

Contents

Details	Page No.
A Missive for Executive Secretary	02
Introduction	03
Objectives	04
Major Activities	05 - 12
Project progress in a graphical view	13 - 21
Visits & Trainings	22 - 28
Entertainment	29 - 30
Employment	31
Human Resource Development Centre	32
Case Study	33
News Paper Clippings	---
Photo Gallery	---

A Missive From Executive Secretary



(Sagar Mal Kaushik)
Executive Secretary

Dear friends,

It gives me pleasure to present Yearly Report of the project "**Education & Training Programme for Deprived Mentally Challenged Children**" for the period August 2006 to July 2007.

As year are passing bond between families of CBR programme & VIBHA, Inc. USA is getting strengthen. Now people in the community has unserved that all the services which they are getting from Rajasthan Mahila Kalyan Mandal, is due to the support of VIBHA.

Here I would like to give my sincere thanks to VIBHA team for boosting our moral making us enable to serve these un-severed groups.

This programme is very challenging in terms of satisfaction of parent; but now slowly parents also started understating that improvement in special children is slow process. It requires patience & resources "VIBHA's" supporting hand made resources to reach to unreachd.

The hard work of staff, commitment towards work & timely support of VIBHA made this programme parents first choice.

Graph of beneficiaries is increasing every year shows its demand within the community.

It's happiest movement to share our yearly hard work in terms of progress report with photographs and news paper clippings.

We look forward for your comments & constant encouragement, guidance, suggestions and support for enhancing our work. We look ahead for continuous support of this innovative project from VIBHA.

(S. M. Kaushik)
Executive Secretary

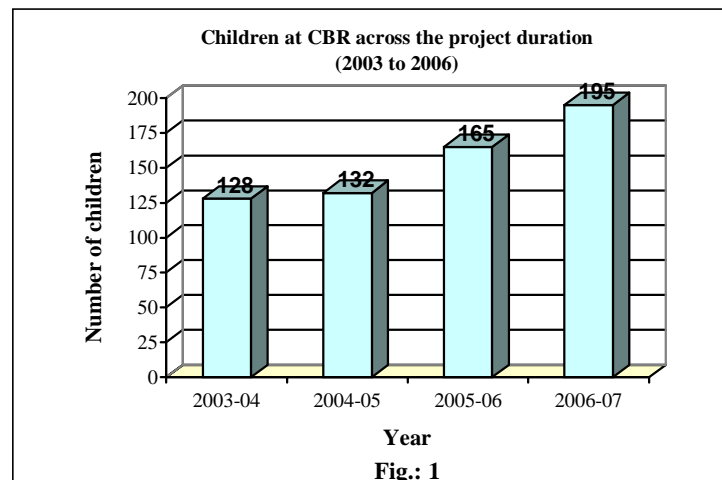
EDUCATION & TRAINING PROGRAMME FOR DEPRIVED MENTALLY CHALLENGED CHILDREN.

Aim of the project :

Project works with the aim to conduct intervention and rehabilitation programme for Mentally Challenged Children with an intention to make them self-reliant by involving family and community.

This project "**Education & Training Programme for Deprived Mentally Challenged Children**" with the support of VIBHA, USA has been working towards Training, Education and Rehabilitation of deprived Mentally Challenged over the 4 years, 67 children at Day Care Centre and 195 children at CBR is directly getting benefited.

Children those who are unable to getting training, education & rehabilitation due to any reason such as severe disability, poor financial condition, un-awareness and least interest of parents towards training of special children. This project is benefiting these children. The first efforts was started to serve this group in the year 1998 through Community Based Rehabilitation programme (CBR). Due to limited resources in the year 2000 this programme was discontinued and children and their families left with no support. The problems of these families were heard by VIBHA, USA. VIBHA understood the grief of parents and children. Concerned of VIBHA towards these families came in shape of support to the project education & training programme for deprived mentally challenged children. The year after year the beneficiaries of this programme is increasing.



Objectives

1. To provide preventive, promotive and rehabilitative services to Mentally Challenged Children.
2. To provide vocational assistance & training to the mentally challenged children.
3. To educate and trained the mentally challenged children with their mother's support.
4. To motivate mothers, for mentally challenged children's training and rehabilitation.
5. To sensitize family about the need of the mentally challenged children and to help the child in his/her development as per his/her potentials.
6. To implement out-reach and comprehensive community based rehabilitation programme in nearby areas of proposed area.

To achieve above objectives this year following activities are conducted.

Community Based Rehabilitation Programme (CBR) :

CBR is an important part of the programme it ensures availability of services to those disabled children who are unable to come to our Day Care Centre. The trained team of RMKM provides following services to the children associated with CBR programmes.

- ◆ Identification of disability.
- ◆ Assessment of disability.
- ◆ Assessment of problems.
- ◆ Diagnosis of the cause of disability & any medical treatment if necessary.
- ◆ Prescription of an intervention or Rehabilitation plan.
- ◆ Implementation of plan within the community :
 - (a) Identification of suitable trainer in the household.
 - (b) Teaching the trainer the methods of intervention or rehabilitation.
 - (c) Regular monitoring of the programme.
 - (d) Counseling of parents whenever necessary.
- ◆ Evaluation of progress.

Within last 4 years new children is getting identified regularly by CBR worker and they are providing facility under CBR as per their need to the parents on different issues such as education, sexual problem, employment & marriage. The children enrolled under CBR programme had also engaged in district level and zonal level Special Olympics. Graphical presentation of children under CBR is given below which shows the children benefited in a holistic way with the support of VIBHA.

Mentally Challenged children requires training, support & came to enhance their skill at all level.

Mostly children of lower socio-economic strata with high degree of severity level of their disability became more disadvantage with respect to training, education & rehabilitation CBR programme is a Midas Touch for these children.

Since last four year this programme is getting implemented with the support of VIBHA & has made differences in the life's of 195 families through is consistent programme children with mental retardation. Suffers with different associated disabilities which makes their life's more difficult. CBR is changing life's of disabled children CBR teachers is taking efforts to make parents away about all Govt. schemes as well as supporting parents in making disability certificate of their ward. Families facing difficulty making the disability certificate of mentally challenged children. Even CBR worker taking efforts to find out job placement and place these children vocationally. CBR intervention is playing vital role in early intervention, which is showing measurable result in the development of children motor skills, language and Activity of Daily Living (ADL). Intervention in early years

Vocational Training :

RMKM's main focus is on making mentally challenged children self reliant as per their potential for this propose RMKM provided vocational training to mentally challenged children but the traditional training chalk making, paper bag making, Rakhi making don't really able to give economical stability and support to the family of mentally challenged children along with these treads with support of VIBHA a Vocational unit of stationary items and wooden items units was set-up. Now the focus is on vocational training as well as on employment counseling with regular employment counseling to mild category children. We are trying to place within the community. Training and counseling changing the life of mentally challenged children.

Vocational training is playing important role in the life of M.C. Children. It's leading them towards independence. In our vocational training with VIBHA support major changes were happened in a year.

Children are getting opportunity to involved in vocational trade as per their potential vocational training is building tremendous self consider in the children. It's helping them to realize that they are also a productive part of society.

