

Sarva Shiksha Abhiyan

**Assessment Camps and Distribution
of Aids & Appliances to Disabled Children
under IE Programme**



A Report

An Initiative of
Jharkhand Education Project Council
New Cooperative Building, Shyamali, Doranda
Ranchi (Jharkhand)



Background

When we look at a human personality, it is composed of seven faculties, which are intellectual, aesthetic, emotional, physical, mental, spiritual and psychic. Weakness in any one of these faculties leads to some kind of disability or other. But a disabled child might be physically and mentally weak in one faculty, but excel in other faculties. It is these strengths of the disabled children that we should tap and focus upon. Every

child is unique in his/her own way. All children have their weaknesses and calling someone disabled is a misnomer. What is required is to highlight the success stories of disabled children. This would serve a twin purpose. Firstly, it would lead to general awareness and secondly many myths that prevail that in the general community about disabled children will be dispelled.



Role of Teacher is Crucial in Assessment



In the entire process of assessment, the role of teachers is very important. The first step is that the teachers in the schools identify the disabled children in their classrooms. The resource teachers then visit the parents and children in the village and make a list of those children who have not yet been enrolled. These teachers then get in touch with the Anganwadi Workers and see if there are any disabled children in

the ECCE centres. If they are below the age of 5, they are given the necessary pre-integration training such as physiotherapy and speech therapy. Medical teams assess the identified children and decide the degree of the disability. Whether it is mild, moderate or severe and decide the help required to each child according to the percentage of disability.

Assessment Camps

Objectives

1. To access disabled children identified within the locality.
2. Convergence with government departments/ Agencies and NGOs.
3. Ensuring timely supplies of aids & appliances to disabled children.

Camps were organized through out the district in the state to assess disabled children. For this convergence was done with health department in most of the districts. NGOs and experts in all the four disabilities were invited in the camps. Tie up for the supply of aids & appliances were made with ALIMCO. In some of the districts letters were issued by the district



administration to the Chief Medical Officers to make arrangements for the assessment of disabled children invited during the camps.

In order to collect the data of disabled children in each block of each district, the teachers were given special training with the help of revised checklists. Most of the blocks have completed the survey and lay screening of children with various disabilities. The services of local experts, doctors, psychologists, etc. are ensured for the success of the assessment camps in terms of convergence in many of the districts of the state.

A series of block level medical assessment camps were organized throughout the state under SSA with the technical support of ALMICO. The assessed children have been provided with the aids & appliances.

It is good to note that in some of the districts, parents, doctors, class teachers, resource teachers, head masters, peers and the district rehabilitation officers are all involved in the identification of the disabled children.

Looking at the disability nature of the child, districts have invited experts and doctors accordingly. In some camps districts have called ENT, eye specialist and orthopedic doctor.



Aids & Appliances Distributed

At the time of distribution of aids & appliances, resource persons give training to parents in the use of aids and appliances. NGOs are already in existences who are maintaining/repairing the aids and appliances in some districts. For the purpose of aids & appliances, convergence has been established with National Institute for Orthopaedically Handicapped. ALMICO and NIHH have been contacted by the districts for distribution of required equipment to the identified disabled children. This has been done in convergence with the local NGOs and assistance from ALIMCO. Each district has its own strategy in this regard. Parents are also being oriented in the use and maintenance of different types of aids and appliances in the

distribution camps. Following aids and appliances have been distributed in the districts;

- ⇒ Visual aids
- ⇒ Hearing aids
- ⇒ Orthotic appliances
- ⇒ Locomotor aids
- ⇒ Aids for M R
- ⇒ Learning Disability (TLM)



Conclusion



There was a strong feeling among the parents that aids & appliances are not made available to all those children who are in need. The issue is not of intention but availability of appliances. This is an area where most of the district might have to work beforehand to make the parents satisfied. This is despite

the fact that large sums of money have been provided for the provision of aids and appliances, but perhaps due to lack of convergence the actual supply is being prevented. A networking with NGOs is needed to speed up the process of the supply of aids and appliances.

एक झलक



जांच करते कानपुर के डॉक्टर और साधनसेवी

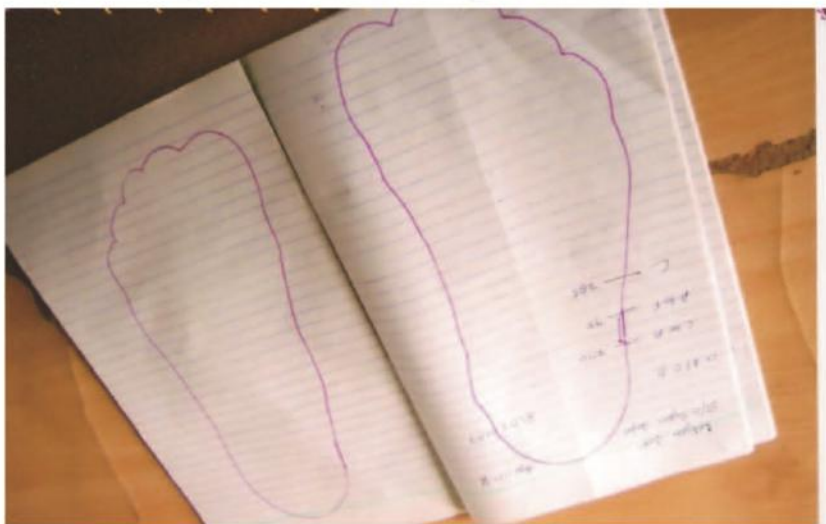


APO, BEEO, BPO की उपस्थिति में ALIMCO DOCTOR शिविर का उद्घाटन करते हुए

एक झलक



बोलबा में विकलांगता की जांच करते डॉक्टर



बांटने हेतु कैलिपर का फोटो

एक झलक



बोलबा प्रखण्ड में जांच शिविर का आयोजन किया गया



कैम्प में डॉक्टर जांच करते हुए

एक झलक



टी-टांगर में जांच शिविर का आयोजन किया गया



कैम्प में विकलांगता की जांच करते हुए डॉक्टर

एक झलक



सिमडेगा प्रखंड में विकलांगता जांच शिविर
का आयोजन किया गया



सिमडेगा प्रखंड में आयोजित जांच शिविर

एक झलक



ALIMCO DOCTOR द्वारा विकलांगता की पहचान करते हुए



DOCTOR द्वारा जांच करते हुए

Sarva Shiksha Abhiyan

District Level Annual Sports of Disabled Children



A Report

An Initiative of
Jharkhand Education Project Council
New Cooperative Building, Shyamali, Doranda
Ranchi (Jharkhand)



Background



Education for all has long been one of the cherished goals of national development reflected both in constitutional and policy commitments since independence. Despite planned concerted efforts this goal remains elusive due to certain 'disadvantaged' groups remaining out of the fold of the formal educational system. One such group is the 'disabled' who have been considered peripheral for almost four decades of planned development. It is obvious that Universalization of Elementary Education (UEE) cannot be achieved unless all children are brought into schools, retained and provided quality education that is equitable.

Children do not only need education via theoretical instructional information but also practical life experience. The best way to mold one's character is through games and sports. Sports make children strong not only physically but also mentally and emotionally. Physically disabled children have shown unbelievable strength and have achieved unimaginable abilities. For example, using teeth for painting and writing in the absence of limbs is common amongst disabled children. Such admirable courage and dedication to succeed is seen in many disabled children. This is exactly the spirit which calls for an action, some encouragement and a helping hand.

Objectives

1. To encourage and provide platform for disabled children to show their creativity.
2. To provide opportunity to exhibit their potential in the area of sports activities.
3. To motivate the parents of the disabled children to encourage the child other than studies.
4. Providing exposure and opportunity to interact with other children during the sports meet.



Focus of Sports Meet

There are many children in Jharkhand who have become disabled due to many unfortunate reasons. Thousands of helpless children who have lost their parents and are crying for government help need immediate attention. Even if many have been able to cope up with life, their life is still in darkness. Educations, health, love and understanding is far from their reach. India doesn't have a strong infrastructure for sports. Few privileges ones have been able to avail certain sports facilities. Disabled children only dream of such sports initiatives from government side. But **Sarva Shiksha Abhiyan** has recognized this gap and is dedicated in bringing joy into the lives of millions of disabled children located in different districts of Jharkhand.

The focus of the annual sports organized in every district of the state was not on picking FASTEST, HIGHEST, STRONGEST.....but it is about giving every SPECIAL child a chance to be cheered by onlookers, to be

a part of a movement and feel as if he or she belongs. There is an instant sparkle in the eyes of children when they describe how they took part in the sports. The members of the SSA team who organized these sports said that participating alone can make a world of difference to the child. They recall how many of those who took part in the games came out of the experience with a new confidence and began responding with surprising success to their school curriculum. Some participants of previous years have since left their schools and have joined higher classes in other schools. Every child was excellent and talented. They just need to be given a chance and they will amaze everyone with what they can do. Such is the magic of these children which everyone witnessed.



Sports: A Platform to Show talent



The annual sports organized by various districts for physically challenged children were first of its kind in many districts. Good number of physically challenged boys and girls from across the blocks gathered at the district level sports meet and showed their talent. The children who took part have enjoyed the sports very much and were eager to show many more abilities of them on stage. Children took part in various competitions such as soft ball throw, biscuit race, colouring, spoon race, needle & thread race, find five in

sand, inflating balloon till it bursts, musical chair, segregating *chana* and *matar* etc. Even visually challenged children took part in many events of the sports. They don't need sympathy from others but need encouragement to display their creative talent. The events like sprint, running towards the sound of the drum, short put for seniors, three legged race, discus throw and frog race was organized in different districts.

Boosted Confidence among Children

Disabled children have special needs. Their sports are different and emotional encouragement means a lot to them. All that a disabled child wants is a few words of praise and appreciation and given a chance he/she can do wonders. **SSA** provides the right equipment. Holds sports meets and teaches these children various games suitable for them. They are made aware of various personalities and inspire them towards reaching heights. District level offices of SSA, constantly takes up events and programs to bring real life sports and these children as close as possible. These events not only motivate them but also draw a personalized program

for each child in order to develop a sense of self-worth and make him/her feel that he is just like any other child. SSA gives utmost attention to the effects of every thing that one can do on the mental and emotional setup of a child. Mentors, educationalist, thinkers and helper from every field pour in their support and help district authorities to make all these life changing events for the children. Sports events have made a mark in these children making them stand for themselves, fight against all odds and face with integrity, courage and confidence. Rural children need the most attention and SSA has been doing exceptionally well by providing sports facilities to disabled children.



