

Education & Training Programme for
Deprived Mentally Challenged Children

HALF YEARLY REPORT

August 2006 to January 2007

Submitted To
VIBHA Inc., USA

Submitted By
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VIBHA Half Yearly Report Aug. 06 to Jan. 07

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A Missive From Executive Secretary



(Sagar Mal Kaushik)
Executive Secretary

Dear friends,

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

Rajasthan Mahila Kalyan Mandal is working in the field of Mental Retardation since 16 years.

I am beholden to VIBHA for supporting us and giving us an opportunity to reach the deprived through this project. Our RMKM team is dedicatedly working towards the success of the project.

I would like to convey my heartedly thanks to Mr. Rajesh North In-charge of VIBHA. His visit helped us to review our work and improve qualitatively in our work. With support of VIBHA number of student at CBR and vocational Training is identified on regular basis and getting intervention on time for this I convey my sincere thanks to entire staff of VIBHA on behalf of parents, children and staff of RMKM. We assure you as a team we will maintain sincere commitment towards the community.

Here I would like to opportunity to thank team of CBR worker Mr. Rama Shankar Mr. Rajesh Yadav and previously appointed Mr. Narendra Kumar Sharma & Mr. Manoj Sharma and vocational teacher Mrs. Usha, Mr. Jahn Mohhamad, Mr. Laxman Singh for their hard work I would like to appreciate the efforts of Mr. Mahendra in neat execution of this report as a computer operator and last but not least Mrs. Kshama J. Kakade for co-ordinating this project sincerely.

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.

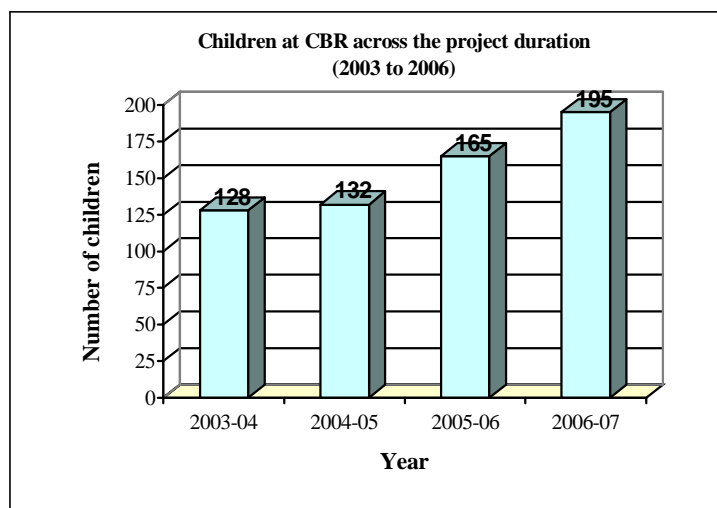
(S. M. Kaushik)
Executive Secretary

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, 60 children at Day Care Centre and 195 children at CBR is directly getting benefited.



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.

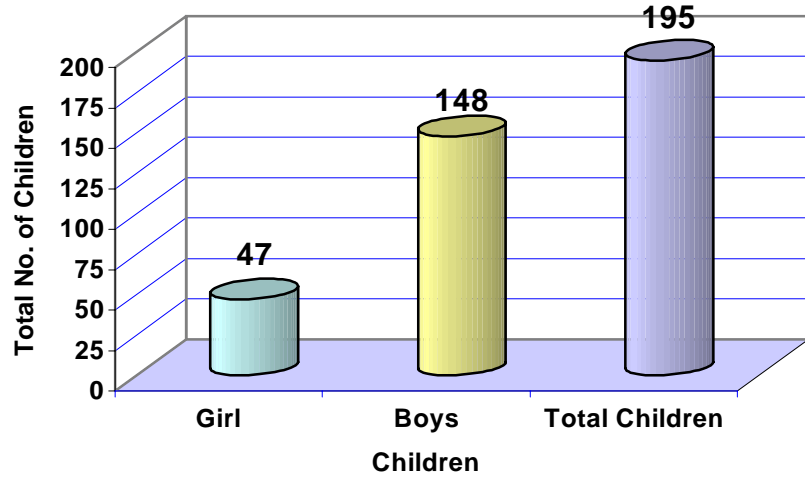
Community Based Rehabilitation Programme (CBR) :

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 at Ajmer. The trained team of RMKM provides following services to the children associated with CBR programmes.