Presently, following vocational trades are running at day care centre :

- ◆ Greeting Cards
- ◆ Crystal Candle
- ◆ Wall hanging
- ◆ Flowerpot
- ◆ Decorative pot
- ◆ Paper bag
- ◆ Bracelet

Woodcraft Unit :

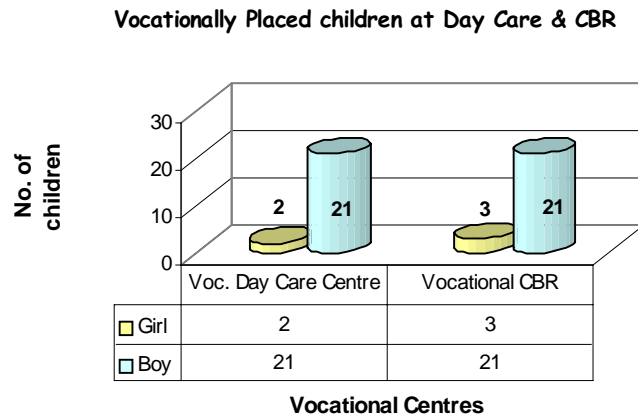
In woodcraft unit children are getting trained making wooden toys and teaching learning material.

Stationary Unit :

In stationary unit children are involved in preparing

- ◆ Note pad
- ◆ Dairy
- ◆ Files
- ◆ Folders

The following graph shows that total children placed vocationally within the community through employment counselling done by staff :-

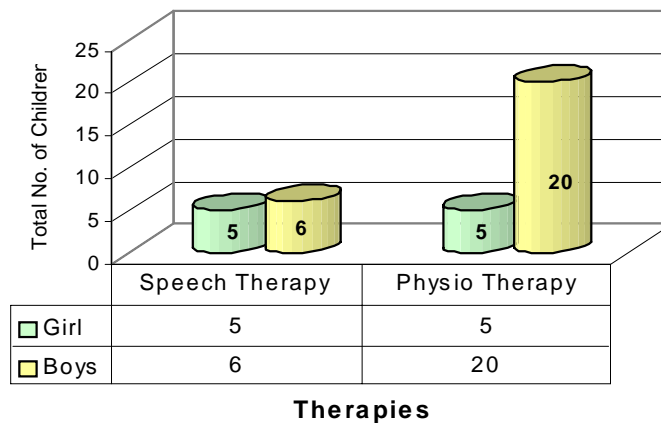


Employment Counselling : The objective of employment counselling is to aware employers about the potentials and working capabilities of mentally challenged children so that after being vocationally trained in our education institutes, these mentally challenged children who have some potential to earn, may get a chance of livelihood. From the previous year onwards, this activity is a regular part of project and mostly organised simultaneously with parents meetings/ counselling. The purpose behind is to introduce the parents and the employers to each other, so that in future, they can easily communicate with each other and collectively may help the child.

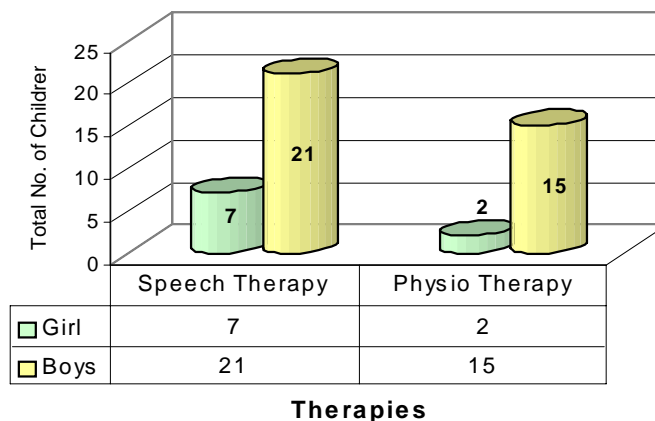
Health Programme :

Speech & Physiotherapy : Speech & physiotherapy is very important in the training of mentally challenged children. Most of the mentally challenged children always have associated problem of speech & physio. Therapeutic intervention of speech & physio is provided Day Care Centre & CBR programme too. The following graph shows the children were benefited under CBR and day care in therapeutic intervention :-

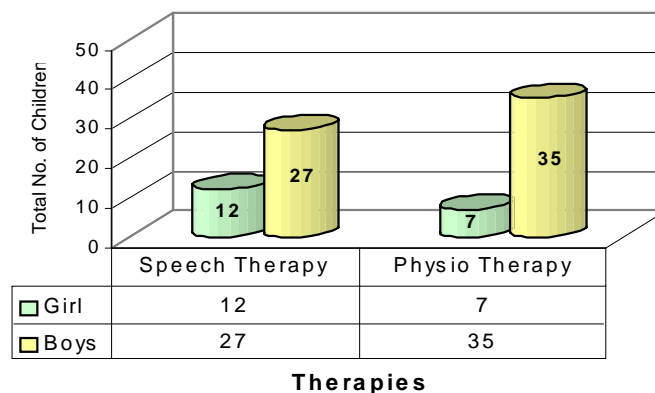
Therapeutic Intervention at CBR



Therapeutic Intervention at Day Care Centre



Total Children in Therapeutic Intervention



Community Mobilization Programme :

Fairs & Exhibitions :

Fairs & exhibition always hold a special place in community and offer a best time to approach people.

For the awareness of people about inclusive education organisation have participate in the following fairs :

TEJA Ji Mela on 2nd to 4th Sept. 2006 : For spreading awareness on inclusive education in Beawar, organisation had organized the exhibition at Teja Ji mela (Teja is a God which is worship by people of Rajasthan). Mrs. Jaishree Jaipal Chairman, Municipal Council, Beawar inaugurated this exhibition around 6000 people of Beawar city & nearby villages benefited from this exhibition.

During the exhibition product prepared by disabled children are also exhibited.

Soniya Exhibition on 1st to 8th Oct. 2006 : For spreading awareness on inclusive education in Ajmer city organisation had organised the exhibition in Soniya exhibition. The product made by mentally challenged children and physical disabled children required marketing for their economical independence. The impact of this exhibition turn up fruitfully of Ajmer city nearly one lac people visit the exhibition and appreciated the work done by mentally challenged children.

International Pushkar Fair On 1st to 5th Nov. 2006 : In International Pushkar Fair organisation had organised the exhibition of Inclusive Education at development exhibitions. This exhibition has got 3rd prize. Govt. officials, foreigner & common peoples appreciated the exhibition, around two lac people had visited the exhibition and give their comments about organisation work. Visitors from foreign and India have appreciate the innovative work done by organisation.

Special Olympic at Bhiwani On 24th to 26th Nov. 2006 : State Level Special Olympic for mentally challenged children was organized at Bhiwani in this event 7 children from Minu Manovikas Mandir, Ajmer had participated total 7 gold medal, 8 bronze medal won by these children. News paper clippings is enclosed.

Divisional Level Olympic at Patel Stadium Ajmer On 22nd to 23rd Dec. 2006: 1st Divisional Level Special Olympic for disabled children was organized at Patel Stadium. Rajasthan Mahila Kalyna Mandal has got honoured to organized this at Divisional level.

Chairman of Zila Parisad Mrs. Sarita Gaina was a chief guest of this function. Mr. Dharmendra Gehlot, Chairman Municipal Council, Ajmer was a president & Sub Divisional Magistrate (SDM). Mrs. Ashu Choudhary was a special guest of this function. In this divisional level Olympic 7 school and 300 disabled children from Ajmer division had participated. Irrigation Minister Mr. Sawarmal Jat (Govt. of Rajasthan) specially came to see the Olympic by breaking his journey toward Jaipur. He appreciated the efforts of Rajasthan Mahila Kalyana Mandal. Divisional Commissioner Mr. Deepak Upreti conducted the closing ceremony of this function.

Inclusive Bal Mela : 2nd Inclusive Bal Mela was organized at RMKM Chachiyawas on 14th Nov. 2006. (children's day) Approximate 300 normal children have participated in this mela along with special children of Minu Manovikas Mandir, Chachiyawas, & Sanjay Special School, Beawar. Normal children are from Narwar block primary school. Different educational entertaining stalls attract children to take a part. In this mela all children were participating with the games especially designed in a way where special children and normal children can play together such as chair race, pot painting, balloon bus race & drawing.