Conclusion

Physically and mentally challenged students from across the district of Jharkhand had participated in the annual sports Meet event held in respective districts. The event, which was graced by civic dignitaries, the district collector and other important persons in different district saw how disabled children can do miraculous performance in sports events. Jharkhand needs to grow in many areas. Sports may be far away in its list of priorities. But disabled children have achieved admirable success in showing unbelievable courage and found out ways to showcase their talent. They draw, paint, sing, dance, play, make creative items and do many more activities. In no way are these children less than any normal child. Seeing their will power and dedication it becomes our duty to provide them with the best we can. A small smile, a small appreciative sentence and a caring hand is all they need. There is no disability than the disability of mind and emotional strength this is what they have been saying through their actions.

The events ranged from a race to competitions, where visually impaired individuals also participated. The enthusiasm of the students was overwhelming and those who witnessed the event in different districts were moved with the never-say-die spirit of the participants.

The children set an example for all of us. Apart from the students from the schools, there were also several adults with disabilities who showed their talent despite their difficulties; they are as good as anyone else.

The district level SSA authorities who have organized the sports were overwhelmed with the response as there were participants that had come from distant villages to participate in the sports event



कुछ झलकियाँ



कार्यक्रम में उपस्थित मुख्य अतिथि श्री प्रदीप कुमार चौबे, जिला शिक्षा अधीक्षक—सह जिला कार्यक्रम पदाधिकारी, झारखण्ड शिक्षा परियोजना, राँची श्री अभिनव कुमार, समन्वयक, समावेशी शिक्षा, झारखण्ड शिक्षा परियोजना, राँची (झारखण्ड)



कार्यक्रम में उपस्थित श्री मारग्रेट वार्ड पार्श्व (वार्ड 51), श्री बालेश्वर द्विवेदी, अपर विद्यालय निरीक्षक, राँची-1 एवं श्री लाल बहादुर सिंह, अपर विद्यालय निरीक्षक, राँची-2

कुछ झलकियाँ



कार्यक्रम का उद्घाटन करते मुख्य अतिथि एवं अन्य



कार्यक्रम के उद्घाटन समारोह में मार्च पास्ट करते राजकीयकृत मध्य विद्यालय के छात्र-छात्राएं

कुछ झलकियाँ



मार्च पास्ट करती हुई छात्राएं



50 मीटर दौड़ में भाग लेते मानसिक रूप से निःशक्त बच्चे

कुछ झलकियाँ



50 मीटर दौड़ में समाप्ति लेन की तरफ दौड़ते हुए मानसिक रूप से निःशक्त बच्चे



बैलून फुलाकर फोड़ते निःशक्त बच्चे (श्रवण निःशक्त)

कुछ झलकियाँ



बैलून फुलाकर फोड़ते प्रतियोगिता में दृष्टि दोष वाले बच्चे



20 मीटर की बाधा दौड़ की तैयारी करते शारीरिक रूप से निःशक्त बच्चे एवं उनको समझाते हुए शिक्षक एवं सी0 आर0 पी0

कुछ झलकियाँ



शारीरिक एवं दृष्टि दोष वाले बच्चे सॉफ्ट बॉल थ्रो प्रतियोगिता में भाग लेते हुए



प्रतियोगिता में भाग लेते हुए निःशक्त बच्चे

Sarva Shiksha Abhiyan

A Report



District Level Seminars on IE

An Initiative of
Jharkhand Education Project Council
New Cooperative Building, Shyamali, Doranda
Ranchi (Jharkhand)



Introduction

Chapter V of Persons with Disability (Equality of Opportunity, Protection of Rights and Full Participation) Act, 1995 says that appropriate Governments shall provide access to free education to every child with a disability until he or she attains the age of 18 years. A variety of options including integrated education, special schools and alternative schools have been attempted in SSA. One of the important components of DPEP is Integrated Education of the Disabled (IE). UEE cannot be achieved until 10 percent of children with special needs are made an important part of the

regular mainstream. Different surveys on disabled children have yielded different estimates of the number of the disabled. However, National Sample Survey in 1991 estimated that 1.9 percent of the population in the country is disabled. It is now accepted that about 10 percent of our school going age population have special educational needs. The current coverage is estimated at about 3 to 5 percent. In other words, because of inappropriate strategies and perhaps inadequate awareness, progress has been halting and is grindingly slow.



District level Seminars

Eleven districts have organized the seminars focusing the IE issues of CWSN of their areas. Vital inputs were provided by the schools in organizing the seminars. The objectives of the seminar in all most all the districts were as follows.

Objectives

1. To identify the CWSN and providing them the required support.
2. To keep the local needs in mind while planning for purchases of aids and appliances.
3. To understand the importance of undergoing formal and functional assessment of each identified child to determine the nature and extent of disability.
4. To generate awareness and appreciation of the potential and utility of the education of CWSN, and educate and sensitize parents, teachers, community leaders and the community as a whole.
5. To inform parents of CWSN about the need of training to them in coping with the disabilities of their children.



Based on the above objectives, districts have organized the seminars focusing the IE issues keeping the local context and the cases in mind. In most of these seminars following points have been discussed;

1. Direct Services to Children

The first step is identification of CWSN for micro-planning of IE in terms of Visual Impairment, Hearing Impairment, Locomotor Impairment, Mental Retardation,

Learning Disabilities and Others. The next step involves formal and functional assessment of each identified child to determine the nature and extent of disability. This should be followed by preparation of individualized need based profile which delineates all the needs, special services required, duration of such services and evaluation procedures. After this the most suitable learning environment is to be identified for each child. All necessary required support, aids and appliances and learning material suitable to the special need of a challenged child



should be provided. Finally, all schools must not only be barrier free and provide easy access to CWSN, but also be equipped with other facilities to take care of their special needs.

2. Support Services

There is need to generate awareness and appreciation of the potential and utility of the education of CWSN, and educate and sensitize parents, teachers, community leaders and the community as a whole. Parents of CWSN also need to be trained in coping with the disabilities of these children and helping them. Teacher training should form the backbone of inclusive education. Support services in the form of physiotherapy, occupational therapy, speech therapy, counseling etc. should be provided in the resource room. SSA missions may also plan for Vocational Education of disabled children at Upper Primary Level. The planning of IE may include

extra curricular activities like drawing, painting, dance, music, sports, craft and indoor games. Use of technology is also advocated in the shape of special aids and appliances, computer assisted instruction and development of low cost/no cost Teaching and Learning Aids using indigenous material. While taking care of the special educational needs of CWSN, it is also necessary to consider adaptations in the evaluation system.

3. Monitoring and Evaluation

This is an important aspect for assessing progress and providing improvement in the process. Therefore, an adequate and efficient mechanism needs to be in place for this purpose.



Brief Summary of the Seminars held in various Districts

The experts and resource persons invited during these seminars in various districts of the state spoke about the expectation of parents of CWSN and how they were belied or fulfilled by the different approaches to the educational needs of these children. Special Schools which admitted special children were supported by welfare services and provided specialized services in the form of Consultants, Therapists, and Special Educators. They, however, promoted segregation, and the children enrolled in these schools could not escape from social stigma, nor could the lack of role models be overcome in these schools. In regular schools, however, a CWSN would face other problems such as access, attitudes, teacher's apprehension and peer acceptance, rigid curriculum and extra curricular activities. Inclusive education would be considered a success if mainstream schools developed a positive attitude towards the educational needs of

disabled children and increase access through simple adaptations. Apart from a general awareness in society, what needs to be done is teacher preparation and peer acceptance. Only thus can the diversity of the human condition be celebrated.

Some of the experts emphasized on Inclusive Education through Open Learning. The widening inequity in education is related to the problem of access. Deprivation of education is also due to the rigidity of the formal system of education in terms of fixed time, fixed curricula, evaluation system and learning pace. In order to meet the challenges, it is necessary to look for alternative strategies and approaches, particularly to ensure not only access, but also freedom relevance and quality.



Innovative educational leaders are now talking about more flexible and learner friendly educational methods, which automatically respond to individual learner needs.

Emphasizing on open learning the discussion during the seminars emerged with a promise to make education a really effective tool for the process of democratization and social justice. It is particularly characterized by removal of restrictions, exclusions, and privileges; by the accreditation of students' previous experiences, by the flexibility of the management of the time variable; and by substantial changes in the traditional relationship between teacher and students. It offers unique educational opportunities free from the constraints of time and space as well as rigidity of curricula.

Inclusive education goes beyond physical presence of a child in the classroom situation; going through the same curricula as the non-disabled, appearing at the same examination with them and acquiring the same certificate.

National Institute of Open Schooling is promoting inclusive education by registering children with disabilities through Accredited Institutions (AI), Accredited Vocational Institutions (AVI), Special Accredited Institutions for the Education of the Disadvantaged (SAIED) and Open Basic Education (OBE). Some of the disabled learners may like to stay at home or study at their working places. Open schooling may reach any group of person at any given circumstance. Learning materials, audio-video cassettes, or working kit may reach at the doorsteps of disabled learners.

In spite of in-built flexibilities in the open learning system and concessions given in the tuition fee, it could not attract a large number of the children with disabilities. The reasons may be numerous. Perhaps, the existing curriculum is not relevant or the evaluation system or often procedures need revision. To enhance the access, retain them in the learning process and achieve development of the children with disabilities, NIOS has established a Cell for the Education of the Disabled (CED).

In the dynamic changing environment and rapid technological advancement, open learning has to play a significant



open schooling systems all have to optimize their services and support to promote the full and equal participation of persons with disabilities.

The success of IE depends on how responsive is the general school system to the challenges of children with disabilities. Through a study of the existing training programme, it was found that teachers had a positive approach towards IE, but lacked knowledge and practical skills for teaching special children.

role not only to provide access, but to retain persons with disabilities in the learning process and achieve success.

It is felt that the issues pertaining to relevant programmes, curricula and pedagogy are important and initiatives in these directions, especially for catering to the needs of learners with disabilities and the marginalized groups of children need to be addressed with seriousness. The formal, non-formal, adult education, vocational education, special education and

There was need for supportive materials for use by resource teachers and general teachers, and decentralization of training at block level and cluster level with more practical input.

The objective of the training is to develop Multi category Resource Persons (MRP) who can orient other teachers to promote the development of inclusive education in schools in rural society.

