

# INTERACTIVE REVIEW REPORT OF PAHALA KADAM - PHASE III

1st February 2013 to 31st January 2016

PAHLA KADAM' – Inclusion in Practice – Phase III of Pilot on Multi  
Option Model of Inclusive Education in Primary Education with Focus on  
Children with Special Needs (CWSN)

**Rajasthan Mahila Kalyan Mandal (RMKM)**  
**Ajmer**

22-Mar-17

## **A BRIEF NOTE ON RAJASTHAN MAHILA KALYAN MANDAL (RMKM) AJMER**

Rajasthan Mahila Kalyan Mandal (RMKM) is working in the field of disabilities, especially Child With Special Need (CWSN). The RMKM delivering services to mentally disabled children with the objective of facilitating and self-reliance through intensive training. A journey began with a first 'Liason Project' with a meager grant in the year 2001. Our project was evaluated by the SRTT that helped us to strengthen our understanding towards the rehabilitation process of CWSN

The RMKM striving through its initiatives to minimize the delays and maximize the development at an early stage. RMKM identify the high risk children through counseling and also worked on advocacy of parents at Anganwadies, the government and well known private hospital called, St. Francis Hospital and other hospitals around the Ajmer. It involved regular visits to such places and identify the high risk children through using the standard tools which have developed by the National Institute for the Mentally Handicapped (NIMH), Secundarabad.

At present RMKM team reached out to more than 100 parents, their children who were highly prone to some kind of disabilities and come under the high risk. RMKM is monitoring such identified children on a regular basis as part of Early Intervention Programme of Disability (EIPD). The RMKM have more than twenty five years of experience in effective intervention and organising the activities for CWSN students. As of today, approximately 679 CWSN students have been benefited. The RMKM understood the need of intervention for student with disability. The RMKM ensure the effective interventions for such an individual.

RMKM as a team accepted the challenge of inclusion; now, when we rewind our past activities, we feel pride to ourselves that we are able to develop the first role model of inclusion in Rajasthan where special school transformed into an inclusive school. However, with an experience our thinking approach towards disability and the organization has developed the philosophy of integration and Inclusive Education (IE).

## **GENESIS**

As per the organizational study, after birth and up to the age of 10-12 years, early stage of an individual is quite challenging; need special attention and effective interventions. As per the study (Dimes, March 2006), out of 1000 births, about 6-7 babies born with birth defect. It would translate, annually around 17 lakhs babies born with birth defects and 9.6 per cent of infant deaths in the country. The study also suggested that, due to multiple nutritional deficiencies affecting the pre-school going children range from 4 per cent to 70 per cent.

The magnitude of such children is about 10 per cent. In such cases, if timely interventions have not taken that would lead to permanent disability, including cognitive, hearing and vision impairment. The early childhood provides an important window period of opportunity to prepare the foundation for lifelong learning and participation. Therefore, it is the need of hour to ensure an access for effective intervention and special care.

## **HOW THE IDEA OF INCLUSION EMERGES**

Generally, the community does not accept children with disability in spite of their ability to work. The existing literature and our experience come to the conclusion that it is strongly embedded in our education system. It is observed that normal children never exposed to understand CWSN, they always seen with inferiority. It is the moral responsibility of normal children to expose CWSN. Apathy is that, these CWSN children are not accepted even in the classrooms by the teachers. If they want to pursue their education they have to have change themselves according to the system, either they have to drop out from the school.

The UNCPRD gives equal rights to the disabled children and come with a solution of Inclusive Education (IE). In this system, where changes made according to the need of child, every child have value and respect, as they do not discriminate on the line of disability. This system also guided to teachers that they have to change their teaching

methodology, curriculum according to child need. As the India ratified guidelines of the UNCPRD that opened the ways of inclusion of disabled children

In this context of inclusion, RMKM took as a challenge to work for such children and made mandate to its staff to exposure to these children and also conducted workshops for the staff capacity building.