The co-operation towards special children shown by normal children in games and competition was rare to see. Inauguration of this function was done by Mrs. Hema Chouhan, First Lady & President Aravali Mahila Sangathan, Gail (India) Ltd., Nasirabad & Mrs. Ashu Choudhary SDM, Ajmer.

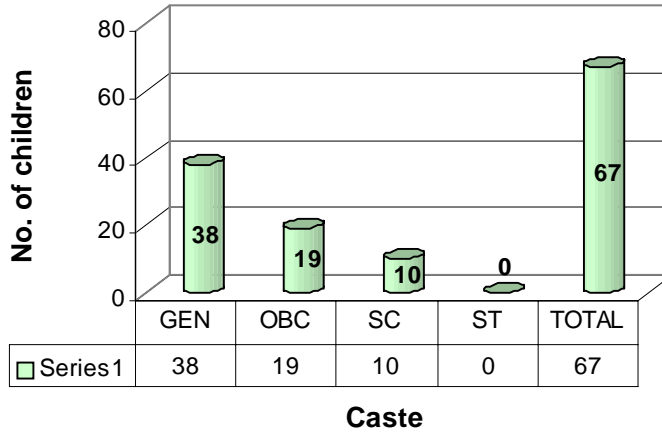
Parents meetings : Parents meeting was held wherein the topic oriented discussion was held under the guidance of Prof. K. B. Rath. The topic of the meetings was 'Stubborn child' where the ways to handle the obstinate nature of the child were discussed. Feedback of the parents regarding the program & progress of the child were recorded on the already prepared feedback form. Another parents meetings organized on 11th Nov. 2006 & 26th Jan. 2007 on inclusive education at Ajmer.

Puppet shows : The puppet shows on Inclusion concept were organized at different colonies of Ajmer. The Ajmer region involves Ararka and Lohagal (villages) area and two shows at each region were conducted. To reinforcing concept of inclusive in month of December six puppet show were organized in Ajmer field area.

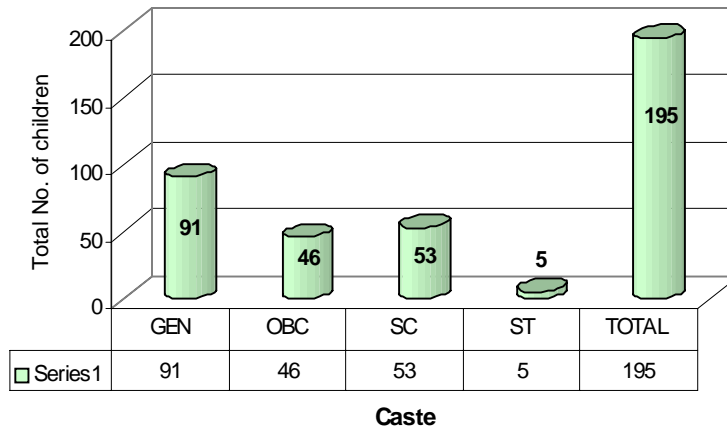
Mobile Exhibitions : It was held in Govt. schools & within local community of 3 villages of Ajmer viz Chachiyawas, Bhawani khera & Narwar. The salient features of the mobile exhibitions were as follows :-

- ◆ Posters, Teaching & Learning Material (TLM), puppets & games exclusively developed by RMKM team were displayed.
- ◆ Orientation of community in their own dialect regarding inclusive and special education was done.
- ◆ The insight gained during learning & implementation of concept of Inclusion was the prime resource for us to implant the knowledge and understanding of Inclusive education within the community.
- ◆ These exhibitions were intended to give multi sensory inputs in the form of Audio-Visual, innovative science experiments & recycling of waste material into creative things.
- ◆ These exhibitions also sensitized the public on early identification of mentally challenged children.

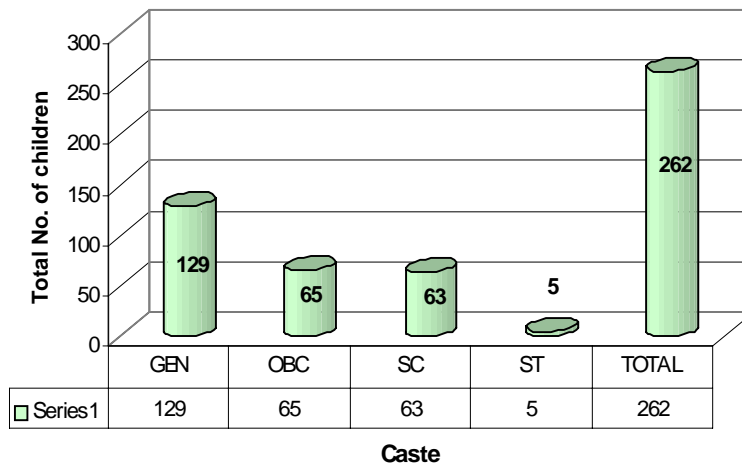
Children according to caste wise
(Day Care Centre)



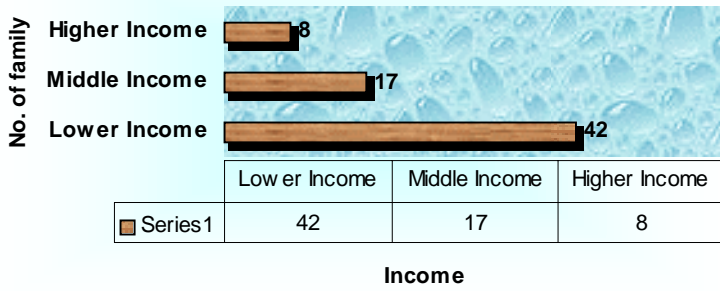
Children according to caste wise (CBR)



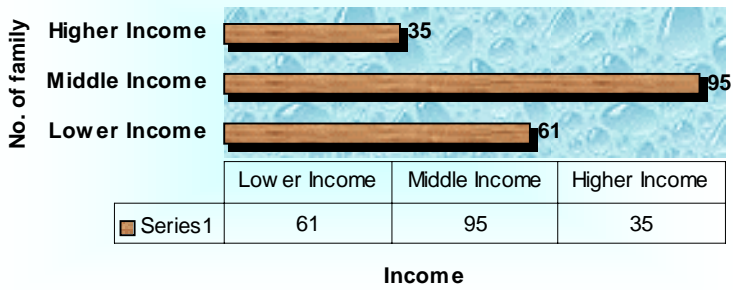
Total Children according caste



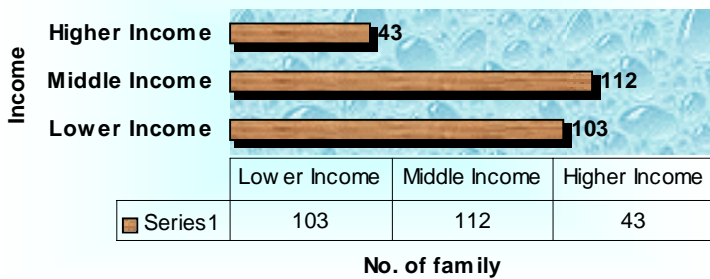
Children according to family income (CBR)



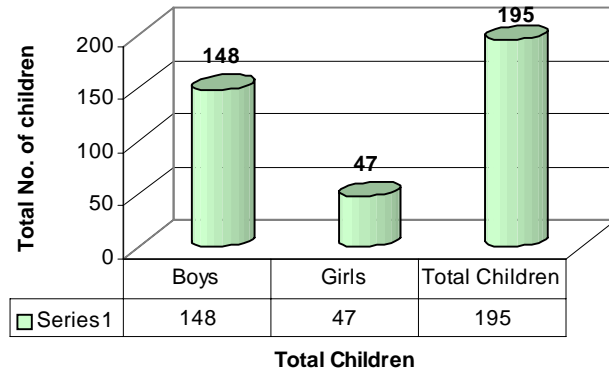
Children according to family income (CBR)



