLM. Therefore, TLM workshops are conducted at district level. Adaptation in teaching learning materials is required to teach CWSN. Teaching learning material should be prepared keeping in mind, the learning needs

Process of Education of CWSN

- Educational assessment by teacher
- Educational placement (HBE, regular school, school readiness education programme)
- Schedule of visit of the RT
- Individual case studies prepared by teachers
- Appointment of special teachers for each block
- Resource Room made available at block level to provide extra support to CWSN.

of the CWSN. Thus, the State SSA conducts TLM preparation workshop with the help of experts, including special educators from special schools. The TLM prepared by the experts are used by the special teachers inside the classroom with CWSN.

Weekly / Periodically Evaluation

The evaluation of CWSN is done to assess the progress of child. Therefore, IEP formats are developed. The state has taken initiative to develop the formats for keeping the progress record and continuous follow up based on the current level of the child. Short term goal and long term goal for specific task in the areas of daily living, academic, social, motor development, basic concepts, recreational activity, pre-vocational skill, etc. are decided by the experts. These skills are evaluated by the resource teachers twice a month, based on the goals decided.

School Readiness Programme

The group for School Readiness Programme is formed by those CWSN who:

- Show behavioural problems
- Have never been to schools,
- Need training in daily living skills and
- Manifest problems in learning.

These School Readiness Programmes are residential in nature and are undertaken by the resource teachers, specially appointed full time for 3-6 months. The curriculum developed by the special teachers in the workshop is used in this programme. This type of School Readiness programmes have been conducted on pilot basis in the districts of Latur, Aurangabad, Parbhani, Amravati, Bhandara, Satara, Nashik and Pune.

Impact of Special Mobile Teacher

The impact of RT has been tremendous. With the help of these teachers, case studies of CWSN have been developed. The data on CWSN is compiled regularly. Parents are getting actively involved in the education programme of their CWSN, because of individual counselling that they get from these special teachers. The CWSN are provided appropriate support services based on their actual needs.

CWSN Recommended for support

Type of Disability	Boys	Girls	Total
(Orthopedical Handicapped)	45025	32255	77280
Visually Impaired	55883	46909	102792
Hearing Impaired	35450	27551	63001
Mentally Retarded	32949	24623	57572
Learning Disabled	23096	18056	41152
SI (Speech Impaired)	23358	15878	39236
Autism	2847	2132	4979
Cerebral Palsy	1684	1087	2771
Multiple Disabled	5534	3915	9449
Total	225826	172406	398232

Support Services Provided under the interventions

Types of Services	Provided
Certificates	69650
Spectacles	47497
Audiometry	25771
Hearing Aids & Appliances	9595
Aids & Appliances	32547
IQ Testing	39080
Pre-Surgery Screening	31915
Surgery (Actually fit)	10933
Braille Book	5617
Ramp position	58864
Modified Chair	1779
Commode Chair	3238
IEP-Needed	17922
Escort Allowance	4831
Home Based Education Needed	1737
Therapy Services	7753
Braille kit	2216
Blind Cane	1358
Resource room	353
Transport Allowance	1008
Hostel Allowance	239
Reader Allowance	1141
Writer Allowance	804
Speech Trainer	86
Loop Induction System	229

District-Wise Status of Resource Teachers

S. No.	Name of District	Type of Disability			Total No. of RTs appointed
		HI	VI	MR	
1	Nandurbar	2	0	2	4
2	Dhule	7	4	4	15
	Dhule MNC	1	1	0	2
3	Jalgaon	15	3	4	22
	Jalgaon MNC	2	1	2	5
4	Buldhana	7	4	4	15
5	Akola	6	8	5	19
	Akola MNC	2	2	2	6
6	Washim	8	4	1	13
7	Amravati	17	19	10	46
	Amravati MNC	0	1	1	2
8	Wardha	13	8	7	28
9	Nagpur	5	3	26	34
	Nagpur MNC	2	2	2	6
10	Bhandara	9	2	11	22
11	Gondiya	11	0	6	17
12	Gadchiroli	12	1	0	13
13	Chandrapur	13	7	4	24
14	Yavatmal	17	13	5	35
15	Nanded	15	6	24	45
	Nanded MNC	2	0	1	3
16	Hingoli	6	3	3	12
17	Parbhani	10	3	9	22
18	Jalna	6	2	3	11
19	Aurangabad	11	1	9	21
	Aurangabad MNC	2	2	2	6
20	Nashik	23	4	17	44
	Nashik MNC	2	0	0	2
	Malegaon MNC	1	1	0	2
21	Thane	17	5	10	32
	Kalyan-Dombivli	0	2	1	3
	Meera-Bhayander	1	2	1	4