## **A JOURNEY OF FIRST TWO PHASES AND PROCESS OF THIRD PHASE**

### **The First Phase**

The ‘Pahela Kadam’ was initiated in 2004-05, it was a landmark initiative of RMKM that began with a pilot project on Inclusive Education, under the ‘Inclusion in practice’ initiative of the Trust. This initiative comprises a classroom setting, where children with intellectual disabled and normal children can study together. There are few models across the country which is working with a multi option grade model and a recommended strategy for inclusion of CWSN. An initiative ‘Model’ of RMKM title **“Pehla Kadam”** was supported by the SRTT form the very beginning.

### **The Impact of First Phase**

The SRTT supported in the first phase for piloting inclusion and streamlining comprehensive programme. We worked towards piloting inclusion, improvement in education, capacity building, and extension of activities thorough vocational training and employment opportunities. We developed material for teachers to use in class 1<sup>st</sup> and 2<sup>nd</sup> standard, including math and a language material. The teachers were trained in developing activity materials and the concept of inclusion.

The focus of the first phase was developing a model and sensitizing community towards inclusion along with children those who are passing the primary education age. We have started vocational unit and made efforts to place trained children within the community. An impact of the first phase was clearly visible on children, teacher and community (Please see Table No)

Table No. 1: The impact of the first phase on its stakeholders.

Stakeholders	Impact of First Phase
<b>Children with CWSN</b>	<ul style="list-style-type: none"> <li>❖ Enrollment of children increased from 89 to 202.</li> <li>❖ RMKM only agency working on education for disabled children</li> <li>❖ The number of CWSN under the CBR initiative remained steady (237 v/s 283).</li> <li>❖ 39 CWSN has admitted in regular schools.</li> <li>❖ 53 CWSN are engaged in employment.</li> <li>❖ Classrooms observed high degree of engagement in the learning process.</li> <li>❖ Social development have visible in terms of interaction, cleanliness, relinquishing certain undesirable habits.</li> </ul>
<b>Parents, Family &amp; Community</b>	<ul style="list-style-type: none"> <li>❖ Parents observed positive changes in their children.</li> <li>❖ Parents regularly attending meetings and programme of RMKM.</li> <li>❖ Impact on the private schools and NGO runs schools, have seen positive.</li> <li>❖ RMKM emerged as a resource agency on IE for CWSN</li> <li>❖ As a result, 5-6 CWSN admitted in RMKM schools.</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>❖ Initially teachers were skeptical towards IE</li> <li>❖ But they were gradually overcame and began functioning in more effectively with IE process.</li> <li>❖ Teachers prepared TLM like worksheet, phase cards, activity bank on their own.</li> <li>❖ Record maintenance of performance of every child in learning improvement.</li> <li>❖ This record helped them to design next level of competencies to</li> </ul>

	be achieved.
<b>Schools and Organizations</b>	<ul style="list-style-type: none"> <li>❖ Social integration through morning assembly.</li> <li>❖ Participation of children increased in assembly and evolved social integration among both children.</li> <li>❖ As the part of TLM, phase card has developed for grades 1 and 2.</li> <li>❖ Variation in TLM and greater availability.</li> <li>❖ Plans has prepared for a year and implemented</li> </ul>

### **The Need of Second Phase**

The first phase lays foundation for the second phase as it was more focused on sensitization of the community and its interventions are visible as above discussed. The second phase was planned keeping in mind restrain and the opportunities to sustain a model within the community with the first phase experiences. Aim of the second phase was to develop a role model for Rajasthan in particular and India at large. It was a very uncommon model where special school transforms into an inclusive school. We, as RMKM are able to break the myths and misconception about teaching for CWSN and normal children. The focus of second phase was strengthening the model of inclusion, with teaching methods, learning material as per requirement of classroom and evaluation of children as per his potential. It was also focused on spread awareness pertaining inclusion within the community through employment counseling, mobile exhibition and puppet shows.

### **Objectives of the Second Phase**

1. To complete inclusive in primary classes (grades I to V) in RMKM schools in Ajmer and Beware to ensure better learning outcomes of both, normal children and CWSN. To achieve learning competencies develop Activity bank, refine phase card, curriculum, TLM and workshop and training, orientation on IE for new staff and teachers.