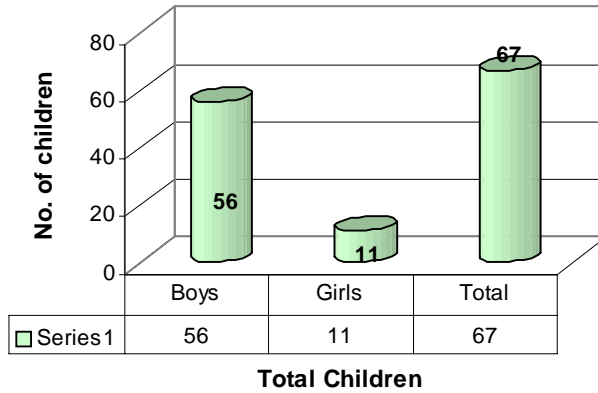
Total Children according to family income



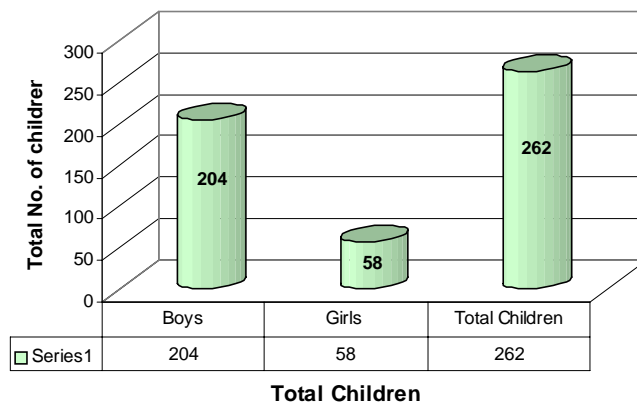
Children at CBR programme



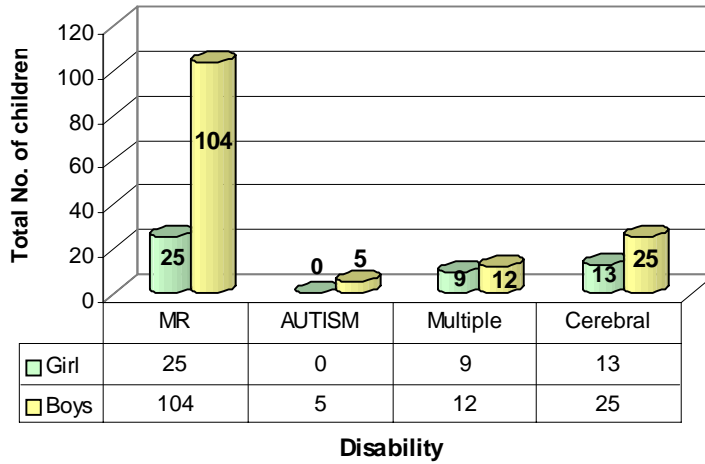
Total Children at Day Care Centre



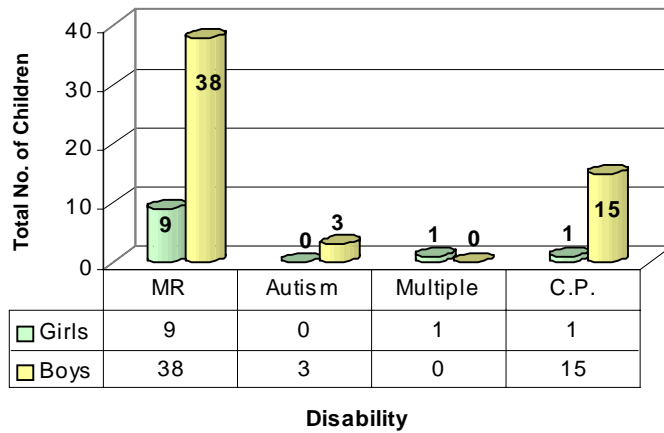
Total children at CBR & Day Care Centre



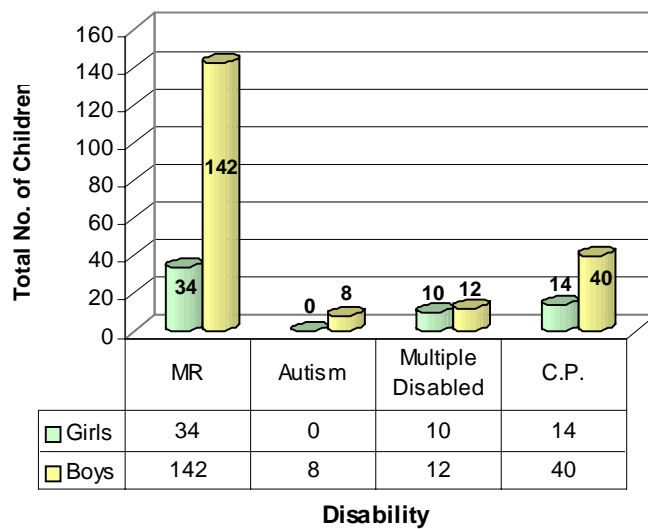
Categories of Disability (CBR)



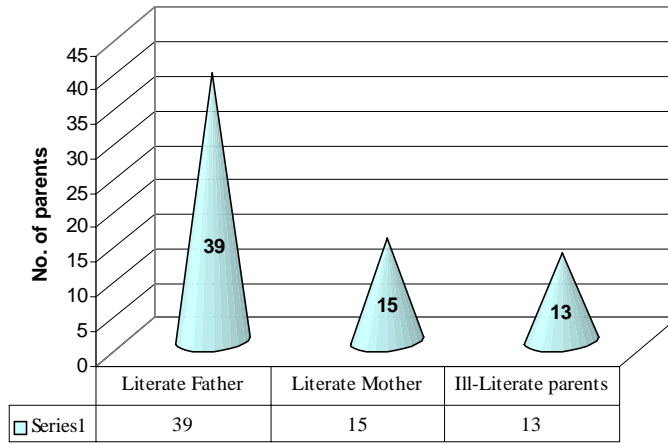
Category of Disability (Day Care Centre)



Total children Category of Disability wise

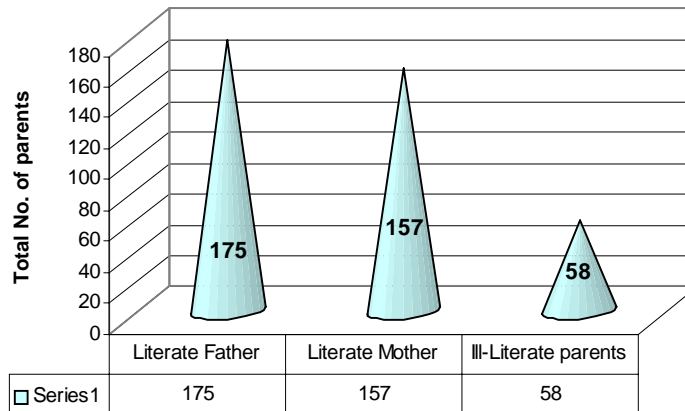


Parents Literacy (Day Care Centre)



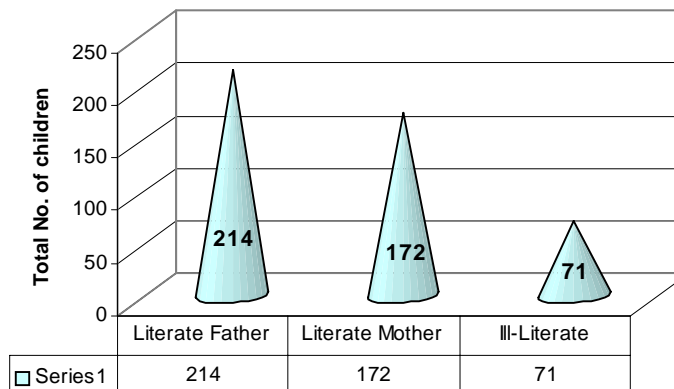
Parents literacy

Parents Literacy (CBR)