एक नजर में



माननीय उपायुक्त की अध्यक्षता में IE एक दिवसीय सेमिनार में अपने विचारों को रखते हुए श्री CS Simdega रामेश्वर महतो



सेमिनार में उपस्थित DC Simdega, DWO, DSE cum DPO, ADPO एवं न0 प0 उपाध्यक्ष

एक नजर में



DSE cum DPO श्रीमती नीलम आई टोप्पो समावेशी शिक्षा पर अपने अमूल्य विचार व्यक्त करते हुए



नगर उपाध्यक्ष श्रीमती फूल सुंदरी देवी सेमिनार में बोलते हुए

Sarva Shiksha Abhiyan

A Report



Inclusive Education (IE)

Some Promising Experiences at the District Level



An Initiative of
Jharkhand Education Project Council
New Cooperative Building, Shyamali, Doranda
Ranchi (Jharkhand)



Concluding Remarks

Integrated Education of the Disabled (IE) component made significant progress in the last couple of years in upscaling the IE programme, providing assistive devices and in strengthening resource support to children with special needs. IE was extended to all blocks and districts of Jharkhand state. It has reached to blocks and clusters of almost all the districts of the state now.

Two problems have surfaced across the districts. The first is inadequate provision of aids and appliances to children with special needs. The second is shortage of qualified teachers. In order to address the first of these problems, SSA has entered into an agreement with ALIMCO (Artificial Limbs Manufacturing Corporation of India) to conduct camps in project areas and provide aids and appliances. Districts have been asked to apply directly for assistance in this regard besides exploring convergence from other agencies, NGOs and corporate houses. RCI (Rehabilitation Council of India) is conducting training for teachers in special education and teachers trained under the foundation course are given provisional registration by RCI. Integrating and including children with special needs, is a huge task. But SSA is committed to completing the task because they only can UEE be achieved.

In the process of imparting education to the disabled children it should be borne in mind that any philosophy or programme that aims to provide learning opportunities to these children does not depend on the characteristics of the child, but instead on the vision, commitment and creativity of policy makers, administrators, educators and above all, families.

Now Right to Education Act has been notified on 1st April 2010. The ultimate objective should be to create an environment that is conducive to learning and living for all children INCLUDING disabled.

Paper Speaks

11 विकलांग बच्चों के निःशक्तता जांच शिविर का आयोजन

मिलेगी सहयोग सामग्री

सिद्धांत सिमडेगा

सदर प्रखंड के विभिन्न स्कूलों में पढ़ रहे विकलांग बच्चों की जांच शिविर शनिवार को राजकीय कन्या मध्य विद्यालय में लगाया गया। इसमें 54 स्कूलों के 90 बच्चों ने भाग लिया। एलिम्को कानपुर के डा. एससी कटियार और उनके सहयोगी सह रांची निवासी एसके गुप्ता ने बच्चों का चेकअप करते हुए 11 को सहयोगी सामग्री के लिए चिन्हित

सिमडेगा: स्थानीय कन्या मध्य विद्यालय के प्रांगण में विकलांगता जांच शिविर का आयोजन सर्व शिक्षा अभियान तथा एलिम्को कानपुर के तत्वावधान में किया गया। जांच शिविर में विभिन्न क्षेत्रों के स्कूलों में पढ़ने वाले बच्चों को देखा गया। काफी संख्या में चिकित्सक ने बच्चों की विकलांगता जांच की। शिविर में कुल 90 बच्चों का



ते चिकित्सक.

बच्चों को गुणवत्तायुक्त प्रारंभिक शिक्षा उपलब्ध करायें

सिमडेगा: बानो स्थित बीआरसी केंद्र में आयोजित तीन दिवसीय गैर आवासीय अंतरवैशी शिक्षा कार्यशाला संपन्न हो गयी। समापन समारोह में प्रखंड कार्यक्रम पदाधिकारी देशबंधु शास्त्री ने कहा कि शिक्षक अपनी क्षमता योग्यता एवं उत्साह से प्रत्येक शैक्षणिक योजनाओं के लक्ष्य प्राप्ति की प्रक्रिया एवं गति को काफी हद तक प्रभावित कर सकते हैं। उन्होंने कहा कि सर्व शिक्षा अभियान एक मिशन के तहत चलाया जा रहा है। इसके तहत छह से 14 साल के बच्चों को गुणवत्तायुक्त प्रारंभिक शिक्षा उपलब्ध कराना है। इस अवसर पर प्रशिक्षक के रूप में स्मिथ कुमार सोनी, नारायण साहू उपस्थित थे। प्रशिक्षण में 140 शिक्षकों ने भाग लिया।

है। चिकित्सको ने विकलांगता रूप से विनय चौधरी, अरुण सिंह के र से चर्चा की। यहां पर मुख्य अलावा अन्य लोग भी उपस्थित थे।

ट्रेनिंग का समापन

बानो। बीआरसी में आवासीय अन्वेषी शिक्षा विषयक ट्रेनिंग का सोमवार को समापन किया वहीं प्रखंड कार्यक्रम पदाधिकारी देशबंधु शास्त्री ने कहा कि अपनी क्षमता से शैक्षणिक योजना में लक्ष्य प्राप्ति की प्रक्रिया और को प्रभावित कर सकते हैं। दौरान शिविर में ट्रेनर स्मिथ सोनी और नारायण साहू ने शिक्षकों को ट्रेनिंग दी।

प्रशिक्षण का उदघाटन

सिमडेगा: प्रखंड संसाधन केंद्र बानो में विशिष्ट क्षमतावान बच्चों के विकास के लिए शिक्षकों का तीन दिवसीय गैर आवासीय प्रशिक्षण का उदघाटन किया गया। कार्यक्रम का उदघाटन प्रखंड शिक्षा प्रसार पदाधिकारी सचिंद्रनाथ ठाकुर ने दीप प्रज्वलित कर किया। बीपीओ देशबंधु शास्त्री ने शिक्षकों को संबोधित करते हुये कहा कि अंतर्वैशी से तात्पर्य है कि बच्चे अपनी क्षमताओं व कमजोरियों के बावजूद शिक्षा के मुख्यधारा से जुड़ें। प्रशिक्षक स्मिथ कुमार सोनी, नारायण साहू द्वारा विस्तारपूर्वक प्रशिक्षण दिया गया। प्रशिक्षण में सभी सरकारी एवं एसएसए द्वारा संचालित विद्यालय के शिक्षक भाग ले रहे हैं।

तीन दिवसीय शिक्षा कार्यशाला संपन्न

सिमडेगा : बानो प्रखंड के बीआरसी केन्द्र में आयोजित तीन दिवसीय गैर आवासीय अंतर्वैशी शिक्षा कार्यशाला का समापन सोमवार को किया गया। कार्यशाला में प्रखंड कार्यक्रम पदाधिकारी देशबंधु शास्त्री ने कहा कि समेकित शिक्षा प्रशक्त बच्चों को विद्यालय में नामांकन के लिये प्रेरित करती है तो अंतर्वैशी शिक्षा बच्चों के साथ अनुकूलित व्यवहार करते हुए व्यवस्था में बदलाव बनाना है। कार्यक्रम में 140 शिक्षकों ने भाग लिया।

प्रशिक्षण के लिए शिक्षक विरमित

बानो में तीन दिवसीय गैर आवासीय शिविर का आयोजन 21 नवंबर से केंद्र में किया गया है। प्रशिक्षण के लिए सूची जारी की गयी है। जारी सूची में प्र. सोनी, शांति कंडूलना, आश्रित श बड़ाईक, संगीता सुरीन, अहलाद नेर्मला माधुरी सुरीन, फलिंद्र नाग, पाइक, जोलने टोपनो, नारायण साहू, टोपनो, जगनारायण सिंह, विपिन रद, सुदर्शन टोपनो, चंद्र मोहन साहू, द, सिद्धार्थ कुमार नाग, राजेंद्र तिवारी, बाई साहू, सीनो आईव, बलिश बुद, त्रैत कुमारी नाग, रामेश्वर साहू, युगल बड़ाईक, असरीता बेला सुरीन, महेश सुषमा लुगून, भिनसंत विलुंग, देवेंद्र रन बरजो, बसंत कोगाडी, ज्ञानेश्वर लूस जोजो, हीरालाल साहू, मनी उरांव,

विजय केरकेड़ा, गुलाब बागे, स्वर्ण किडो, विक्टोरिया तिर्की, रूबेन तिर्की, भीष्म सिंह, बेलासपति कुमारी, समझेंम डेविड बागे, राजेश कुमार सिंह, सत्यनारायण साहू, ललीता टोपनो, स्कोलिस्टिका सुरीन, लगनु पाईक, शैलेंद्र कुमार, छोट लाल लकड़ा, सुनीता एक्का, लखु उरांव, राशन लुगून, सुमन किशोर सुरीन, प्रतीक पौल मिंज, अमर गुडिया, अमृत कुमारी सुरीन, प्रीति प्यारी जोजो, ग्लोरिया लुगून, मुगरु सिंह, ओनिला टोपनो, सुशीला बरजो, गोस्नार लोमगा, अशोक कुमार सिंह, फ्रांसिस जेवियर कुल्लू, कुमार मंगल, प्रहलाद नाग, लुसिया जडिया, विजय हेमरोम, शशिभुषण साहू, विश्वनाथ साहू, रूबी बा, रंधु साहू, कुंती साहू, अनिल किशोर केरकेड़ा, परमानंद ओहदार, सतीश कुमार, इग्रेस डुंगाडुंग, मनोज कुमार भगत, इलाजलर डंग, अंतोनी एक्का, अरुण कुमार, देवचंद्र सिंह, जोसेफ जोजो, जोहन बडिं, शंकर

सिंह, सिकंदर सिंह, नामलेन मड्की, जयंती कुमारी, जलेंद्र सिंह, विश्वंभर सिंह, मारकुश लुगून, भनैक्शन कंडूलना, प्रभुदान सुरीन, ऐलेक्सियस भंगरा, रामप्रसाद सिंह, किरण जोजो, मीना कुमारी, भिनसंत कुंडलना, निकोलस टोपनो, देवचंद्र सिंह, प्रीसकिला कंडूलना, राजेंद्र सिंह, विरेंद्र सिंह, आनंद मसीह भुईयां, सलन टोतनो, बहामनी कुमारी, नितरन लुगून, विजय जोजो, न्यूटन कंडूलना, बसंत किशोर सिंह, अलबर्ट गुडिया, ग्रेस गुडिया, कमला देवी, जीवंती बुद, शांतिमनी टोपनो, फलिंद्र सिंह, सुलेमान कौगाडी, मनु बडिं, तिलेस्फोर लोमगा, राजेंद्र नाग, जितनाथ सिंह, पितुस टोपनो, उमेश कुमार साहू, प्रकाश सिंह, उमेश कुमार ओहदार, फिलमोन गुडिया, रंगपाल सिंह, विशेश्वर सिंह, रामविलास सिंह, जोरोग मड्की, जोन सुरीन, हेलाकूश कंडूलना, मंगरा टोपनो, बसंती देवी के नाम शामिल हैं।