2. To increase engagement with parents, children and teachers of other schools, general community to increase their awareness on needs and potential of CWSN and include them as partners in IE.
3. To improve Community Based Rehabilitation (CBR) services through development of CBR Kit in Ajmer and Beaware for better outcome of children with special needs.
4. To develop RMKM as the Resource Centre on Inclusive Education and facilitates relocation of the concept and methodology in state (Rajasthan) and elsewhere. In order to bring more CWSN under education initiatives and provide them with need based skills – vocational, functional literacy or simply performing Activities of Daily Living (ADL)

### Second Phase - Key Focus Areas

- ✚ Development of different training module for training new comers.
- ✚ Development of CBR Kit to enhance the quality of programme
- ✚ Development of Functional Assessment Checklist Programme (FACP)
- ✚ Collection of secondary data and other information resources
- ✚ Focus on awareness programme within the community
- ✚ An Enrolment of CWSN as well as normal children
- ✚ To began initiatives in order to achieve inclusion CWSN

### Achievement of the Second Phase

Table No. 2: The impact of the second phase on its stakeholders

Indicator as per Objectives	Achievement status
Training module	❖ we have developed different training module for training new comers within the organization as well as for

development and capacity building of the staff and teachers	<p>likeminded people or organization for wide spread of inclusion</p> <ul style="list-style-type: none"> <li>❖ More scientific and technical approach was adopted by introducing FACP (Functional assessment Checklist programme), psychological testing, by develop in therapeutic formats for regular intervention</li> <li>❖ Achieved learning competencies develop activity bank, refine phase card, curriculum, TLM and workshop and training, orientation on IE for new staff and teachers</li> </ul>
Data base generation	<ul style="list-style-type: none"> <li>❖ The secondary data have been collected from various resource materials and books</li> </ul>
CBR Kit development	<ul style="list-style-type: none"> <li>❖ Improved the quality of programme at Community Base Rehabilitation (CBR) services through development of CBR Kit in Ajmer and Beaware for betterment of CWSN</li> </ul>
RMKM as the Resource Centre	<ul style="list-style-type: none"> <li>❖ The RMKM continuously striving for to be a resource centre on Inclusive Education and it succeed.</li> <li>❖ RMKM facilitating for relocation of the concept and methodology in state (Rajasthan) and elsewhere.</li> <li>❖ RMKM bringing the CWSN students under education initiatives</li> <li>❖ RMKM provided need based skills – vocational, functional literacy or simply performing Activities of Daily Living (ADL) to CWSN students</li> </ul>



### **THE EVOLUTION OF THE THIRD PHASE:**

The second phase focus was on capacity building, tools development and the collect the secondary data. As per the data show an en enrollment of disabled children happened, but physical presence has not yet seen in primary education. The disabled are the first who are still dropping out from the school in spite of SSA interventions. As data shows, in Rajasthan about 95525 (Ninety Five Thousand, Five Hundred, Twenty Five) have enrolled across the Rajasthan. It also shows despite the parents are bearing transportation, but children are not present. Major reason is the principal and teachers are being reluctant and they don't want these children in their school. As a result, at present about 22, 655 (6- 14 age group children of all disabilities and having disability more than 40%) students have dropped out of the schools.

The SSA is aiming to work this dropped out. The population of Ajmer district is about 22 lakhs, with an approximate 10 per cent of its population, the child tracking survey was conducted and the total enrollment has done minimum for the age of 6-14 year children. It is observed that these children were absent in the school. About 6600 (Six Thousand, Six Hundred) who was having an intellectually disability.

The third phase proposal seeks to address the needs of the most vulnerable groups in Ajmer CWSN and underprivileged children those who are away from education. It is in continuation of the original vision developed under SRTT funding for a long-term process towards inclusive education and inclusive society. A ten-year perspective was developed, of which the first phase (of three years) was focused on evolving and field testing of a model for inclusive education and the second phase was about strengthening the model and building existing capacities of staff to run this model successfully with meaningful with the participation of beneficiaries.

In order to enable RMKM to make a transition from its present position as a provider of services to a resource and lead the organization in bringing about greater inclusion in the district of Ajmer, this five-year phase may be seen as a *secondary* stage. In working with disabled children from marginalized communities, our primary objective of empowering

children would remain the central focus. Our understanding of inclusive education and an inclusive society would continue to remain the key guiding principle.