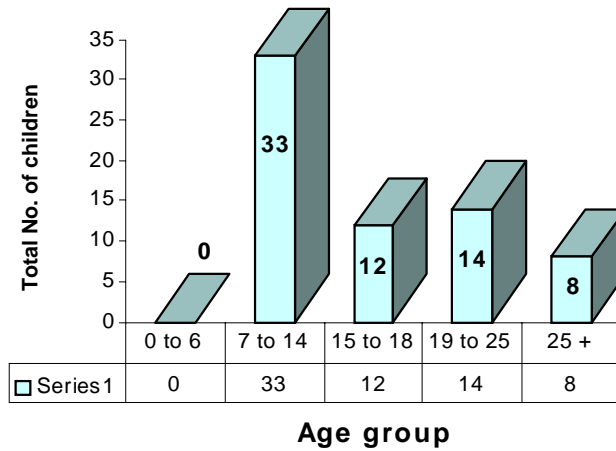
Parents Literacy

Total Parents Literacy

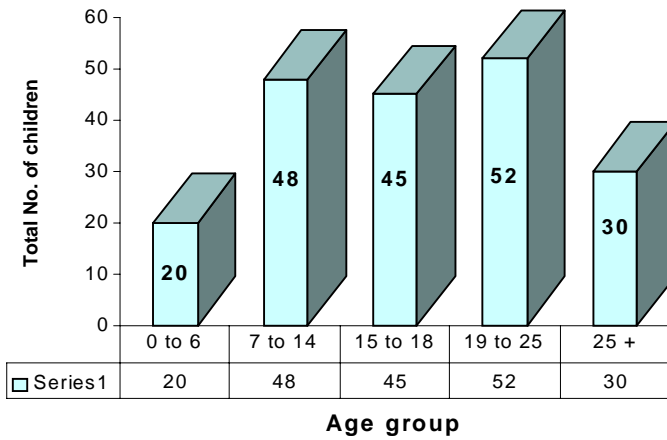


Parents Literacy

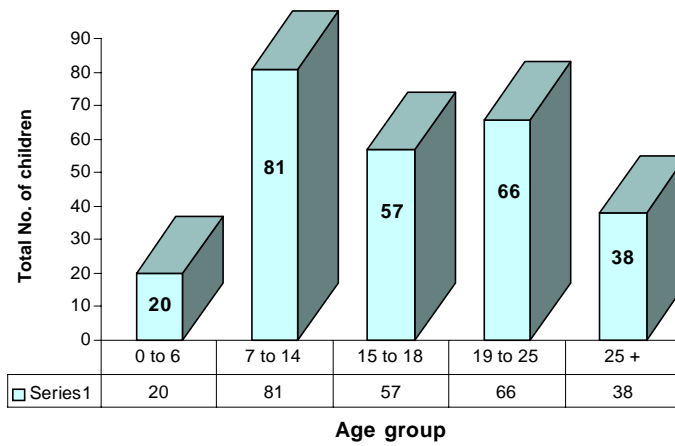
Children according to age group (Day Care Centre)



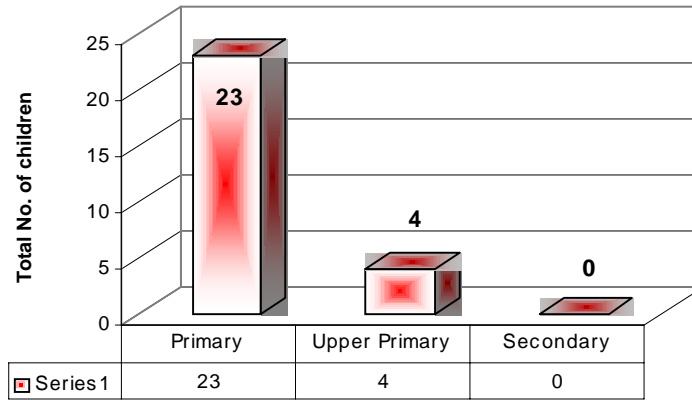
Children according to age group (CBR)