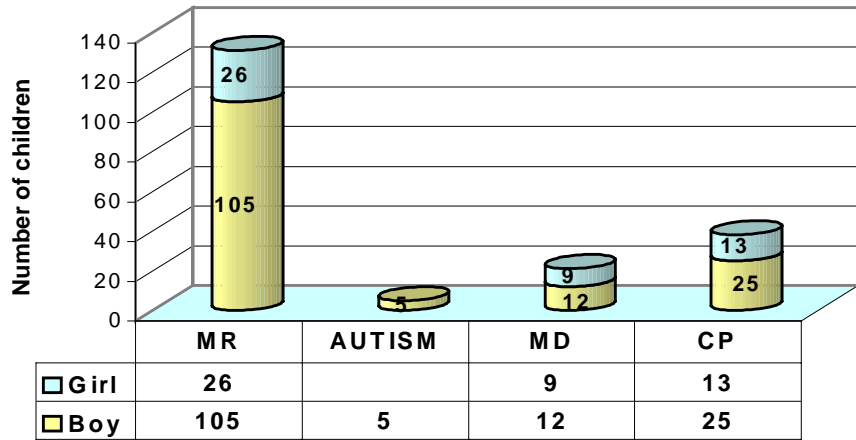
- ◆ Identification of disability.
- ◆ Assessment of disability.
- ◆ Assessment of problems.
- ◆ Diagnosis of the cause of disability & any medical treatment if necessary.
- ◆ Prescription of an intervention or Rehabilitation plan.
- ◆ Implementation of plan within the community :
 - (a) Identification 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 Olympics. Graphical presentation of children under CBR is given below which shows the children benefited in a holistic way with the support of VIBHA.