	Navi Mumbai	2	2	2	6
	Thane MNC	2	1	2	5
	Ulahasnagar MNC	0	0	0	0
	Bhiwandi-Nijampur	2	0	1	3
22	Mumbai BMC	0	0	0	0
23	Mumbai Dy.D.	0	0	0	0
24	Raigad	11	3	8	22
25	Pune	23	8	6	37
	Pune MNC	2	2	2	6
	Pimpri-Chinchwad	2	2	2	6
26	Ahmednagar	21	5	3	29
	Ahmednagar MNC	0	0	0	0
27	Beed	8	0	8	16
28	Latur	15	14	16	45
29	Osmanabad	11	0	7	18
30	Solapur	18	7	15	40
	Solapur MNC	2	0	0	2
31	Satara	17	5	17	39
32	Ratnagiri	1	0	2	3
33	Sindhudurga	0	1	1	2
31	Satara	17	5	17	39
32	Ratnagiri	1	0	2	3
33	Sindhudurga	0	1	1	2
34	Kolhapur	18	1	2	21
	Kolhapur MNC	2	2	2	6
35	Sangli	12	3	4	19
	Sangli- Miraj-Kupwad	2	0	2	4
	Total	434	176	298	908

Activity Oriented Camps in Uttarakhand for CWSN

The State of Uttarakhand has taken up many novel initiatives for CWSN, aiming to provide to the CWSN the same the opportunities as other children in all facets of school related activities. One such example is the activity oriented camps mainly conducted to explore and discover the latent potential of these children.

The process of these camps begins with a meeting of VEC members, community members and parents with the school and the block staff. The objectives of these camps are described in detail in this meeting. The meaning of real inclusion is also explained. The parents are told that they would also stay with their children for 3-days in the camps. With the consensus of all the members, the venue and the dates are fixed.



The objectives of these camps are to:

- Use and realize the special skills of CWSN through various activities
- Have positive expectations from all children
- Increase participation of CWSN in all the activities like kinesthetic, visual, auditory activities according to their abilities
- Break myths and prejudices about CWSN. They can be role models for even non-disabled children, if their abilities are recognized
- Create in CWSN self-confidence, self-dependency and self-sufficiency.

About the Camps

The key participants in these camps are the parents/guardians/teachers/VEC members/social workers, CWSN and their classmates, DIET lecturers and special educators. The duration of these camps is 3 days. Time table for 3-days is developed. Varied activities like yoga, P.T., G.K. quiz, puppet shows, literary activities, handicraft activities, games, plays and before sleeping puzzles, etc are a part of these camps.

Further it is decided that all the above activities would be done in groups. The teacher would be a facilitator. Food would be prepared in the camps only. The activities would be jointly undertaken for CWSN and their non-disabled peers. The venue of these camps would either be a primary school or a BRC or any other rented building obtained free of cost.

A few examples of the activities undertaken in these camps are provided below.

Literary Activities

- Story telling
- Sequencing of the story
- Sentence completion
- Poem
- Picture/sounds/shapes recognition
- Letter writing,
- Hand writing competition
- Anatakshri
- Different Maths games
- Reading a railway time table
- Drawing
- Painting



Handicraft Related Activities

- Candle making
- Collage preparation,
- Doll and puppet making with waste clothes,
- Hand fans,
- Greeting cards
- Kite making
- Temperature card (day and night)
- Treasure box
- Tracing
- Mask making.



Games



The games included creating sounds of different animals and birds, folk stories to be completed, corner changing, imitating monkey, elephant etc., walk like a train, jumping in the circle with one foot, guava and jalebi race. Other activities include applying mehendi, planting, collection of feathers leaves, garland making etc.

Last day an exhibition of all the articles made by children like handicraft, painting, etc. is arranged and some plays and folk dances are presented by the students. There is no stigma of failure among CWSN. The environment of the camps is extremely joyous as the parents of CWSN also remain with their CWSN in these residential camps. The teachers also applaud them and this appreciation induces confidence among all children, especially the CWSN.

These activity oriented camps are indeed very action packed which make everyone forget the differences of CWSN. Only the creativity of all children stands out distinctively.