Total Children according to age group

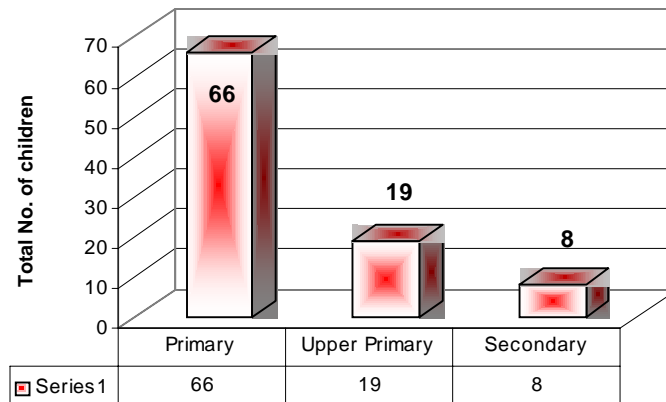


Educational Grading at Day Care Centre



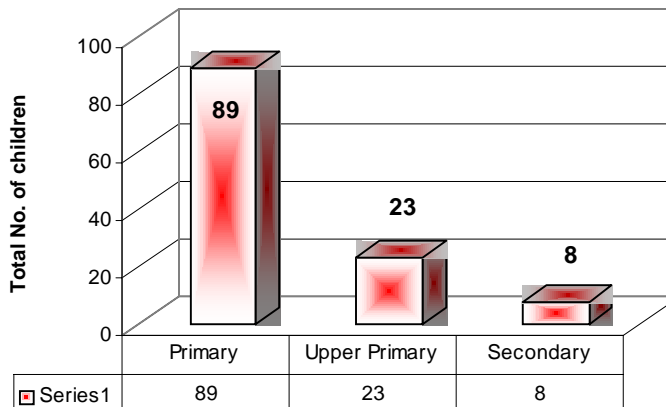
Educational Grading

Educational Grading at CBR



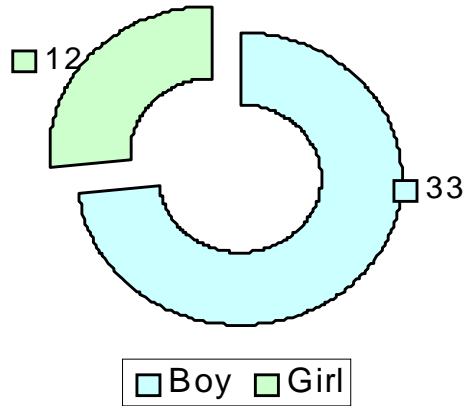
Educational Grading

Total Children Educational Grading

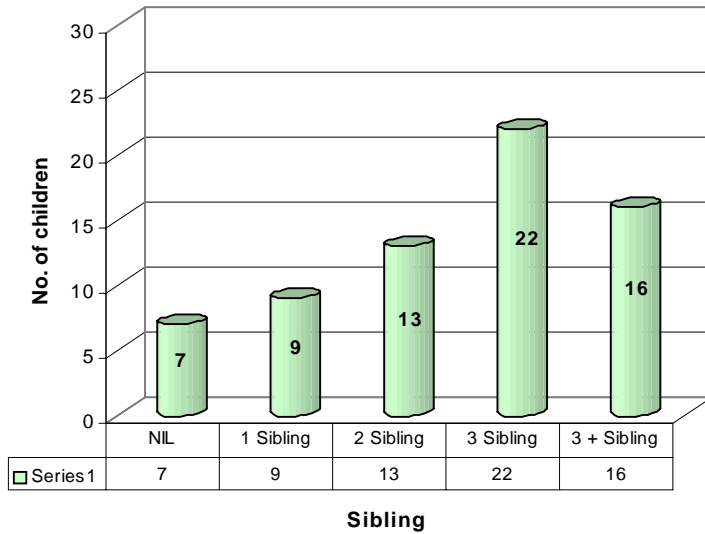


Educational Grading

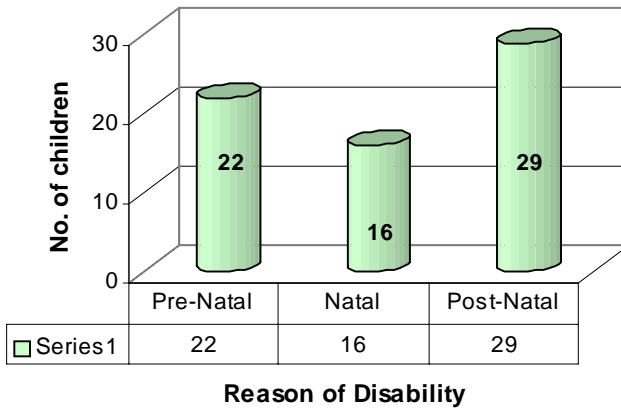
Integration in Mainstream School



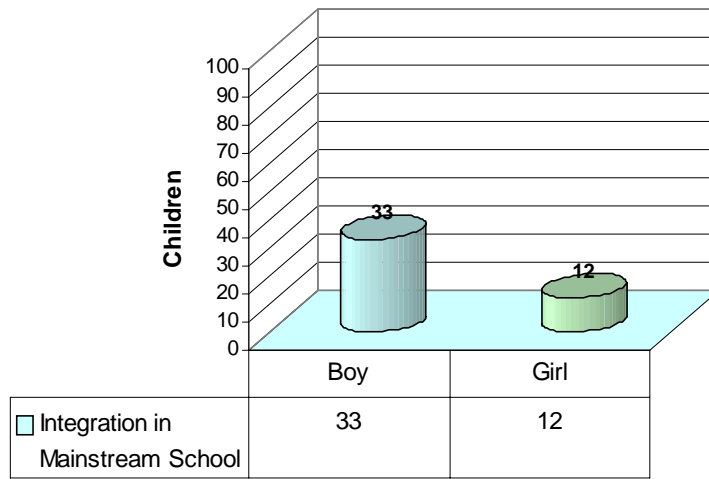
Siblings at (Day Care Centre)



Reason of disability (Day Care Centre)

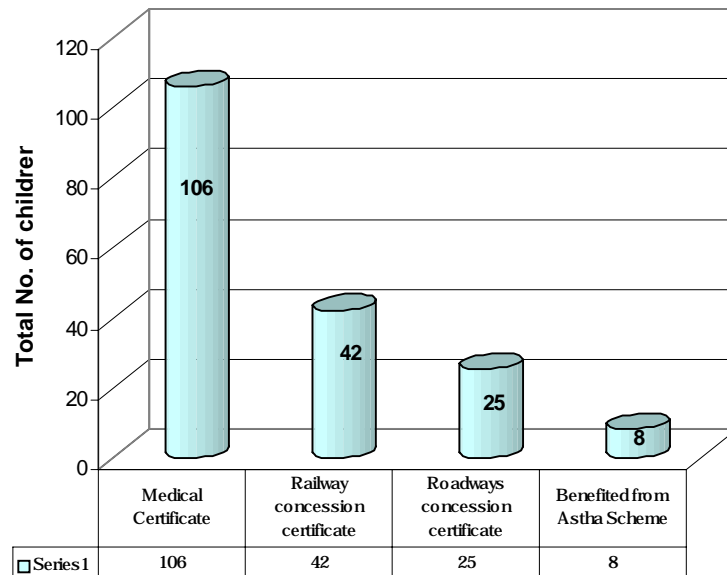


Integration in Mainstream School



Integration in Mainstream School

Benefited from Govt. Schemes



Schemes

Visits & Trainings

In house teachers training on poem, story & mathematics 26th to 29th Dec.

2006 : 3 days in house training was organized at RMKM, Chachiyawas center for staff. The objective of this training how to teach poem & story with in the classroom with expression and how to teach mathematical concept within the classroom. The training co-ordinated by project co-ordinator for mathematical concept the staff those who had gone to Suvidhya Banglor for Math lab kit training taken the session.

Education through computer : To develop interest of children in education and to upgrade with latest technical asset of education children were talked through computer. It has been observed that children is taking greater interest in language & mathematic in computer education for rural children computer education became interest for education. They have seen first time computer and they have got opportunity to operate it individually. Now education through computer started at Chachiyawas center. The computer was given by Care & Cure foundation free of cost.

Human resource development for inclusion in practice : RMKM is a study center to conducted FC (SEDE) Foundation Course for Distance Education recognized by Rehabilitation Council of India, New Delhi & affiliated by M.P. Bhoj University, Bhopal through this programme 5 batches has conducted and total 240 teachers from 10 district of Rajasthan State were trained in disability identification intervention within the classroom.

Visit of District Education Officer (DEO) & Assistant project co-ordinator Sarv Shiksha Abhiyan : Mrs. Sudha Kshatrya, DEO and Mrs. Rupa Parik, Assistant project Co-ordinator had visited in month of November 2006, Pahla Kadam-Inclusion in practice inclusive school Minu Manovikas Mandir, Chachiyawas, Ajmer they have observed running inclusive classes, vocational training. They appreciated the work done under inclusion programme and showed positive response to start a piloting inclusion in govt. School they have asked for proper planning for this. They like efforts of RMKM in the field of inclusive education.

Visit of Block Development Officer : Mrs. Sharad Gemawat, BDO, came along with IAS officer (Trainee) Mrs. Purnima visit Inclusive school Minu Manovikas Mandir, Chachiyawas, Ajmer. They observed inclusive classes and vocational training center. Mr. Gemawat has given assurance to provide marketing outlet to the product made by special children. He liked the concept of piloting inclusion in govt. school.

Interlinking inclusion activity with private school : The inclusion is required in all school and to change attitude towards special children it is required to give chance to both the group to spare time with each other by keeping in mind we had interlinking inclusion programme with Mayo girls. In this programme the girls from Mayo collage came and spent time with special children and other normal children in art & craft activities. They worked with special children in drawing, painting, cutting and made different items such as hand painting, thumb painting handmade paper files and decorative pots.

Visit of Shoko Uhera from Japan : On 18th & 19th Sept. 2006 Ms. Shoko Uhera student of Graduate School of Education, Tokyo Gakugei University came visit inclusive school RMKM, Chachiyawas, Ajmer she is doing research on Inclusive & special education in Indian & Japanese context. She spend the time with inclusive classroom and severe children classroom she had a discussion with special teachers & co-ordinator regarding the activity based education, identification & intervention.

Visit to Care 'N' Cure, New Delhi : Project Manager visited a Delhi - based organisation Care 'n' Cure. The organisation works in the area of developing softwares for mentally challenged children. They provided a computer and 3 CD's having learning 7 playing softwares for children

The softwares compose of useful links like story building, traffic rules, identification of objects, animals, birds, money concept & its identification.

The softwares along with these objectives help child in several other activities like fine- motor control through holding a mouse and makes them confident. It helps in boosting their self-esteem. The software also has score for children. So that they could monitor their progress and success.