Paper Speaks

नेत्रदोष से पीड़ित 32 छात्रों को मिले चश्मे

सिमडेगा, संवादसूत्र : झारखंड शिक्षा परियोजना एवं जिला अंधापन नियंत्रण समिति के संयुक्त तत्वावधान में गुरुवार को प्रखंड संसाधन केन्द्र बानो में एक शिविर का आयोजन कर नेत्र दोष से पीड़ित स्कूली बच्चों के बीच चश्मा का वितरण किया गया। स्कूल स्क्रूनिंग कार्यक्रम के तहत पूर्व में आयोजित नेत्र जांच शिविर में कुल 32 बच्चों की आंखों में दृष्टि दोष पाया गया था। इन बच्चों को गुरुवार को चश्मा प्रदान किया गया। चश्मे का वितरण सदर अस्पताल के नेत्र रोग सहायक पंकज कुमार व सर्व शिक्षा अभियान के सहायक कार्यक्रम पदाधिकारी विनय कुमार ने संयुक्त रूप से किया। इस मौके पर श्री कुमार ने कहा कि आंखों की देखभाल सही तरीके से करना चाहिए। चूंकि आंख प्रकृति का अनमोल उपहार है। उन्होंने कहा कि बच्चे नियमित रूप से चश्मे



चश्मा वितरण करते नेत्र रोग सहायक

का प्रयोग करें और बेहतर तरीके से पढ़ाई करें।

इस मौके पर आईडी प्रशिक्षक विनोद

महतो, प्रखंड कार्यक्रम पदाधिकारी देशबंधु शास्त्री एवं विभिन्न विद्यालयों के शिक्षक-शिक्षिकाएं व छात्र-छात्राएं उपस्थित थे।

32 छात्रों के बीच चश्मा वितरित



चश्मा वितरित करते अधिकारी।

संवाददाता बानो

झारखंड शिक्षा परियोजना और डीबीसीएस के संयुक्त तत्वावधान में बानो प्रखंड क्षेत्र के विभिन्न विद्यालय में अध्ययनरत दृष्टिदोष से पीड़ित छात्रों के बीच चश्मा वितरित किया गया। कार्यक्रम के तहत स्कूल स्क्रूनिंग के दो चरण में सदर अस्पताल के नेत्र सहायक पंकज कुमार द्वारा दृष्टिदोष पीड़ित विद्यार्थियों के नेत्र की जांच की गई थी। जांच के क्रम में विभिन्न विद्यालय के 32 छात्र-छात्राओं को चिह्नित किया गया था। कार्यक्रम को सफल बनाने में एपीओ विनय कुमार, बीपीओ देशबंधु शास्त्री, आईडी प्रशिक्षक विनोद महतो सहित संबंधित विद्यालय के

शिक्षक-शिक्षिकाओं ने किया। मौके पर छा अभिभावक गण भी उपस्थित

चश्मा का वितरण 3

झारखंड शिक्षा परियोजना और डीबीसीएस के संयुक्त तत्वावधान में बानो प्रखंड क्षेत्र के विभिन्न विद्यालय में अध्ययनरत दृष्टिदोष से पीड़ित छात्रों के बीच चश्मा वितरित किया गया। कार्यक्रम के तहत स्कूल स्क्रूनिंग के दो चरण में सदर अस्पताल के नेत्र सहायक पंकज कुमार द्वारा दृष्टिदोष पीड़ित विद्यार्थियों के नेत्र की जांच की गई थी। जांच के क्रम में विभिन्न विद्यालय के 32 छात्र-छात्राओं को चिह्नित किया गया था। कार्यक्रम को सफल बनाने में एपीओ विनय कुमार, बीपीओ देशबंधु शास्त्री, आईडी प्रशिक्षक विनोद महतो सहित संबंधित विद्यालय के

सिमडेगा में भी वितरण

सिमडेगा: प्रखंड संसाधन केन्द्र में झारखंड शिक्षा परियोजना एवं जिला अंधापन नियंत्रण समिति के संयुक्त तत्वावधान में कमजोर नेत्र वाले 32 बच्चों के बीच चश्मा का वितरण किया गया। चश्मा वितरण सदर अस्पताल के नेत्र सहायक पंकज कुमार एवं सहायक कार्यक्रम पदाधिकारी विनय कुमार की देखरेख में किया गया। इस अवसर पर आईडी प्रशिक्षक विनोद महतो, बीपीओ देशबंधु शास्त्री के अलावा संबंधित विद्यालय के शिक्षक उपस्थित थे।

सर्व शिक्षा का तीन दिवसीय प्रशिक्षण शुरू

बानो : सर्व शिक्षा अभियान के तहत प्रखंड संसाधन केन्द्र में अंतर्वेशी शिक्षा पर शिक्षकों के लिये तीन दिवसीय गैर आवासीय प्रशिक्षण का उद्घाटन बीईईओ सचिन्द्र नाथ ठाकुर ने दीप प्रज्वलित कर किया। मौके पर प्रखंड के बीपीओ देशबंधु शास्त्री ने अंतर्वेशी शिक्षा पर शिक्षकों को संबोधित करते हुए कहा कि सभी बच्चे अपनी क्षमताओं और कमजोरियों के बावजूद एक साथ शिक्षा की मुख्यधारा का हिस्सा बनेंगे। इसके जरिये समुदाय के सभी सदस्यों, शिक्षकों, बच्चों और अन्य कर्मचारियों के बीच साथ रहने के भाव को विकसित किया जा सकता है। शिक्षकों को क्षति, अक्षमता, विकलांगता के बीच अंतर को समझना होगा ताकि अन्य बच्चों की तरह हर प्रक्रिया में उनकी प्रतिभा के अनुसार पाठ्यक्रम को संजोया जा सके। प्रशिक्षण स्मिथ कुमार सोनी व नारायण साहू

38 छात्रों को मिला चश्मा

संवाददाता ठेटईटांगर

झारखंड शिक्षा परियोजना और जिला अंधापन नियंत्रण सोसायटी की ओर से 38 छात्राओं को बीआरसी केंद्र जोराम में चश्मा का वितरण किया गया। दृष्टिदोष से पीड़ित 56 बच्चों को चश्मा के लिए चिह्नित किया गया था, किंतु 38 छात्र ही उपस्थित हो पाए। शेष छात्रों का चश्मा विद्यालय में पहुंचा दिया जायेगा। मौके पर बीपीओ पम्मी सिन्हा, शिक्षिका मगरीता कुजूर, बसंत बारला, अरविंद किशोर सोरेंग, सलोमी मिंज सहित कई शिक्षक उपस्थित थे।

299 छात्रों को मिलेगा चश्मा

झारखंड शिक्षा परियोजना और डीबीसीएस की ओर से 299 छात्रों को चश्मा वितरित करने के लिए चिह्नित किया गया है। स्कूल स्क्रूनिंग कार्यक्रम के तहत सिमडेगा प्रखंड से



चश्मा देते अधिकारी।

56, ठेटईटांगर से 56, कोलेबिरा से 39, बानो से 31, जलडेगा से 36, बोलबा से 24 और कुरडेग से 57 छात्रों को चश्मा उपलब्ध कराया जा रहा है।

Paper Speaks

D. JAGRAW

सर्वशिक्षा अभियान के तहत

विकलांगता जांच शिविर

04/09/04

सिमडेगा : सर्वशिक्षा अभियान व एलिम्को के संयुक्त तत्वावधान में शुक्रवार को राजकीय कन्या मध्य विद्यालय परिसर में विकलांगता जांच शिविर का आयोजन किया गया। इस मौके पर जिले के विभिन्न विद्यालयों के छह से 14 वर्ष आयु वर्ग के बच्चों के विकलांगता की जांच की गई। शिविर का उद्घाटन सर्व शिक्षा अभियान के सहायक कार्यक्रम पदाधिकारी विनय कुमार चौधरी ने किया।

इस मौके पर श्री चौधरी ने कहा कि शिक्षा के बढ़ावा हेतु सरकार द्वारा कई कार्यक्रम चलाए जा रहे हैं। उन्होंने कहा कि शिक्षा हासिल करने में विकलांगता आड़े नहीं आए इसके लिए विभाग द्वारा उक्त शिविर का आयोजन किया जाएगा। शिविर में कुल 90 बच्चों की विकलांगता की जांच की गई। जिसमें 11 बच्चों को उपकरण के लिए चिह्नित किया गया। बच्चों की विकलांगता जांच एलिम्को के

चश्मा वितरित

बोलबा। बीआरसी में नेत्र सहायक पंकज कुमार ने रामवि पाकरबहार, राउत्त मवि कहूपानी तथा कस्तूरबागांधी आवासीय विद्यालय के विद्यार्थियों को बीइइओ इंद्र देव कुमार की उपस्थिति में चश्मा वितरित किया गया। उनके साथ कुरडेग के बीपीओ आभा कुमारी, एपीओ विनय कुमार और बीआरपी आभा एक्का ने सहयोग किया।

54 बच्चों को मिला चश्मा

कुरडेग। झारखंड शिक्षा परियोजना सिमडेगा एवं जिला अंधापन नियंत्रण समिति के संयुक्त तत्वावधान में 19 दिसम्बर को स्कूल स्क्रीनिंग कार्यक्रम आयोजित हुई। इसके तहत बीआरसी में प्रशिक्षित शिक्षकों द्वारा चिह्नित बच्चों को डॉ पंकज कुमार ने जांच के बाद

चश्मा का वितरण

जलडेगा। सर्वशिक्षा अभियान और डीबीसीएस की ओर से मध्य और उत्क्रमित विद्यालय के छात्रों के बीच चश्मा का वितरण किया गया। मौके पर बीपीओ मनमोहन

गोस्वामी, एपीओ विनय कुमार, नेत्र विशेषज्ञ पंकज कुमार मौजूद थे।

शिक्षकों की आवासीय ट्रेनिंग शुरू

बानो। बीआरसी में शनिवार से तीन दिवसीय गैर आवासीय ट्रेनिंग शुरू हुई। बीइइओ सचिंद्रनाथ ठाकुर ने शिविर का उद्घाटन किया।

इस मौके पर बीपीओ देशबंधु शास्त्री ने कहा अंतर्वेशी शिक्षा का उद्देश्य समुदाय के सभी सदस्यों, शिक्षकों, बच्चों और कर्मियों के बीच

साथ रहने का भाव विकसित करना है।

उन्होंने कहा शिक्षकों को अक्षमता और विकलांगता के बीच अंतर को समझना होगा, ताकि बच्चों को अपनी प्रतिभा निखारने का मौका मिल सके। शास्त्री के बाद ट्रेनर स्मिता कुमार सोनी और नारायण साहू ने ट्रेनिंग दी।

Sarva Shiksha Abhiyan



Initiatives at State Level

A Report

An Initiative of
Jharkhand Education Project Council
New Cooperative Building, Shyamali, Doranda
Ranchi (Jharkhand)



Basic Premise

Inclusive Education has evolved as a movement in Jharkhand and has gained ground over the past two years to address the learning needs of all students in regular schools and classrooms. Various initiatives from JEPC at state level in collaboration with the districts have added up to a growing consensus that all children have the right to be educated together, regardless of their physical, intellectual, emotional, social, linguistic or other conditions, and that inclusion makes good educational and social sense.