Community Based Rehabilitation Programme

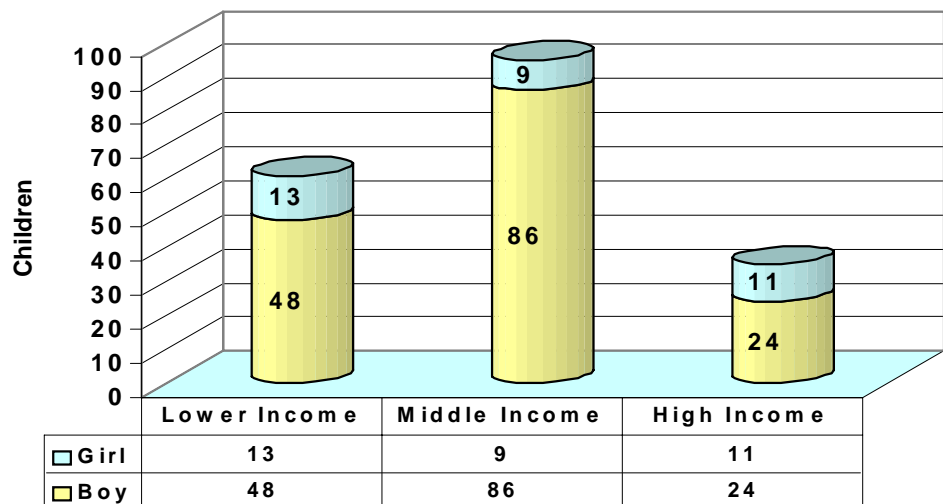


Children with Disability



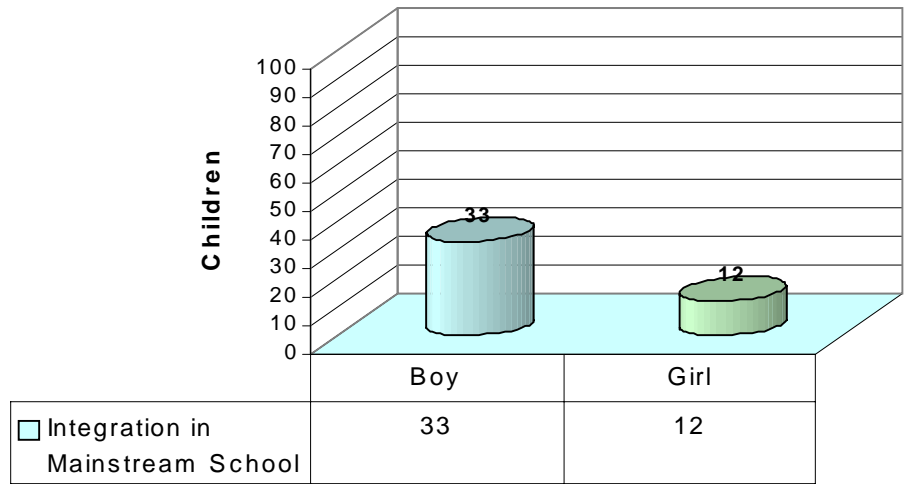
Disability

Economical Sharp



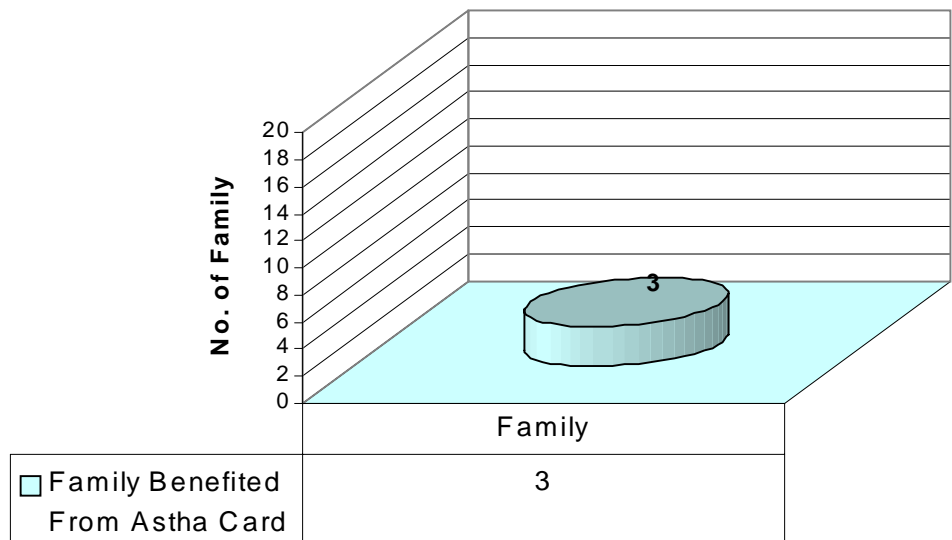
Income

Integration in Mainstream School



Integration in Mainstream School

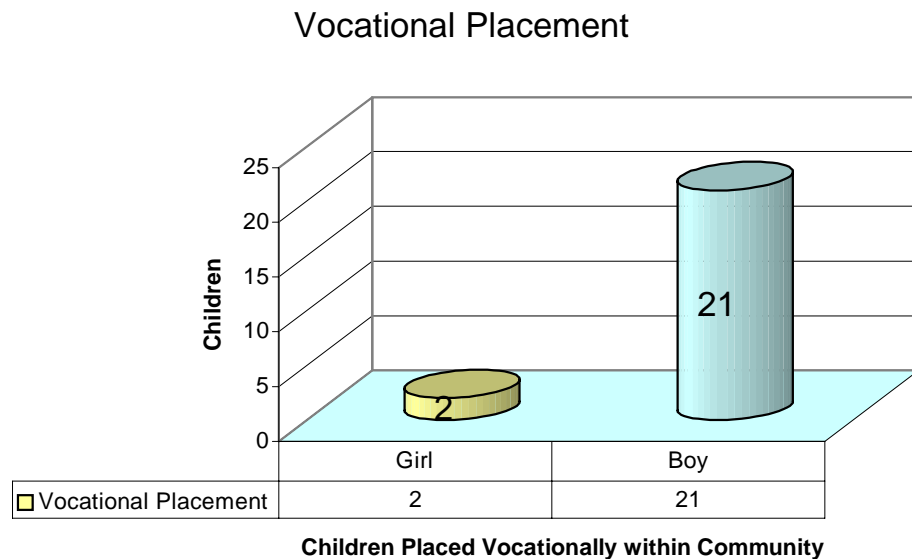
Family Benefited from Astha Card



Benefited Family

Vocational Training :

RMKM's main focus is on making MR children self reliant as per their potential for this propose RMKM provided vocational training to MR 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 MR children along with this trends with support of VIBHA a Vocational unit of stationary items and carpentry was set-up. Now the focus is on vocational training as well as on employment counseling with regular employment counseling mild category children we are trying to place within the community training and counseling changing the life of MR children. The following graph shows that total children placed vocationally within the community through employment counseling done by CBR worker :-