Visit of Consultant Mr. Mukut Locahan from Delhi for IInd Phase card preparation:

On 9th & 10th October 2006 consultant mr. Mukut Lochan came for Preparation of IInd phase card.

In this meeting focus were on following point: -

- (1) Problem encountered during implementation of Phase Card within class room.
- (2) Study point for next Phase Card.
- (3) Strategy planning for piloting school.

During meeting with staff on problems of phase card implementation mr. Subhash Chand & mr. Narayan said that they have some high-grade children in their class they finished their work early & starts disturbing the class.

Saroj said she phases problem in engaging children with the class. Though all the teachers first time implementing these activities & phase card too. Hence they feel sometimes difficult. Phase card started from August hence it was postponed till October

Along with mr. Salim, mr. Bhagwan, mrs. Deepa & mrs. Kshama next quarter phase card planning was done. In this; group has decided that next phase card will be planned for 2 month (Nov.-Dec.) & (Jan-Feb.).

To implant skill & practice the skill revision is required hence in this phase card concept from last phase card also included along with new concept.

We also discussed about piloting strategy. Main points, which come out from discussion, are as under: -

- ◆ Regular discussions with Govt. School officials are required to make them understand our concept of inclusion.
- ◆ Training module should be ready for teachers training.
- ◆ Before entering to normal school profile should be planned which will include level of school teachers interest to deal with special child- special children within the school drop out special children teachers requirement.
- ◆ This profile will help to plan the training of teacher according to their need.
- ◆ One person should be appoint for Govt. Liaison.
- ◆ Phase Card up to 7th class should be required before starting piloting in the school.
- ◆ Within the school phased card for high grade student (up to 5th standard) is also required.
- ◆ Mr. Mukut Lochan had also seen classes. He understood the problem of teachers who has high grade children.

In meeting it was decided that Consultant will prepare high grade phase card. At the time of Subir sir meeting proposed in next month tentative action plan will prepared to sort out this problem.

Training on syllabus and curriculum planning for high-grade classes by Mr. Subir Shukla & Mr. Mukut Lochan consultant, Delhi on 24th & 25th November for:

On 24th November 2006 Mr. Subir Shukla & Mr. Mukut Lochan had visited RMKM. Before the visit co-ordinator had a discussion with Subir sir about the difficulties in programme implementation and it has been decided Mr. Subir will see through the activities and will have a discussion with staff & project co-ordinator.

On discussion it appeared that the major issues at present are:

- ♦ What to do about children who are much ahead of the class 1 level. One of two children have even enrolled after having been in class 5 (their actual learning level was reported to be around the class 3 level).
- ♦ More activities were needed that were higher order in nature, lasted longer and could work with children in mixed groups of disabled and non-disabled, but could also be done by the more advanced children on their own.
- ♦ Many times a child who has done an activity two times or so, refuses to do it again. In such a case what should a teacher do - mark the learning objective as having been completed or not? (It was resolved that this need not become a big issue. If the same objective can be fulfilled through another activity, that should be done. If the child continues to refuse to do any activity of the kind needed / done already, it would be better to move on to other objectives, and come back at a later time to the one not completed.)
- ♦ Some discussions have taken place with SSA personnel at different levels. RMKM members have participated as resource persons in cluster and block level programmes. Some discussion with state and district personnel has taken place with regard to pilot. Bhagwan has been given the responsibility of interacting and liaising with SSA people at block and cluster level in this regard. However, greater clarity is needed now on what the model of cluster pilot programme should be like, and how it should be implemented.

Then after the team has been split into language and mathematics group each group has given task to identify learning objects to be covered in phase 3 by looking at the overall curriculum developed for earlier for class 1, and include those components that had not been covered in phase 1 & 2. For class 2 & 3 group has given same task i.e. list all key learning objectives that group wanted

to include. After an hour group reimbursed and consultant mr. Subir & Mukut discussed on phase 3 and class to curriculum by using early work as a reference group identified key objectives that needed to be included. In language, grater emphasis on oral work, use of different genres and expose diversity of language are required. Expression, reflection language usages & needed grater emphasis. In mathematics, some of the key stages in major aspects such as the learning of number (place value) and operations needed to be identified and included. Spatial skills were generally absent and needed to be incorporated in a major way. During the discussion, many of the concepts to be included (and some that had already been included) were explained through activities to be done (with a limited 'theoretical' input) and material to be used. In several instances we used Khushi-khushi activities as a means to enable the group to 'see' concepts and 'experience' activities.

Across the phases, some of the key areas we discussed in detail included:

Language :

- ◆ Oral comprehension and expression in reference to objects, events, experiences and processes.
- ◆ The notion of description, and how language enables a person to help another recreate an image in one's own mind, and the role-played by both in the process. Using a reference to sense perception, and how it enables this process.
- ◆ The diversity of genres and language usage (e.g. charts, tables, non-fiction) as well as other means such as pictures, mime, sculpture.
- ◆ The ability to offer reasons for opinions arrived at, and to be able to distinguish between facts and opinions.
- ◆ The place of imagination and fantasy, not just in language but in development of human beings altogether, whether in science or in politics (e.g. imagining freedom led to it) or literature where you enable the generation of images and emotions on basis of a reality that exists only in the minds of the author and reader.
- ◆ Difference between idioms and proverbs
- ◆ The large number of activities that can be done with newspapers, dictionary, atlas
- ◆ The wall newspaper idea.

Mathematics :

- ◆ Conservation of number, and other aspects such as volume.
- ◆ The concept of pattern (of different types involving shapes, numbers, sounds and words, in language itself, patterns in the environment, pattern as a key aspect of life without understanding which individuals would find it difficult to advance)
- ◆ Proportion
- ◆ Graphs, especially bar graphs
- ◆ Using numbers for 'real life' purposes in class 1-3 levels
- ◆ Number line, flat dice, card games of diverse kinds, Cuisenere rod variations
- ◆ Perspective.
- ◆ The large number of activities that can be done with newspapers, dictionary, atlas.
- ◆ Understanding one's life and environment in terms of numbers, what this means and how it can be done.

Learning time and developing phase cards :

The total learning time available was calculated. At 3 hours a day, 5 days a week, and 42 weeks a year, this amounted to 630 hours. These were divided as 60% and 40% for language and maths respectively for class 2, and 45%, 35% and 20% for language, maths and environmental studies respectively for class 3. These were translated into hours. It was then decided that the group would identify the priority for the different learning objectives. Based on this, Subir and Mukut will later break these into the different phases.

Training on Curriculum Development (14th to 17th June 2007) :

As our team is working on Inclusive education it requires proficiency normal as well as special education for normal children to develop syllabus for class 2 to 5 our staff member work hard but there are some confusion in pedagogy as well as we had a problem to make a syllabus more activity base to solve this problem training on curriculum development organized on 14th to 17th June 2007 Mr. J. P. Oza from Gorakhpur came as a consultant. In this three days training on first day the work done by the staff on planning of syllabus and the problem encountered in planning activities was discussed.

On 15th June 2007 work done on class 2, syllabus planning was discussed then staff was distributed in the four groups Maths, Language, Social Study & English and given task to short the activities according to the plan syllabus. The group work was continued till 16th June 2007 on 17th June 07 all groups has presented their work for class 2 & 3 meantime the consultant has divided the hours for curriculum and given task to distribute the study point according to the hours allotted. This training help to planed more creative activities for children.