Impact of these Camps on Children

These camps add a lot of meaning to the lives of CWSN and their peers. It gives them an opportunity for self-discovery of their own hidden abilities. The special educators encourage the differently-abled children in every possible way.

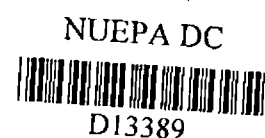
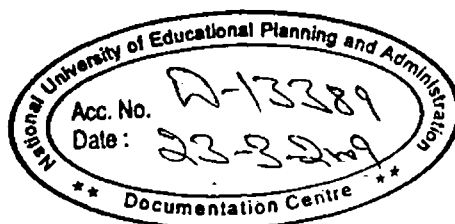
On Teachers

They realize that if the CWSN are not given right opportunity, their capabilities remain dormant, untapped and the child's development remains lopsided. They also understand that inability in recognizing a child's ability is their disability and not of the child's. The teacher also realizes that s/he has also to be a counselor, mentor, friend, psychologist and a social worker. Consequently, s/he also has to be a resource for the parents and the community at large.

Impact on Parents

These camps act as counseling centres for the parents as seeing their children behave similar to the non-disabled children brings about a change in their mental attitudes. The creativity of the children help the parents deal with their misconceptions. It makes them realize that their child's disability need not be an end in itself, but an opportunity provided to them to cooperate and help the child to cope with the situation. It teaches them not to be defeated by the Impairment, but to overcome it. So these camps give the parents a confidence to promote self-esteem in their children.

So far, 45 such camps have been organized in 13 districts of the State and it plans to conduct more of these camps. This is a novel way to promote social inclusion of CWSN with the rest of their peer community and to reach out to diverse learners i.e. to teach in ways that facilitate all children to find productive paths to knowledge as they also learn to live constructively together. These camps have also proved that it is not only academic achievements that matter, but attitudes and the well-being of every young person is equally important too.



Observation of World Disabled Day in West Bengal

One of the major impediments in inclusion of CWSN in the fabric of the society is non-involvement of the community. Sometimes, there is very little interaction between the school and the community. Unlike other social institutions in the village, the school is not fully integrated with the local community. However, gradually with increasing awareness, attitudes towards CWSN are changing now.

Some of the factors, that prevent CWSN from not getting equal opportunities as other children, are:

- Local beliefs and customs
- Lack of correct information
- Failure to recognize the values and possibilities for CWSN
- Negative feelings towards CWSN
- Fear of what is strange and different
- Severity of disability.

In West-Bengal, community awareness programmes being conducted are playing a role in bringing about attitudinal changes towards CWSN. Community involvement can be seen in the following areas:

- House to house survey to identify children with or without disabilities who are out of school
- Providing proper space to run bridge courses for CWSN
- Construction of a disabled friendly school building
- Monitoring the presence of teachers and
- Ensuring participation of CWSN in schools.

Attitudinal barriers prevent CWSN from coming to schools. Unless these barriers are dealt with, success in bringing CWSN to school may be in question. Hence, it is important to undertake wide spread awareness on the need, importance and potential of CWSN. This is what West Bengal State SSA Society is trying to achieve through the IE programme.

Various modes like parental counseling, use of folk media, observation of World Disabled Day, etc are being used as powerful medium to inform the parents on the care, need, management and potential of the CWSN. Parents of the CWSN are being provided counselling and training on their care and management along with teaching them basic survival skills through Key Resource Person from the Family training and home visit by special educators in West Bengal. The State is trying to shape inclusion of CWSN with the active help of parents, teachers, common people and all kinds of professionals concerned with the promotion of IE.

3rd December is being observed as World Disabled Day every year through out the State covering all the 20 educational districts. With the help and active participation of VEC and WEC members, MTA representatives, other community members, district and sub-district level officials, teachers, DLROs, other Non - Govt. Organizations, National Institutes, children with and with out disabilities of primary and upper primary schools, World Disabled Day is being observed as an effective initiative to involve the community to promote IE. A letter has also been issued from SPO to all the DPO's in this regard.

To observe this day, a district level meeting is organized by the DPO of all the District Project Offices with the Circle Project Coordinators (CPCs) of all CLRCs of the District, all special educators working with DLROs, all District Coordinators and DRG members associated with IE Intervention. Subsequently, a meeting is organized at every Block/ Municipality/CLRC in presence of the BDO/Chairman of that



Sub: Observation of 3rd December as World Disabled Day and 3rd - 9th December as 'World Disabled Week'.