### **The Focus of Third Phase**

- ✚ Impact of inclusive education on learners' achievement, as well as on strengthening RMKM to stand as resource agency for promoting inclusion of CWSN.
- ✚ Development of community rehabilitation aspect of RMKM in terms of involvement of community and enabling community towards inclusion by restructuring existing CBR programme.
- ✚ To practice inclusion with focusing involvement of Multi Disabled Children(MD) model and spread widely through trainings & resource material developed by RMKM and promote inclusion widely
- ✚ Adult with disability will include within society through life skill and vocational training and create livelihood and employment opportunities.

### **Long term goals and objectives:**

Based on analysis and its vision (Developed in Phase 1 and revised for Phase 2), RMKM has identified a set of long-term goals. In the long term the goal is to move closer to an inclusive education and inclusive society that address the needs of children with disabilities in terms of

- ✚ Identification and support
- ✚ Enrolment
- ✚ Enhancing participation in the learning process
- ✚ Increasing vocational opportunities

- ✚ Changing societal / community perception

### **The Specific Objectives**

- ✚ To include disabled children of Ajmer district in existing schools
- ✚ To enhance the quality of education for all the children enrolled in RMKM schools and CBR programme.
- ✚ To raise the knowledge, change attitude and behavior of the teachers & community towards the disabled, mental retardation and other disabilities so as to avoid discrimination towards the disabled.
- ✚ To facilitate inclusion of mentally retarded and other disabled students in the community by training of disabled children in the required vocational and personnel coping skills according to the job followed by pre-vocational skills, entry level job skills and relevant life skills training.
- ✚ An increase in knowledge, change of attitude and behavior of teachers, parents and communities on inclusive education & inclusion.
- ✚ An increase in the quality of education in the schools where inclusive education model is implemented
- ✚ Inclusion of MR & other disabled students in the community through vocational placements & adaptive skills.

### The objectives of Third Phase

1. To strengthen inclusion at RMKM school and promote it widely through training and material developed by RMKM to stand as resource agency
2. To trained new arrival staff for inclusive education concept.
3. To train existing teacher working in the Government or private school.
4. To upgrade existing teacher's capacity in teaching subject like math's, Hindi, Environment Science (EVS) and English.
5. To wide spread concept of inclusion by the different inclusive activities.
6. To upgrade staff about new development in disability and wider their knowledge specifically for diagnostic assessment and intervention.
7. To restructured Ajmer and Beawar Community based rehabilitation programme to inculcate more inclusive approach

### Coverage

- ✚ To provide medical, vocational, educational, economic and social rehabilitation services to disabled persons in their own community.
- ✚ To provide, support to persons with disabilities and help them to become functionally literate.
- ✚ To provide services to disabled person with assistive devices, mobility and sign language in accordance with their needs.

- ✚ To spread the message, and aware to the masses about awareness on disability prevention and rehabilitation.
- ✚ To assist persons with disabilities in improving their community life through leadership & vocational training and enhancing employ ability skills and counseling.
- ✚ To orient and train CBR worker and village level volunteer to ensure sustainability of the CBR programme.

### **RMKM ACHIEVEMENTS IN THE LAST THREE YEARS**

In the last three years of the Third Phase RMKM was striving to execute its objective. The NKMS see the visible and significant changes in particular CWSN life and other stakeholders. As team of RMKM work hard to betterment of CWSN students and come up with the role model for Inclusive Education in particular for the Rajasthan state followed by for the nations. In this journey RMKM worked with in collaboration of government, private agencies and other consultant agencies to bring positive change in the life of students with disability with support of community involvements.