In Jharkhand we are viewing inclusion as part of the wider struggle to overcome exclusive discourse and

practices, and against the ideology that each individual is completely separate and independent. Inclusion is about the improving of schooling. Rather than being a marginal theme concerned with how a relatively small group of pupils might be attached to mainstream schools, it lays the foundations for an approach that could lead to the transformation of the system itself.



Strategic Decisions

JEPC took an important decision at the state level to constitute a core committee under the chairmanship of Secretary, HRD, Govt. of Jharkhand to expedite the cases and issues related to IE within the state and also to take policy level decisions under SSA taking state government into

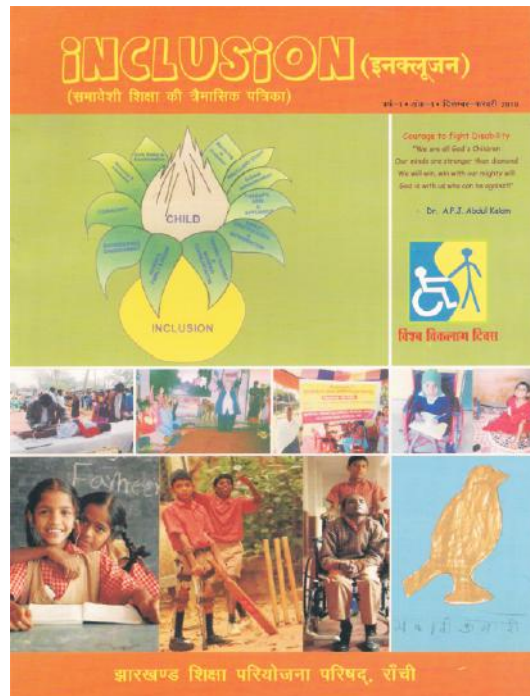
confidence. The members of this committee are the representatives from Social Welfare, Health, UNICEF, Labour & Employment, Directors of Primary, Secondary and Higher Secondary, Incharge IE, JEPC and two NGOs i.e. CINI and Deepshikha.



Smart Initiatives at State level

a) Quarterly Magazine 'Inclusion' rolled out

The long awaited quarterly magazine 'Inclusion' has finally come out with its first issue for the quarter Dec to Feb 2010. The events of different districts have been covered along with few burning issues in IE. The stories like 'riya ki kahani' and 'koshish ak kahani' are very touching and have created interest among the readers. The magazine covers wide area of topics of IE, however, it needs more improvement and some new topics related to research and analysis would also be included in our next issues.



b) Resource Room in each block

Each block of every district in Jharkhand will now have a resource room. A decision on this issue has been taken at the highest level keeping in view the overgrowing demand and number of cases in the entire state. The requirements of resource room in these blocks will be fulfilled soon by the concern district SSA authorities.



c) Finalization of State Nodal Agencies

Another major decision taken at the state level is the finalization of state nodal agencies for Inclusive education within the state of Jharkhand. This decision has been taken after several



rounds of consultation with concerned officials and authorities and also assessing the strengths and weaknesses of various NGOs for different specialty areas. At the end following NGOs have been selected as state nodal agencies;

- | | | |
|------------------------------------|----------|--|
| a) Deepshikha | - | For Mentally Retarded (MR) |
| b) Kshitiz School | - | For Deaf & Dump (SI & HI) |
| c) St. Mikhail Blind School | - | For Visually Impaired (VI) |

d) Module Development

To impart training to various levels of personal, JEPC has made magnanimous effort to conduct workshops to design the modules. Most of the modules took long discussion among the participating experts, teachers and others to finanize its content. All the modules carry a balanced approach in dividing the sessions.

Both theory & practice, activities and discussion are given space in the modules developed. The names of the modules developed are;

- i. Module on Parental Counseling
- ii. Community Counseling
- iii. 3 Day Teachers Training
- iv. 7 Day Disability Specific Training
- v. Multi Disability Specific Training for Resource Teachers
- vi. Child Cabinet Children's Training

e) Exposure Visit to Hyderabad

It is for the first time a decision at state level has been taken to organize exposure visit for Resource Teachers and District Coordinators of IE from all districts of the state. The visit has been planned and Hyderabad was selected where NIHM and NIHH, two national institutions



are working in the field of IE. Other than this, the SSA Andhra Pradesh is also doing some remarkable job in IE areas within the state of Andhra. Keeping all this in mind the trip was finalized and the schedule was fixed as 20th Mar to 28th Mar 2010. The feedback of the visit was very encouraging and all most all the participants have appreciated the move of the state and thanked for planning such a wonderful exposure trip which has boosted them to speed up their activities at district level immediately. Participants have also visited the Ed.Craft and Ramoji Film City on the last day.

f) State Level Workshop on Inclusive Education

A state level workshop on IE has been organized at ATI, Ranchi in which national experts and resource persons participated. At the end of the workshop a road



map on inclusive education in Jharkhand has been drawn. The lack of motivation among the working staff and on part of the government is a serious concern expressed during the workshop. The members said during the workshop that these things could not be improved by orders but require a good leadership at every level by building trust and confidence among the colleagues.



Deputy Commissioners of all districts have been asked to call for a workshop under their chairmanship and were told to motivate the officers as well as the field staff assuring full support from the district office. It was decided to organize meetings of this nature once in every quarter to monitor the performance of the groups working in the field.

There are policies and schemes available for disabled but the implementation at the government level is very pathetic in most of the cases. If we take one example of disability certificate, the process is so tedious that no parent of a disabled child/person could succeed in obtaining such certificate unless they have influence or patience to run for months together around the concerned department or the person. It is therefore each district has been asked to plan for Inclusive education stating clearly the concerns of the district including the support required (if any) as human resource, infrastructure and material, strategies to tackle the situation, training and capacity building initiatives with action points.

The need of a state level resource team to provide technical guidance, support and advice to the government time to time has been recommended in the workshop so that all required information, data and content could be made available to the government as well to the agencies as and when required. This group would track the performance of each district on day to day basis and to would provide all required support through district machinery.

g) **IEC During School Chale Hum Abhiyan 2009**

During the School Chale Hum Dakhila Abhiyan 2009, a massive effort was made in the form of

I E C
initiatives
by
publishing
advertisement
in
the daily
newspapers
to make
aware the
parents of
C W S N s .

The campaign had given tremendous response and at the same time parents in large number have turned up in schools with their wards having mild to severe disabilities. The advertisement and other IEC material published and distributed during the campaign had made a good impact in the community.



The advertisement is a colorful poster with a green border. It features several small photographs of children and adults interacting. The main text is in Hindi, with the title 'क्या आपका बच्चा विकलांगता से ग्रसित है और आप उसे पढ़ना चाहते हैं?' (Is your child disabled and do you want to teach them?). Below the title, it says 'हम आपके साथ हैं।' (We are with you.). The text continues to explain the purpose of the campaign and provides contact information for the Ministry of Education, Government of India. The bottom of the poster has the text 'विकलांग बच्चों के माता-पिता/अभिभावक इस अवसर का अवश्य लाभ उठाएँ' (Disabled children's parents/guardians should definitely benefit from this opportunity).

क्या आपका बच्चा विकलांगता से ग्रसित है और आप उसे पढ़ना चाहते हैं ?
हम आपके साथ हैं ।

आपका बच्चा जो शारीरिक विकार से ग्रसित है, उसे पढ़ना चाहते हैं, तो उसे पढ़ाएं।
आपका बच्चा जो शारीरिक विकार से ग्रसित है, उसे पढ़ना चाहते हैं, तो उसे पढ़ाएं।
आपका बच्चा जो शारीरिक विकार से ग्रसित है, उसे पढ़ना चाहते हैं, तो उसे पढ़ाएं।

विकलांग बच्चों के माता-पिता/अभिभावक इस अवसर का अवश्य लाभ उठाएँ

h) Model Inclusive School in Ranchi

In recent past a model inclusive school in Hindpiri School, Ranchi City has been started with the initiated of state. Around 103 disabled boys and girls of nearby areas come to this model inclusive school regularly. The initiative has been appreciated



by the community members who have never thought of such opportunity would come in the life of their disabled ward. The school classroom has been well arranged with IE material for children and enough TLMs are kept for the disabled children to learn the basics of primary classes.

i) Recruitment of Resource Teachers

One of the important needs assessed in the past was to recruit resource teachers in schools to speed up the IE initiative in the districts. In this

regard, the state took all pains to recruit the resource teachers and finally today there are 103 RTs are appointed who are working in different districts.

j) Handbook for Teachers on IE

The idea of publishing a handbook for teacher on IE was planned by state office looking at the need to have more clarity for all concerned teachers and officials at the field level on various disabilities. The book contains details description on different disabilities with instructions and advise to the teachers. A group of resource persons worked day and night to complete the handbook and finally it is printed and distributed. The initial feedback from the districts is very positive and teachers are finding the handbook very useful to refer various disability related issues.



Photographs



Photographs



Sarva Shiksha Abhiyan

A Report



Exposure Visit to NIMH & NIHH, Hyderabad by District Coordinators and Resource Teachers of IE Component

An Initiative of
Jharkhand Education Project Council
New Cooperative Building, Shyamali, Doranda
Ranchi (Jharkhand)



Introduction



The efforts of the government over the last two and a half decades have been aimed at providing comprehensive range of services for education of children with disabilities. The inclusive education programme is now operating as a full-fledged programme under SSA. The SSA provides funds for this group of children, programme interventions by government and/ or NGOs to

form the part of plans for access, retention and quality elementary education. The programme attempts to break the rigidity and gives flexibility and discretion to implementing agencies to allocate the funds as per needs. The states have developed various strategies to build the capacities of their field level staff and officials. In this regard SSA Jharkhand took an initiative and arranged an exposure visit to NIMH and NIHH, Hyderabad from 20th to 28th March 2010 for district IE coordinators and resource teachers respectively.