Sir / Madam,

Inclusive Education is being implemented through out the country in our State under SSA. The National Policy of Education (1986), RCI Act (1992), PWD Act (1995) and National Trust Act (1999) and these enabling legislations are paving the way for implementation of Inclusive Education through the medium of SSA. Awareness generation and community mobilization are two very important aspects that also have to be taken care of with all other relevant activities like-assessment, manpower development, resource support, curriculum adaptation, multi-sectoral convergence, provision of essential assistive devices, removal of architectural barrier etc.

In our State a total of 147280 CWSN have been assessed through several assessment and screening camps and out of this we have managed to enroll a total of 97570 number of CWSN in primary and upper primary schools. Responsibility of the school education system is to find ways of successfully educating all children, including those who have serious disabilities. In this context, I am writing to you that observation of 3rd December as World Disabled day in a befitting manner would help us to generate mass awareness and mobilize community. It is also the right platform to reach up to the grass root and to share with them the experiences of need of educating CWSN.

Therefore, I would request you to make arrangement for observance of 3rd December as World Disabled Day in your District. It is also suggested that at the entire week starting from 3rd to 9th December 2006 may be observed as 'World Disabled Week'. Documentation of the programme may be made. All Districts (those are in a position to organize a camp in this period) are further requested to organize the assessment cum distribution camp in consultation with ALIMCO.

This is for your information and necessary action.

Yours faithfully
State Project Director

All DPOs – SSA.

Block/Municipality, Savapati of the Panchayat Samiti, Circle Project Co-ordinator, Block level Education Officer and assigned special educators(s) for that particular Block/Municipality. Headmaster from all concerned primary and upper primary schools and several representatives from NGOs also remain present in that meeting.

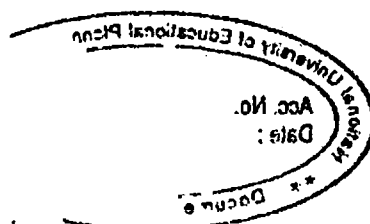
This is followed by a meeting at GP/Ward level with the representative from each school under that GP/ Ward, two or three representatives from each VEC/WEC committee, Anganadi workers associated with ICDS centers, Sahayikas from SSK (Shishu Shiksha Kendras) to finalize the activities to be undertaken on the World Disabled Day (as has

been chalked out in the District level meeting). Responsibilities of each participating member are also fixed.

From the State Project Office a frame work of the programme is sent to all the districts. Besides, several need based and culture specific innovative initiative is being undertaken at grass root level to observe this Day/week successfully. Different districts are using specific strategy to celebrate the World Disabled Day. This is shown in the following table:

Table: District Specific Activities undertaken to Create Awareness for World Disabled Day

S. No.	District	Activities Undertaken to Observe World Disabled Day
1	Dakshin- Dinajpur	Rally, cultural programme with CWSN as well as non disabled children, prize distribution ceremony, showing films in regional languages related to the success stories and facilities from the end of Govt.
2	Birbhum	Rally, cultural programmes, prize distribution ceremony, use of folk media, distribution of IEDC benefits etc.
3	Purulia	Rally, cultural programme with CWSN and non disabled children, prize distribution ceremony, poster and leaflets etc.
4	Nadia	Rally, cultural programme with CWSN as well as so called non disabled children, poster and leaflets etc.
5	Purba Midnapur.	Rally, prize distribution ceremony, poster and leaflets, Mid day meal etc.
6	North-24 Parganas	Cultural programmes, poster and leaflets, distribution of aids and appliances, organizing assessment camp with the help from ALIMCO etc.
7	Paschim Midnapur	
8	Darjeeling	Awareness generation.
9	Jalpaiguri	Use of folk media, distribution of IEDC benefits, Eye sight check up programme, mass awareness with Gramin Protibondhi Bandhu (involved under innovative GBBP programme) etc.
10	Uttar Dinajpur	Cultural programme with CWSN as well as so called non disabled children, distribution of aids and appliances, use of leaflet and posters etc. Assessment cum Distribution camps with the help of ALIMCO, Red cross ,NIOH etc
11	Kolkata	
12	Hooghly	Rally, cultural programmes, use of leaf let and posters, KRPF training etc.
13	Siliguri	Use of folk media, distribution of IEDC benefits, arrangement for integrated games and sports etc.
14	Burdwan	Prize distribution ceremony, play performance, integrated games and sports, distribution of IEDC benefits, innovative therapeutic camps etc.
15	Bankura	Cultural programmes with CWSN as well as non-disabled



16	Howrah	children, distribution of aids and appliances, use of leaflet and posters.
17	Coochbehar	
18	Malda	
19	Murshidabad	Enrollment drives, distribution of IEDC benefits, guardian sensitization programme, use of FM Radio for broadcasting, etc.
20	South-24 Parganas	Use of leaf let and posters, showing Inclusion related short duration film in regional language, awareness camp, mid-day meal distribution etc.