In three years of third phase programme RMKM have made significant visible changes through its initiatives and continuously striving for to fetch the set objectives. The experience have gained in the last three will be base for any future plans and strategies in the interest of CWSN in particular and for the community at large. The achievement and the impact of the last three years under the Pahala Kadam Phase – III, please follow the Table No. 3

Table No. 3: The impact of the first phase on its stakeholders

Objective	
<b>1. To strengthen inclusion at RMKM school and promote it widely through training and material developed by RMKM to stand as resource agency</b>	
<i>Quarter 4</i>	
01.01.2014 to 31.03.2014 (2013-2014 /Q4)	
<i>Major Activities</i>	<i>Visible Changes</i>
<p>Bal Mela and Special Zone Level Olympics were organized. Children participated in the national championship on roller skating at Bareilly, UP.</p> <p>All the festivals were celebrated in school, and CRB doctor visits, where most of the stakeholders and community members actively participated in all the activities</p> <p>Teachers had interaction with the parent during these activities, it was decided not to conduct the Parents Milan Samaroh in this quarter and postpone it in the next quarter</p>	<p>We were able to generate community participation at a the large level at both the center at different activities, community contributed an amount of Rs 177750 at Inclusive Bal Mela and the Gurudwara Community provided lodging and boarding facility to the participants at the Zonal Level Olympics organized at Beawer.</p> <p>This shows that the community is getting ready to contribute for the children with special need and support them.</p> <p>One of our students with special need Monika Bagdi participated in the National Championship for Roller Sketting held at Bareilly, UP where she won the Gold Medal in Skating. Sometime as a teacher we are scared of taking initiatives for CWSN as a fear that the children can get harmed but their will power motivates us to take initiatives as they are taken for normal children.</p>
Objective	
<b>2. To trained new arrival staff for inclusive education concept</b>	
<i>Quarter 3</i>	
01.08.2013 to 31.12.2013 (2013-2014 / Q3)	

<p style="text-align: center;"><b><i>Major Activities</i></b></p> <p>Orientation of staff towards inclusion, training by technical resource person on BOTOX training, Participation in Pushkar Fair.</p> <p>Employment counseling at Ajmer centre, Voice &amp; Vision Training Programme (Perkins) children with Visual Impairment with Multiple Disabilities</p>	<p style="text-align: center;"><b><i>Visible Changes</i></b></p> <p>Able to reach the new stakeholders in the new villages and as a result of this Sarpanch come forward to help us in providing pension to the disabled of the village.</p> <p>The local college come forward and conducted various activities with these children to promote inclusive education and have sensitized the work with children. After training in sign language, planning a program and training of a deaf, blind student Vishnu become easier.</p> <p>The training has changed the working of his teacher Ishwar in terms of training him in his basic need activities.</p>
<p>Objective</p> <p><b>3. To train existing teacher working in the Government or private school.</b></p>	
<p><b><i>Quarter 2 &amp; 4</i></b></p> <p>01.07.2014 to 30.09.2014 (2014-2015 / Q2) &amp; 01.01.2016 to 31.03.2016 (2015-2016 Q4)</p>	
<p style="text-align: center;"><b><i>Major Activities</i></b></p> <p>Training of Parents, CBR staff and teachers on Autism. Preeti Siwach from Action for Autism (AFA) organisation, Delhi was the resource person for the training. In this training program Parent of Autistic children from field and school, CBR workers and teachers involved in training. The training was conducted on</p> <p>Identification of Austistic children and ADL activities for small children</p> <p>Education and behavior modification of Autistic children and Government benefits and concessions available to Austic Children</p>	<p style="text-align: center;"><b><i>Visible Changes</i></b></p> <p>As a consequence of project activities, the stakeholder's base is getting stronger and more stakeholders are coming forward to support the CWNS.</p> <p>CBR staff has started getting support from community and stakeholders which has helped them in establishing a good image.</p> <p>There are 9 Autistic children at Ajmer Daycare, 5 at Beawar Centre, 2 in CBR Ajmer Camp, 1 in CBR Beawar.</p>