Objectives

1. To interact and exchange views and experiences with other officials of state such as Andhra Pradesh.
2. To enhance self knowledge on IE sector by viewing and discussing with field level staff members.
3. Exposure to new techniques and technology used in IE areas

Exposure visit was designed to be an opportunity for sharing, interacting and bringing together perspectives of IE

coordinators and resource teachers of both Jharkhand as well as Andhra Pradesh. It had also given scope to understand the views of the general people and parents of state like Hyderabad including government agencies, NGOs and SSA who are actively supporting the inclusive education programmes in the state. Presentations in the



initial briefing covered such aspects, which have potential for greater learning for both the states and opens up opportunities for partnership among the states for gearing up the IE related activities within the states especially under SSA. These aspects are:

- ⇒ Making the IE programme more delivery oriented by adopting alternative models of inclusion and strategies;
- ⇒ Innovative Methods and strategies for educational and functional assessment;
- ⇒ Strengths and weaknesses of the strategies being followed; and
- ⇒ To evolve a comprehensive

approach for synergetic Government-NGO partnership.

Participants

The participants included resource teachers and district IE coordinators from the all the districts including the state officials of IE component. Altogether there were 49 persons who joined this exposure trip among them 9 were women.



Andhra Pradesh - State Presentation



encouraging to see the motivated officials and resource teachers of A.P. who are jointly making efforts to bring all CWSN into the fold of education.

The first meeting in Hyderabad was held with the Project Director of A.P. Dr. Nageshwar Ram and Coordinator of SSA, Smit Pushpa Lata. Both of them welcomed the delegates reached from Jharkhand and briefed them about the initiatives and interventions taken up by SSA A.P. in the areas of IE. The explained in details about MRT's monitoring process and progress tracking devices in use. It was quite

Special job descriptions were defined to select right candidate to focus exclusively on HBE (Home Based Education). During this process, it was kept in mind that mere academic track record is not the criteria to select a candidate but his/her commitment, dedication and initiative to resolve issues are of most importance.

Physiotherapy Camp

Later the team visited Bibinagar Block of Nalgonda district to see the physiotherapy camp where aids and appliances were distributed among the children. Discussions were held with the MRT professionals and district coordinators during the camp and learnt about the processes adopted in the state. We have also interacted with the parents

of special child and discussed about the problems they face. During the camps, we saw the different aids and appliances distributed. We had an opportunity to visit a village nearby to the block and learnt about the Home Based Education of a visually impaired child.



Visit to NIHH

The team landed on the next day at NIHH where Dr. Prakash an audiologist cum coordinator of AYJNIHH welcomed us and explained about the various gadgets showing various labs in the institute. Following labs have been shown to us and have learnt little bit finger spelling.

- a) Ear mould laboratory
- b) Audiometary laboratory
- c) Physiotherapy room
- d) Speech & language therapy laboratory
- e) Indian sign language laboratory

While talking to the concerned officials at NIHH, we came to know that there are varieties of hearing aids available which could be

procured at concessional rates. As communication is a major aspect for CWSN, therefore varieties of devices of audiometry test methods were demonstrated. During this session we have also picked up 5 to 7 sounds for identification of inadequate speech and language which was very useful as we all felt. The presentation of Indian Sign Language was very effective.



Visit to NIMH

A meeting was organized at the N I M H auditorium where Dr. Jayanti Narayan spoke to us. She later took us to the classes of MR Child and demonstrated us the

techniques used for teaching. We learnt here about different vocational training prospects. The focus was on parents training and mobile training services was important strategies to get benefited in rural or remote areas. The role of disability task force is found very effective and playing a useful role. A



manual has been created by NIMH for proper work assignments along with job description. Active involvement of SCERT and Education Technology is being used in pre school children in A.P. The library of NIMH was very rich and some books were purchased to enhance personal knowledge of us.

Visit to ED. CRAFT Centre

Some of the most useful TLMs and materials especially designed exhibited by Sri Rajika Dhiran and Sri Sheda Hariharan Ramkrishnan was shown to us. Both of them had demonstrated several techniques of teaching through the materials exhibited and also showed

the ways and methods of activities which could be organized with those material. The session was very exciting and useful to all of us and there were many new things that all of us learnt about the material and its use.



Field Observation

In Brahmin Pallai Block in Bibinagar, we visited a house where Home Based Education was being conducted by Sri K. Kiran Kumar (MRT Professional). We observed the teaching processes adopted by him particularly in the case of visually impaired child Suresh, who is 10 years old learning Braille for the last 3 years by Sri K. Kiran.



Visit to Community Centre

Later we visited a community centre cum home based education centre run by Smt. Roshan Anjum Aara. The parents of some of the children present were said that they are finding the HBE very useful and lot of change took place in the behaviour of their child due to continuous effort in HBE.



Concluding remarks



The exposure visit had opened the eyes of many of us and had experiences few path breaking approaches adopted at A.P. in the field of Inclusive Education. There are many good things that

we picked while visiting to various places through out our journey. We have also learnt how EDUSAT is being used in this field.

Future Planning

The experience gained through this exposure trip will be put in use in all our future programmes. Some of the things which can be initiated immediately after reaching our respective districts could be;

- a) Use of different learning materials according to the age and level of CWSN.
- b) Gearing up HBE activities in the district
- c) Facelift of Resource Room in our districts.
- d) More sports and other activities

at CRC and BRC levels.

- e) Counseling to parents at village level.
- f) Issuing of programme calander showing date, time and venue for the next camp where distribution of aids and appliances would be made.



Suggestions

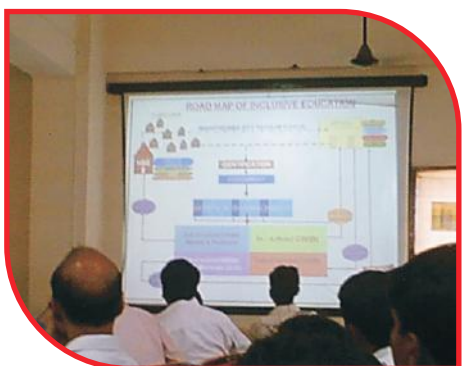
- a) A good library at district level (atleast) is needed.
- b) There can be one uniform for all of us or an identity card and cap can be given to each of us at the time of leaving for such exposure camps.
- c) A briefing should be arranged prior to the visit to understand the visit-programme in details and also to know about the possible expenses which one has to bear of his/her own during the visit.



Photo Gallery



Photo Gallery



Sarva Shiksha Abhiyan



A Report

Counseling of Parents On IE

An Initiative of
Jharkhand Education Project Council
New Cooperative Building, Shyamali, Doranda
Ranchi (Jharkhand)



Introduction

India has a very large number of children with disability, most of who are still out of school. SSA is putting its best to bring such children in school. Universalization of elementary education cannot be achieved unless these 5 to 10 percent children who have physical or intellectual impairments are brought to schools. This has also become a mandatory requirement with the passage of Persons with Disabilities Act, 1995. The role of society as a cradle for human life from birth till death applies universally, cutting across all manmade barriers including prejudice and ignorance. Perhaps no other section of society requires as much

nurturance as the disabled children and their families, often steeped in fallacies and superstitions and fear of exceptionality.

Parents Counseling

In order to enhance and intensify the process of integration of the disabled children into the community, it is strongly felt that the persons who are primarily affected by the disability, such as parents, siblings and other family members, must be made an active part of this crusade.



Objectives

1. To make the parents of CWSN aware of various kinds of disabilities
2. To arrange general as well as one to one counseling in special cases to discuss issues related to seriously disabled children
3. To provide better knowledge about the schemes, facilities supported by government and NGOs in the state as well as in the country such as repairs of aids & appliances etc.
4. To form parents group as network to share different experiences and support each other with information, knowledge and liaison.



General Briefing to Parents

Parents were given general briefing during the meeting/workshop called in different districts. As far as the child of 0-5 years old is concerned, they have been told during the counseling that to obtain an accurate diagnosis about the child. This information must be shared with siblings and relatives in the family. Then the parents must look for specialized services. They should also find meaning in exceptionality among the child and do not get bogged to stigmas attached to disability. Similarly when the child is 6 to 14 years old, parents must seek for educational

services and assessment of educability of the child. They must adjust the child emotionally to educational implications. This could be achieved only if the parents look for community support/agencies around. The other important aspect is to plan for the future of the disabled child. Establishing a routine to integrate the child into family functions is also very important. Time to time parents must find some time to arrange extra curricular activities for the child.



Positive Interventions

Children with mild and moderate disabilities are generally integrable in the formal schools with little assistance and by providing conducive environment. The component of IED under SSA envisages intervention to:

1. Identifying the children (in-school and out of schools) with visual, hearing, loco-motor impairment, learning disabilities and mental retardation and bringing them to the Elementary School, after giving them the required assistance through a school readiness programme including providing them with special aid / assistance for their education.
2. Creating a conducive environment for children with special needs in Elementary Schools and in society at large.
3. Sensitizing & orienting concerned people at all levels especially parents and school teachers on intergrated education of impaired & disabled children.
4. Ensuring convergence of the available resources for furtherance of the objectives of IE.
5. Providing possible interventions in the areas of early detection of disability, parent counseling, screening, pre-schooling of children with special needs, etc.



Discussion Points during Counseling

After rigorous and continuous support through out DPEP period and now during SSA, IE has been taken up in all districts in Jharkhand. Gradually its coverage is expanding day by day in all the districts within the state. Parents are becoming aware of the provisions available and also about the initiatives taken up by the central and state government for CWSN. The counseling of parents is one of the most important activities to progress in the field of IE.