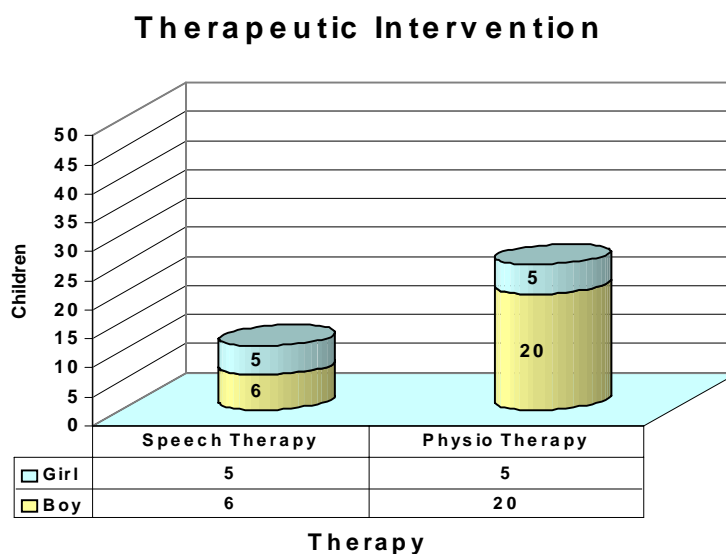
Employment Counselling : The objective of employment counselling is to aware employers about the potentials and working capabilities of mentally challenged children so that after being vocationally trained in our education institutes, these MR children who have some potential to earn, may get a chance 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.

The art & craft material prepared by students under vocational trainings are as under :

1. Paper bags
2. Greeting cards
 - a) Marble painting
 - b) Collage
 - c) Lace designs etc.
3. Wooden work
4. Rakhi Making
5. Candle making
6. Gel Candle Making

Health Programme :

Speech & Physiotherapy : Speech & Physio Therapy in training of MR children speech & physio place and important role. Most of the MR children always have associated problem of speech & physio therapeutic intervention is provided is beneficiaries at Day Care Centre & CBR programme too the following graph shows the children were benefited under CBR and day care 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 Sir Ratan Tata Trust & RMKM.

Special Olympic at Bhiwani On 24th to 26th Nov. 2006 : Special Olympic for mentally challenged children 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.

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 Kalyana 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

& SDM Mrs. Ashu Choudhary was a special guest of this function. In this divisional level Olympic 7 school and 300 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 joint efforts of Rajasthan Mahila Kalyna Mandal & Social Welfare Department, Govt. of Rajasthan. 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. Near about 200 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, 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 retarded children.

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 Ajmer, Pali, Nagour & Tonk district were trained in disability identification intervention within the classroom.

Visit of District Education Officer & 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 and SRTT 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.

She appreciated the efforts of RMKM & SRTT in the field of Inclusive education.

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 retarded 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 Lochan from Delhi for IInd Phase card preparation:

On 9th & 10th October 2006 consultant Mr. Mukut Lochan came for Review of the project "Pahla Kadam".

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 then 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 being 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 mathematic group each group has given task to identify learning object to covered in phase 3 by looking at the overall curriculum develop for earlier for class 1, and include those component that had not been covered in phase 1 & 2. For class 2 & 3 group has given same task i.e. list all key learning objective 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.

Festival Celebration :

Special Children don't get opportunity to enjoy and celebrate the festival due to their physical & mental problem and they remain untouched with enjoyment of festival. To socialize the child within 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 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 schools 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, 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.

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

Employment

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.

I like to work & don't like to watch television

Danny 32 years old is only son of Mr. S. Kumar Jangid. When he born Mr. & Mrs. Jangid celebrated his birth. They were very happy with God grace that they have got son as a first baby but with in a few days they were got to now that their child is a special child and he will not get more success in education. The dreams of Mr. & Mrs. Jangid broke into pieces. Every day & night they were worried about their child future they visited several doctors but no cure found. They days were passing and their concern about their child is also raised. When RMKM started a CBR programme Mr. & Mrs. Jangid came into contact with CBR



worker four year back and the training was started with the help of CBR worker Danny started showing good response with the activities planned by CBR worker. Danny interest to work were lead him to act as a assistant with provision store of his father. When his started working he improved reasoning skill as well as his punctuality habit was developed within Danny. He enjoyed working in a store. With this experience he also started dairy booth in this work his father giving him support and guidance. Danny says that some time people cheat him in money transaction but now I try to kept is all accounts in my dairy. Danny says I like to work and don't like to watch television. His parents are very happy that their son is taking responsibility and working from 10.00am



to 11.00pm. Danny mother says he is supporting lot to his father in his work my son is not disabled he is as good as able.