<p>How to involve Autistic children in vocational activities. Exposure visit of children at Beawer Center at Birathiya Dham, as per the suggestion of Shreya Internal training of CBFR staff on case history taking and filing of accurate information in records.</p>	<p>As per teacher feedback on training of Autism tapping exercise help adult Girish to keep calm.</p>
<p>This period organized children fair named 'KIL BIL 2016'. As per the project we organized children fair to provide an inclusive platform to CWSN where they can express their ability with normal children.</p> <p>Organized speech training with support of the National Institute for Hearing Handicapped, Mumbai. This training was about planning and intervention as the all staff those who are working with CWSN were given training in speech.</p> <p>Along this, activities on an English training of 2 days, and parents training on Yoga and Meditation to improve the health and activeness of CWSN were organized.</p> <p>Organized an orientation workshop on disability for government and private teachers to enhance their skill to involve CWSNs in the classroom activities.</p>	<p>The changes that were visible among the ground have increased awareness and motivational level of stakeholders.</p> <p>Now the stakeholders are helping us in new identification of children with special needs.</p> <p>Government school teachers are also now changing their mentality towards CWSN after orientation workshop on disability.</p> <p>Community is also supporting vocational placement as the in this phase were provided employment to 12 adults with disability</p>
<p>Objective</p> <p><b>4. To upgrade existing teacher's capacity in teaching subject like math's, Hindi, Environment Science (EVS) and English</b></p>	
<p><i>Quarter 1</i></p> <p>01.04.2014 to 30.06.2014 (2014-2015 Q1)</p>	
<p style="text-align: center;"><b><i>Major Activities</i></b></p> <ol style="list-style-type: none"> <li>1. New identification of children for CBR Beawar</li> <li>2. Identification of vocational skills of adult with disability</li> <li>3. Completing the GID of Ajmer and Beawar</li> </ol>	<p style="text-align: center;"><b><i>Visible Changes</i></b></p> <p>Organizing English as second language training was a difficult task and only 3 days training was conducted due to non availability of appropriate resource person.</p>



4. Organizing training workshop on English as a second language	The major learning during this period was enhancement in the knowledge of staff towards occupational therapy, physiotherapy and speech therapy
Objective <b>5. To wide spread concept of inclusion by the different inclusive activities.</b>	
<i>Quarter Q3 &amp; Q4</i> 01.10.2014 to 31.12.2014 (2014-2015 Q3) & 01.01.2015 to 31.03.2015 (2014-2015 Q4)	
<i>Major Activities</i>	<i>Visible Changes</i>
<p>1. Employment counseling was conducted at Ajmer 12 Adults with disabilities were employed</p> <p>2. Children Parliament was formed at Ajmer Day Care Centre where children were elected as Prime Minister and Ministers</p> <p>3. Speech and Language training was conducted with support of Perkins Voice and Vision, India. Inclusive teachers, Special educators and CBR workers from Ajmer and Beawer participated in the meeting</p> <p>4. Village volunteer orientation was conducted at Ajmer in which 4 village volunteers were rented and trained</p> <p>5. 6<sup>th</sup> Regional parents meet was organized at Chattisgarh attended this meeting. Topic of the meeting was Towards Self Adocacy and Decision Making</p> <p>6. Various festivals were celebrated at both the centers in the last quarter</p>	<p>Our Ajmer project was visited by the rotary club and they appreciated the pre-vocational and vocational work.</p> <p>They came forward to support 4 computers in the computer lab.</p> <p>Another visible change in stakeholders can be seen as RMKM was honored to conduct the 6<sup>th</sup> Regional Parents meet at Ajmer on the topic Towards Self Advocacy and Decision making with support of Parivaar and National Institute for the Mentally Handicapped (NIMH).</p> <p>Many of our CBR and Daycare parents participated in the meeting and had learning on the topic.</p> <p>One of the major learning during this period was the speech training conducted during this quarter.</p>
<p>Organizing the ‘Kilbil’ 10<sup>th</sup> inclusive Bal Mela at Ajmer.</p> <p>All other activities as per the plans of the day care and CBR were conducted such as</p>	<p>The stakeholder support was received in giving employment to the adults with disability. They participated in the employment counselling workshop conducted at Beawer and gave</p>