For the better knowledge, awareness of disabilities and how to teach and help CWSN, parents of CWSN have been invited in all districts for counseling. Following points have been discussed during the parents

counseling workshops held in different districts:

1. Current status of CWSN
2. Maintenance of care of aids/appliances
3. Teaching techniques
4. Orientation mobility and speech therapy
5. Formation of parental groups
6. Listing beneficiary parents



Positive Response during Parental Counseling

Parents have been oriented to IE related information and the facilities being provided by SSA to such children in the district by organizing special mobilization camps at the CRC and the BRC levels. During the counseling meetings, special emphasis was laid on the problems of disabled children. Parents had interacted with the experts and discussed problems of their children. Some of them have been called again for re-orientation to know in details about the disabilities, their identification and intervention. An information leaflet has been developed by various districts on preliminary symptoms of disabilities,

medical assessment and aids and appliances required by the disabled children. The responses of parents during meeting in different districts were very positive and the major points discussed are as below;

- ⇒ It was explained how the role of parents is important for a disabled child.
- ⇒ The parents are told to accept their child with his or her disability.
- ⇒ A conducive environment must be created by parents at home for proper learning
- ⇒ Providing specific support services according to the



nature and extent of a child's impairment

- ⇒ Promoting emotional acceptance by peers and sibling
- ⇒ Devising ways of encouraging interaction in play activities with other children in the neighborhood
- ⇒ Having a realistic expectation from the child
- ⇒ A combined parent-teacher effort to ensure that the child with a disability will benefit from school education
- ⇒ How the parents help the child with a disability to become as independent as possible is explained and discussed. This help children to feel good about themselves and improve their social skills.
- ⇒ Parents must foster feeling of self-esteem in the child with a disability.
- ⇒ Parents should never compare the performance of the child with other siblings.
- ⇒ All children have strengths and competencies and these strengths must be identified and reinforced
- ⇒ Parents who convey hope provide a major force in helping children with a disability overcome his/her feeling of inferiority
- ⇒ Parents can help the child with a

disability develop a feeling of responsibility and sense of making a contribution to the family

- ⇒ Parents can provide opportunities for this child to make choices and decisions and promote self-discipline
- ⇒ Parents can help the child with a disability deal effectively with mistakes and failures.
- ⇒ Parents must also attend training programmes organized by different NGOs, SSA or by any other agency or by the community.

Motivated Parents/Family Members

- ⇒ Bringing about an attitudinal change
- ⇒ Enhancement of acceptance
- ⇒ Providing relevant information
- ⇒ Helping in obtaining facilities
- ⇒ Monitoring school going, attendance and learning in school
- ⇒ Discussing difficulties, suggestive innovative ways and means of handling them and approaching appropriate authorities for solutions
- ⇒ Accepting referral services suggested by experts.

Conclusion

Parents of disabled children are special and do have a challenging task ahead of them. They perhaps have to show more patience and talent. During the parents counseling meetings & workshops, many of the parents of CWSN spoke about their expectation and how they were belied or fulfilled by the different approaches to the educational needs of these children. Special Schools which admitted special children were supported by welfare services and provided specialized services in the form of Consultants, Therapists, and Special Educators. They, however, promoted segregation, and the children enrolled in these schools could not escape from social stigma,

nor could the lack of role models be overcome in these schools. In regular schools, however, a CWSN would face other problems such as access, attitudes, teacher's apprehension and peer acceptance, rigid curriculum and extra curricular activities. Inclusive education would be considered a success if mainstream schools developed a positive attitude towards the educational needs of disabled children and increase access through simple adaptations. Apart from a general awareness in society, what needs to be done is teacher preparation and peer acceptance. Only thus can the diversity of the human condition be celebrated.



Sarva Shiksha Abhiyan



Training of Teachers On IE

A Report

An Initiative of
Jharkhand Education Project Council
New Cooperative Building, Shyamali, Doranda
Ranchi (Jharkhand)



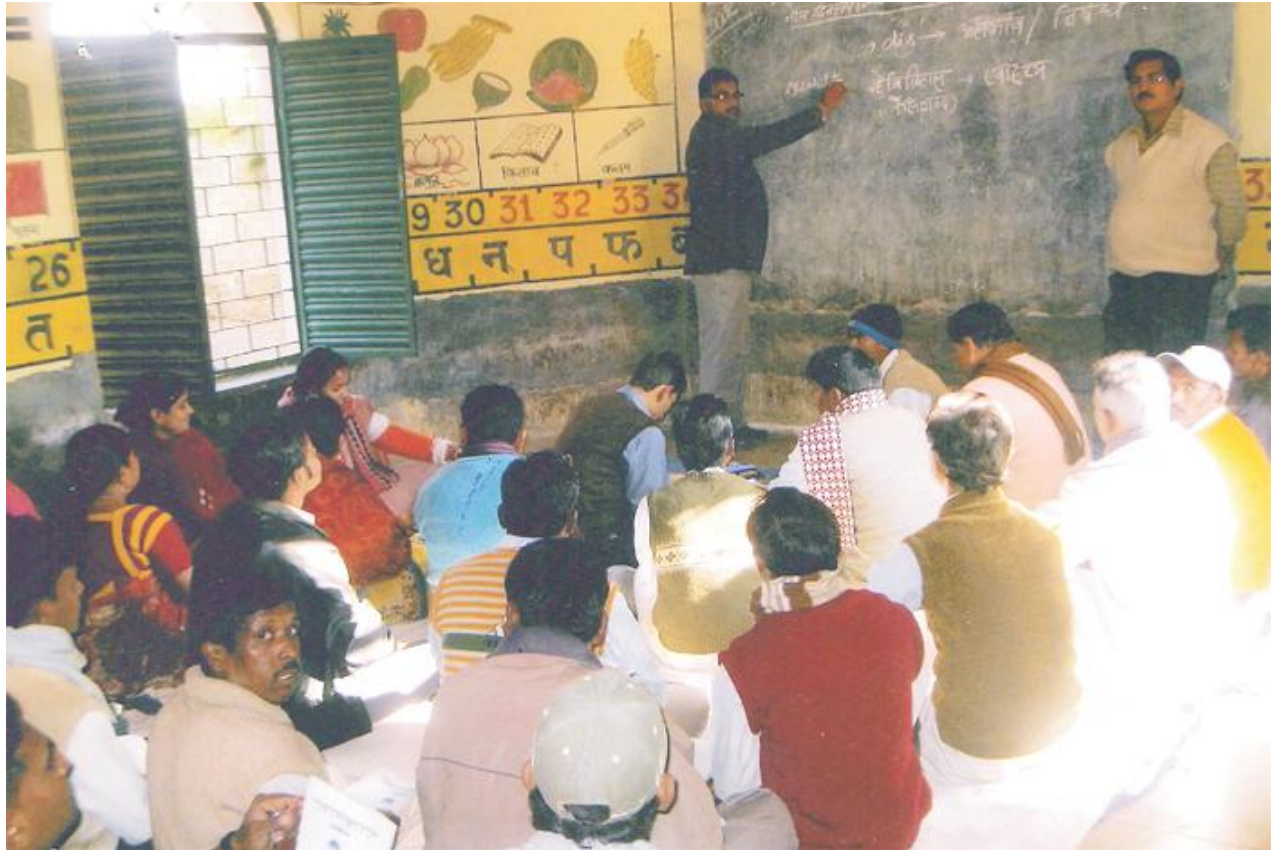
Introduction

The efforts of the government of India as well as state government over the last one decade has been aimed at providing comprehensive range of services for education of children with disabilities. The IE programme is now operating as a full-fledged programme under SSA. The SSA provides funds on the basis of per child allocation for special children and the interventions by government and/or NGOs are as the part of plans for access, retention and quality elementary education. The programme attempts to break the

rigidity and gives flexibility and discretion to implementing agencies to allocate the funds as per needs. The experience of implementing IE has indicated the need of partnership beyond Government agencies. Through constitutional provisions, PWD Act and other instruments, Government continues to be the main player in the field, the other partners being NGOs, communities and others in the implementation of inclusive education.



Education of Children with Special Needs



SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. Hence, SSA has adopted a zero rejection policy. This means that no child having special needs should be deprived of the right to education.

Under Integrated Education for Disabled Children special attention is being given to education of CWSN with an objective to integrate the handicapped with the

general community at all levels as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. Integrated Education for the CWSN provides educational opportunities for the disabled children in common schools, to facilitate their retention in the school system. The CWSN who are placed in special schools are integrated in common schools to acquire the communication and daily living skills at the functional level

Teachers Training

Education is the process of changing human behaviour. Teachers are the agents of that process. Many research studies have given different reasons for the need to train teachers. Some of the most commonly accepted needs are;

- ⇒ To help in pre-service professional preparation and in-service professional development to promote excellence in teaching.
- ⇒ To motivate teachers to put in efforts to met the educational needs of all children.

- ⇒ To be sensitive to individual needs and learning styles of students.
- ⇒ To design solutions to pedagogical problems in local specific situations using locally available material.
- ⇒ To help teachers acquire functional pedagogical intelligence.
- ⇒ To make teachers aware of the use of technology in special education.
- ⇒ To have access to information.
- ⇒ To take responsibility to make decisions.



Three days Training on IE



- ⇒ Concept of Integrated and Inclusive Education.
- ⇒ Identification of all disabled children with the check list.
- ⇒ Educational facilities for CWSN.
- ⇒ Teaching methods for CWSN.

Objectives:

- 1.To make aware the teachers about the special needs of children with disabilities.
- 2.To learn identifying children of different special needs.
- 3.To understand different areas of disabilities.
- 4.To acquire skills of classroom management where children with disabilities (CWD) are present.

Three days training of teachers on IED was imparted to teachers in all districts of Jharkhand. A module has been prepared which has covered the following areas as stated below;

JEPC has imparted training to teachers of all its districts in IED. Inclusive education or education of children with disabilities (CWD) is a very important component of SSA in the state. In fact the objective of SSA to universalize elementary education cannot be achieved without educating children with disabilities. Since every school may have some CWD, it is necessary for every teacher to understand what is meant by the terms inclusive education and children with disabilities. It is therefore made mandatory for teachers to undergo this training.

By inclusive education is meant the education of all children (with and without disabilities) together in regular schools. It is an approach, which takes into account unique characteristics, interests, abilities and learning needs of all children. All schools have to be inclusive in their approach, so that

children with disabilities have access to these schools that accommodate within them a child centered pedagogy capable of meeting the needs of all children. Inclusive schools perhaps are the most effective means of combating discriminatory attitudes, creating welcoming communities and achieving education for all. But it is important that, as far as possible, children receive the support they need to learn adequately. For example, a child who has some problems in seeing might have to be seated in front close to the blackboard.

The term children with disabilities refers to all those children who have educational needs due to problems associated with that of vision, hearing movement, learning and mental retardation. To meet the needs of children with

disabilities, regular schools need to reform in order to promote inclusion of all children and find ways of creating conditions that would accommodate pupil diversity and facilitate the learning of all children. In other words, inclusive education is the use of best classroom practices and effective management techniques.