VIBHA monitoring visit by mr. Rajesh Kumar (4th & 5th Dec. 2006 :

On 3rd Dec. 2006 mr. Rajesh Kumar reached to Ajmer for monitoring of project his lodging & boarding arrangement as per the itinerary of the visit. On 4th morning CBR worker mr. Rajesh Kumar Yadav & mr. Rama Shankar Yadav along with center in-charge mr. Narendra Sharma (he worked as a CBR worker for three years in this project) were gone for CBR visit. They visited 7 children during the visit mr. Rajesh Kumar from VIBHA detail discussion with the parents and beneficiaries to understand the impact of the project. On 2nd day 5th Dec. 2007 mr. Rajesh Kumar from VIBHA visited RMKM, Chachiyawas head office campus. He had a discussion with executive secretary mr. S. M. Kaushik about the establishment of the organization. Then mr. Rajesh Kumar (VIBHA) visited day care centre and the vocational training center. This vocational training center has established with the support of VIBHA. In the vocational training center mr. Rajesh (VIBHA) saw the products made by disabled children he appreciated the efforts of disabled children and teachers. After the visit mr. Rajesh Kumar (VIBHA) had discussion with accountant mr. Nemi Chand Vaishnav and he gone through the account process adopted by RMKM. After having discussion with account officer mr. Rajesh Kumar (VIBHA) had meeting with mr. Rakesh Kumar, co-ordinator & mrs. Kshama Kakade Kaushik, project co-ordinator regarding the problems facing in the implementation of project. Project co-ordinator requested two motorcycle for quality implementation of CBR worker and two computers for day care centre educational programme .

Festival Celebration :

Special Children don't get opportunity to enjoy and celebrate the festival s due to their physical & mental problem and the remain untouched with enjoyment of festival. To socialize the child with in the community, festival celebration is a very good resource. Here the children get the opportunity to celebrate the festival with their friends. Children are explained the reasons of the celebration and ways to celebrate the festival.

Raksha Bandhan Celebration : On 8th Aug. 2006, the students celebrated Raksha Bandhan with zeal and excitement because it is festival of bond & affection. They tied Rakhi to each other and followed the whole tradition and enjoyed their sweet treat.

The children were asked the meaning of Raksha Bandhan & the reason of its celebration. They were asked what do they do during Raksha Bandhan. They amazed everyone with their knowledge about the festival. The celebration was commenced after the dance, song performances by the children.

Participation at Jawahar Rang Manch, on eve of Independence Day, 14th Aug.06: A cultural evening was organised at Jawahar Rang Manch, Ajmer. A group of eight students participated in the function and performed a dance on 'Desh Rangila'. They got a huge round of applause.

Many reputed public and private school participated in the function. Mrs. Roli Singh, Collector held the chair of the function.

Independence Day Celebration, 15th Aug. 2006 : Independence Day was celebrated at Chachiyawas. The chief guest of the function were Mr. B.K. Tandon, Zonal Account Officer, State Bank of India (SBI). The function started with the flag hoisting a chorus of national anthem - Jan-Gan-Man.

Many students performed dances, poem recitation and speech etc. The Chief guest distributed them prizes. Mr. S. M. Kaushik, Executive Secretary gave token of thanks to the chief guest.

Function on the eve of Republic Day 25th Jan. 2007 : This eve has brought fragrance of honour to organization. At Kota Republic Day function Mrs. Pratibha Patil, Governor Rajasthan has given award of Best NGO to the organization for his developmental work with Women, Children & Elderly.

At the Ajmer eve of republic day function was celebrated at Jawahar Rangmach, Ajmer. In this function 4 special & 3 normal children has given performance together on song "Rang De Basanti" which was appreciated by public and got thousand claps (Enclosed newspaper clippings).

At "Minu Manovias Mandir" mrs. Manju Toshniwasl, Social Worker & Industrialist, did Flag hosting on 26th January 2001. The function was celebrated with different cultural activities performed by school children.

Holi Celebration : At day care center Holi festival was celebrated in traditional way. mr Sagar Mal Kaushik, Executive secretary enlighten the Holi fire as a symbol of victory of goodness over evil. Children play with colours and sweets were distributed to all children.

Annual Day Celebration : On 14th May 2007 Annual Day for Day Care Centre were celebrated with enthusiasm. mr. Pokarna & mr. Ranka social worker came as a chief guest of programme. On this day children gave many cultural programmes. Children those who are shown excellent performance in a year got prize in this programme by chief guest.

To avail employment opportunity and placements in jobs is a major need of the disabled children and their families. Every parent want their child to be independent after certain age and generate the income.

RMKM was able to provide Dairy Booth to two of its students and work at the electrical shop, auto parts to several other students.

Parents counselling is also been conducted for employment of their child, so that they could be aware of their child's capabilities and hence been able to search for a good opportunity for them according to their capabilities.

Regular meeting with the officials at employment exchange is also conducted. The purpose behind the meeting is to locate the job opportunities for the mentally challenged children and after the placement visit is done by CBR workers to monitor the progress of the child & solve the problems faced by employer or employee.

"RMKM" as a - Human Resources Development Centre

RMKM has evolved out of urgent need for more broadly qualified personnel to work for children with physical, mental and multiple disabilities. The organization also fulfils the need to educate ourselves and other working in the field of special education, about various activities and progressive techniques taking shape around us.

The organization offers :

1. Diploma in Special Education (DSE) (Mental Retardation)
2. Foundation Course FC(SE DE)
3. Parent Education Course



(1) Diploma in Special Education (DSE) (Mental Retardation) : This 2 years diploma teacher training course in special education (mental retardation) is recognized by Rehabilitation Council of India (RCI) and affiliated to the Manipal University. The syllabus has been drawn up by RCI. The number of seats for each batch is 20 candidates (Maximum). The faculty for this course consists of internal and extend lecturers, all very qualified and experienced in their own field.

(2) Foundation course FC (SE DE) : RMKM is a study center to conducted FC (SE DE) for distance education recognized by Rehabilitation Council of India (RCI) New Delhi and affiliated by Madya Pradesh Bhoj University, Bhopal.

Through this programme 5 batches has been conducted and total 240 teachers from 10 districts of Rajasthan state were trained in disability identification and intervention.



(3) Parents Education Course : Parents training is a important part in the rehabilitation of mentally challenged children. RMKM has organized time-to-time trainings for parents so parents can also help in the rehabilitation of their child.

There is a will there is a way

Mr. Prem Shankar was born on 12th January 1988 as first child of Mr. Kishan Singh family celebrated New born arrival with joy.



Prem Shankar was grown as other normal children in his childhood but as days passed, when Prem come to school. He was unable to pick-up the syllabus. Till 5th class he did the schooling with lot of struggle. Then after he stops going school in between his mother died his father mr. Kishan Singh not gave proper and emotional support to him but Mr. Kishan Singh's younger sister & especially grandmother gave him support.

Though he was very poor is numerical, money & time concept; but he was able to do domestic work.

Through RMKM identification programme Prem Shankar is linked with CBR programme CBR worker gave attention on his employ ability skill. The efforts of CBR worker & parents are showing result. Now, Prem Shankar is working as office assistant. also regular doing by CBR worker. His employment counseling programme is also regular given by CBR worker

Now, father of Prem Singh says "Mera Beta Bhi Kamata Hai" "My son is also earn". Thanks RMKM, Thanks VIBHA

Abbreviation

M.C.	:	Mentally Challenged
M.R.	:	Mentally Retarded
C.B.R.	:	Community Based Rehabilitation
D.C.C.	:	Day Care Centre
T.L.M.	:	Teaching & Learning Material
GEN.	:	General
S.C.	:	Schedule Caste
S.T.	:	Schedule Tribe
O.B.C.	:	Other Backward Class
C.P.	:	Cerebral Palsy
DSE	:	Diploma in Special Education
RCI	:	Rehabilitation Council of India
SSA	:	Sarwa Shiksha Abhiyan
A.D.L.	:	Activity of Daily Living
S.D.M.	:	Sub Divisional Magistrate
D.E.O.	:	District Education Officer
B.D.O.	:	Block Development Officer
I.A.S.	:	Indian Administrative Services