Celebration of World Disabled Day has been able to generate some level of awareness in the general public about the needs and potential of the disabled. This is one activity that is undertaken with great vigour by all the functionaries at state/district/block/circle level as it is considered to be an important step towards empowering the CWSN.

A Leaflet on Prevention of Disability and Other IE Related Issues

সর্বশিক্ষা প্রতিষ্ঠান
সর্বশিক্ষা, সর্বত্র উন্নতি

সর্বশিক্ষা প্রতিষ্ঠান, দক্ষিণ ২৪ পরগণা

৩রা ডিসেম্বর বিশ্ব প্রতিবন্ধী দিবস।

৩রা ডিসেম্বর সারা বিশ্বের সঙ্গে আমাদের জেলায়ও বিশ্ব প্রতিবন্ধী দিবস পালন করা হচ্ছে। সর্বত্রের মানুষকে বিভিন্ন অনুষ্ঠানের মাধ্যমে আত্মিক হাত-পায়ী এবং বিশেষভাবে প্রতিবন্ধী ছাত্র-ছাত্রীদের উৎসাহিত করার জন্য প্রতিটি চক্রের অর্থনৈতিক ও উচ্চ মাধ্যমিক বিদ্যালয়ের পরিদপ্তর ও বিদ্যালয় প্রতিষ্ঠান নিজে নিজে প্রতিবন্ধী দিবসে অর্থনৈতিক সমর্থন করার উদ্যোগ গ্রহণ করা হয়েছে। এই উদ্যোগকে সফল করে তুলতে সর্বশিক্ষা প্রতিষ্ঠানের সঙ্গে হাত মিলিয়ে আসুন আমরা সবাই প্রতিবন্ধী প্রতিদ্বন্দ্বিতার সমাজের একজন অংশীদার হিসেবে গড়ে উঠি। প্রতিবন্ধীকে দেখে করত:

- ১। প্রতিবন্ধীকে সম্মানিত করে পৌঁছে দেওয়ার ব্যবস্থা করুন।
- ২। প্রতিবন্ধীকে সাহায্য করার ক্ষমতা রাখুন।
- ৩। নিজে অন্যদের পরে বসে বসে কথা কন, না কানলে তবুও তাড়াতাড়ি পরামর্শ দিন।
- ৪। নিজে কোন কোন অসুস্থ হলে যত্ন থেকে গড়ে না যান।
- ৫। নিজে অসুস্থ হলে পোলিও বুধে নিজে আসুন।
- ৬। অন্যান্য চীকা বধাসনমে দিন।
- ৭। প্রতিবন্ধী নিজেও বিদ্যালয়ে ভর্তি করে দিন। এরা অন্যদের বোকা নয়, এদের হয়ে সম্পূর্ণ ক্লাসে মাঝি অসুস্থদের দরকার। এদের বিভিন্ন সমস্যায় সর্বশিক্ষা প্রতিষ্ঠান থেকে সেওয়া হয়।
- ৮। সর্বশিক্ষা প্রতিষ্ঠান প্রতিবন্ধী শিশুদেরও সাধারণ শিশুর মতো বিদ্যালয়ে আনতে আহ্বান জানায়।
- ৯। অসুস্থের প্রস্তুতি অন্যরা চাই নাহলে রাখুন, সুখ্য চক্রের মধ্যে কৃষ্ণি রাখুন।

আসুন আমরা আমাদের প্রতিবন্ধী সন্তানদের পাশে দাঁড়াই। তাদের বিদ্যালয়ে নিয়ে আসি এবং সর্বশিক্ষা প্রতিষ্ঠানকে সফল করি।

সর্বশিক্ষা প্রতিষ্ঠান, দক্ষিণ ২৪ পরগণা, বোকা উল্টে হোক উন্নতি