- ⇒ Training and awareness raising.
- ⇒ Information sharing workshops.
- ⇒ More contact.
- ⇒ Positive role models.



Training Elements in the Module

- ⇒ Integrated education
- ⇒ Definitions of terminology
- ⇒ Identification criteria for different categories of disabilities
- ⇒ Classroom management of children with special needs
- ⇒ Behaviour management of children with special needs
- ⇒ Roles and responsibilities of general teachers
- ⇒ Sensitization of school children
- ⇒ Activities for general teachers
- ⇒ Guidelines for teacher effectiveness

Training of Teachers has achieved the following objectives:

- ⇒ Teachers understood the important special needs of children
- ⇒ They learnt how to identify children of different special needs
- ⇒ Acquired skills of classroom management of children with disabilities (CWD)

Acquainted Teachers with different Types of Disabilities/Special Needs:

As a teacher, it is absolutely necessary for everyone to know the most common types of disabilities/special needs that they can encounter in their classroom. The following important types of disabilities have been explained during the training in detail.

- ⇒ Problems in seeing or vision problems
- ⇒ Problems in hearing
- ⇒ Problems in moving, in polio
- ⇒ Mental retardation
- ⇒ Significant problems in learning.

Issues Related to Vision



During training it was tried to explain about blindness and low vision to the participating teachers. It was clarified to them that **Blindness** means a child whose vision is so impaired that he/she cannot read. A child with **low vision** may be able to read with the help of magnifying equipment (special lenses) and may require minor adaptations in the teaching techniques but in the case of blindness this is not true.

Handling Classroom (A case of Visual Problem)

⇒ Teachers learnt how to use oral mode writing on the

blackboard and have also learnt that when teaching is being done from a textbook, then in that case reading could be done either by reading the book or asking one of the students to read the book.

⇒ Giving plenty of verbal instructions while introducing a new concept in the class.

⇒ Using of concrete experiences had provided opportunities to teachers wherein students had associated words with tactile/touch experience.

⇒ Planning of activities where children can learn by doing.



- ⇒ How to make learning joyful and natural for visually impaired and ordinary children was discussed and explained.
- ⇒ How and why it is important to name a child while addressing him or her.
- ⇒ Making children aware of the presence of steps, if any, are present in the school.
- ⇒ Persuading other children to interact socially with the visually impaired child.
- ⇒ Persuading other children to accept the visually impaired child as a friend. Encouraging the visually impaired child to participate in as many

physical activities as possible.

- ⇒ Asking the classmates to help organize work and other such materials for the visually impaired child.
- ⇒ Persuading the other sighted children not to make derogatory references to the child's visual impairment.

Similar to vision, problems related to hearing were also discussed in the training. A child who has difficulty in hearing sounds / conversation from behind or any other side is told as 'hearing problem child'. This issue is related to the moving problems of the child, therefore it has been kept under hearing problem as explained in the training.

Teachers taught how to tackle hearing problems:

⇒ Ensuring that the child has got good look at teachers lips.

⇒ Child sees the face of the teacher comfortably when he or she speaks. Ensuring adequate light on teachers face.

⇒ Seating the child in such a way /she can view the blackboard very clearly.

⇒ Teacher should never cover his/her face with hands or turn back while talking or reading before the children.

⇒ Teacher should try not to show the class with your back to the window. The outside light creates a shadow on the lips.

⇒ Teacher should speak slowly and clearly in front and slowly of the child.

⇒ Never say anything to him/her behind his/her back.

⇒ Speak in simple and clearly spoken words.

⇒ The words must try to build an association between what teacher said and the objects to which teacher is referring.

⇒ Do not stop the child if he/she uses his/her own gestures, to express himself/herself.

Similarly a child whose mind is not developed fully and shows inappropriate social behavior is known as a case of mental retardation.



Problems in learning

Problem in learning is observed when a child shows marked difficulty in reading/ writing/ maths or in sustaining attention on a given task for a reasonable period of time. These children have major educational problems and are likely to drop out of school if they are not provided attention on time.

Identification of CWD

During the training it was also tried to share the experience of identification of a CWD. Some time we find that teachers do not know the need and problems encountered by children in their classroom. Some of the children in the classroom might exhibit problems mentioned above. Hence, it is felt important to make the teachers learn about how to identify such children. A simple checklist has been provided to help the teachers as given during the training.



Tips for Classroom management of CWD Explained

As general education classroom include children with different need, therefore, teachers were made realized through the training the value of each child being unique. This part of the module had provided them some simple guidelines for teaching children with various special needs/disabilities.

IE - Gaining Momentum

IE in Jharkhand has gained momentum. Most of the teachers have imparted the training in their respective blocks/districts. The pace of the progress would have to be accelerated so that this vital component in SSA picks up and the specially challenged children could fully participate in the education process. The feedback received from various districts show that the number of children with special needs is steadily increasing. While the enrolment in most of the districts had crossed the 90 to 95 percent, the precise reason for the remaining 5 to 10 percent not coming to school could be the special children other than working children. The majority of them could be children with special needs. Therefore, a very special effort needs to be made to bring more and more children with special needs to schools and also to ensure that children with special needs who have already joined schools are provided adequate support.

Encouraging Teacher's Initiatives

It was encouraging to find that most of the districts had already begun taking concrete action to bring children with disability to primary school, though the progress is uneven among the districts within the state of Jharkhand. It is expected that in the next 6 to 8 months a fairly large number of children with disability would have joined regular primary schools. The districts have been activated to provide special services for those children who for some reason or the other cannot join regular primary school. The process of expanding reach has been central to SSA and it has enabled the inclusion of many more children with special needs in the ambit of primary education through a wide range of strategies. The presence of IE programme could be soon in each and every block very soon in SSA. This would ultimately lead to universalization of primary education, which is one of the most cherished goals of SSA.

Teachers Admit: Attitude still the barrier

Children with special needs are enmeshed in activity restriction, social constriction and non-acceptance by the community. These attitudinal barriers are culturally programmed and are fairly resistant to change. During the training of teachers it was said by the teachers that the main obstacles in implementing the programme are lack of knowledge and negative attitude. Teachers have accepted that it is the task of them to initiate and accelerate the process of change. But before a regular teacher can appreciate the special needs of these children, it was felt necessary for the teacher to explore his/her own attitudes and the depth of understanding of child variations which result in special needs. Teachers are helping in many districts to change the negative mindset of their colleagues and strengthening them with positive initiatives such as;

Training Outcomes

- ⇒ Awareness.
- ⇒ Acquired specific skills to handle children with special needs.
- ⇒ Teachers are made proficient in developing strategies like peer tutoring, ripple tutoring, child to child approach, cooperative learning, creative scheduling and use of learning aids.
- ⇒ Making Networks.
- ⇒ To become flexible .
- ⇒ Transferring skills/knowledge to others.
- ⇒ Improving overall performance of the child in school as well as at home.
- ⇒ Improving the lives of the child .



Conclusion

Every teacher received training realizes that integrated education is nothing more than all kinds of practices that are ultimately practiced during good teaching. Developing teachers' classroom skills is seen as the key to good practice and a good training programme. A teacher needs to have high expectations that all students will meet the academic challenges and should think thoughtfully about all children. It is

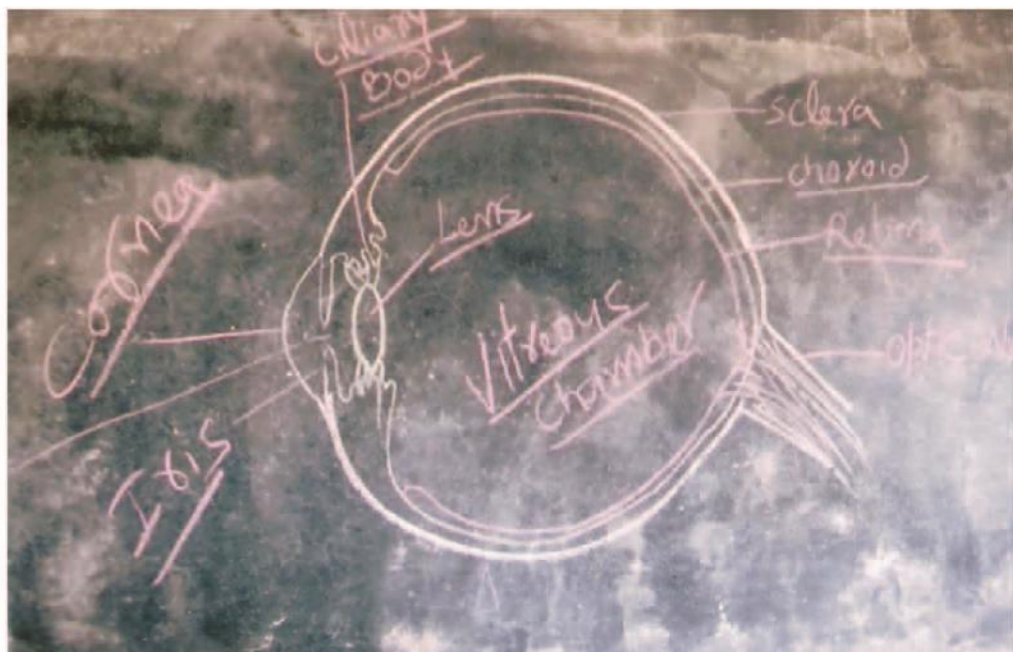
these expectations that sometime produce the unexpected. Teachers will want to realize that all of the children in their school are 'all of our children'. They need to be integrated in their approaches for successful integration to happen. Integration implies diversity. Diversity is valuable. It is not just a reality to be accepted, tolerated or accommodated. It is a reality to be valued.



कुछ स्मरणीय तस्वीरें



स्कूल स्क्रीनिंग कार्यक्रम के अंतर्गत शिक्षकों को नेत्र जांच का प्रशिक्षण देते चिकित्सक



प्रशिक्षण को विस्तारपूर्वक बताते प्रशिक्षक

कुछ स्मरणीय तस्वीरें



समावेशी शिक्षण पर प्रशिक्षण लेते शिक्षकगण



IE Training में भाग लेते शिक्षक

कुछ स्मरणीय तस्वीरें



प्रखण्ड टी0 टांगर में समावेशी शिक्षा पर तीन दिवसीय गैर-आवासीय प्रशिक्षण



ब्लॉक बानों में IE Training में उपस्थित शिक्षक

कुछ स्मरणीय तस्वीरें



IE Training का निरीक्षण करते DES cum DPO एवं APO



IE Training