<p>celebrating festivals, organising parents' meeting</p>	<p>employment to 8 adults.</p> <p>The inclusive Bal Mela – “Kilbil” was able to bring changes among the stakeholders and on the ground as this was fundraising activity and has increased our reach to a vast group of people and helped us in new identification of CWSN other than our catchment area</p> <p>The major learning in this period is if the exposure given to CWSN will help them to come up and involve themselves with the activities of school like cleanliness of school, light and water facilities, sanitation and other related issues.</p>
<p>Objective</p> <p><b>6. To upgrade the staff about new development in disability and wider their knowledge specifically for diagnostic assessment and intervention</b></p>	
<p><i>Quarter Q1</i> 01.04.2015 to 30.06.2015 (2015-2016 Q1)</p>	
<p style="text-align: center;"><b><i>Major Activities</i></b></p> <p>Apart form the regular activities like celebrating annual functions at both centers and conducting parents meeting to discuss the annual report of children</p> <p>Capacity building of staff was organized which included training on enhancement of understanding of FACP and behavioral assessment tools, training on English as a second language which was conducted for the school staff and the CBR staff.</p> <p>CBR staff was taken for a exposure visit to Blind People Association, Ahmadabad to understand the formation of DPO (Disabled Peopled Organisation) and community liaisoing</p>	<p style="text-align: center;"><b><i>Visible Changes</i></b></p> <p>A student of Minu School, Ajmer whose name is Kalu Khan was a regular student of our CBR programme. He is 16 years old and is having cerebral palsy with Mental Retardation.</p> <p>After giving him regular services in the CBR program, no improvement was seen in him as his mother did not do any follow up.</p> <p>His mother was not sending him to school as she was adamant. With the intervention of Sarpanch she convinced and ready send the son.</p>

	<p>This case has helped us in devising a new strategy of using the community pressure to motivate and sensitize the people and for this a new concept of Disable People Organisation (DPO) is being implemented in the field.</p> <p>we have started forming DPSs and are getting them into function from so as to see some meaningful change among the gorund and stakeholders</p>
<p style="text-align: center;">Objective</p> <p><b>7. To restructured Ajmer and Beawar Community based rehabilitation programme to inculcate more inclusive approach</b></p>	
<p style="text-align: center;"><i>Quarter Q2 &amp; Q3</i></p> <p>01.07.2015 to 30.09.2015 (2015-2016 Q2) &amp; 01.10.2015 to 31.12.2015 (2015-2016 Q3)</p>	
<p style="text-align: center;"><b><i>Major Activities</i></b></p> <p>The focus of this quarter was on early identification and intervention.</p> <p>As per our MIS, it was a serious issue identification was 11 to 12, in early Identification Camp organised at District Government Hospital in Ajmer.</p> <p>It was the first time in Ajmer as well as in Rajasthan state.</p> <p>we have started our intervention in two leading hospitals of Ajmer district, one government and one private hospital to identify high risk babies.</p>	<p style="text-align: center;"><b><i>Visible Changes</i></b></p> <p>The changes that were visible among the CWSN during this quarter were that the CWSN has started responding to the social communications such as interacting with their peers, talking to visitors and explain them about what they are doing.</p> <p>The stakeholders have started supporting the travel of CWSN of Beawar school, which is a being partly support the SRTT</p> <p>Learning during this period</p> <p>The major learning during this period were as under</p> <p>The staff has started implementing the training conducted on Sign Language and communication with sensory impaired children.</p> <p>Teachers are using small works and phrases in sign language which can be</p>

	<p>easily understood by the sensory impaired children as well as it is being taught to the normal peers so that they can communicate with the them. CWSN have developed social communication as they greet the visitors and communicate in small sentences</p>
<p>A training was conducted at RMKM from 1<sup>st</sup> Nov to 3<sup>rd</sup> Nov 2015 on the training was on Modification of Aids and Application related to loco motor disability, and the modifying equipment for the students having loco motor disability. The World Disability Day has been observed and the disabled and non disabled children were tied the ‘Inclusion Band’ to the government officials and stakeholder to sensitize them towards the disability and promote inclusion</p>	<p>The challenge of involving the parents in the activities, during this period we received their support and involvement in terms of participation with their wards at public events.</p> <p>One of such event was organized at Ajmer by the Municipal Corporation, where the students of MINU Scholl participated with their parents.</p> <p>Students have started expressing their views, problems, and are getting involved in the new initiatives started at Day Care centers.</p> <p>Major learning during this period for the staff was regarding the training conducted for the modification of assistive devices and aids and application</p>

### **The Enrollment Status of the Day Care Centre**

The RMKM is continuously striving for the betterment of CWSN students and putting efforts through various initiatives to bring them as part of Inclusive Education. The graph shows the achievements of the last tree year (Please see Figure No 1) of Daycare enrollment for the period of July 2013 to July 2016.

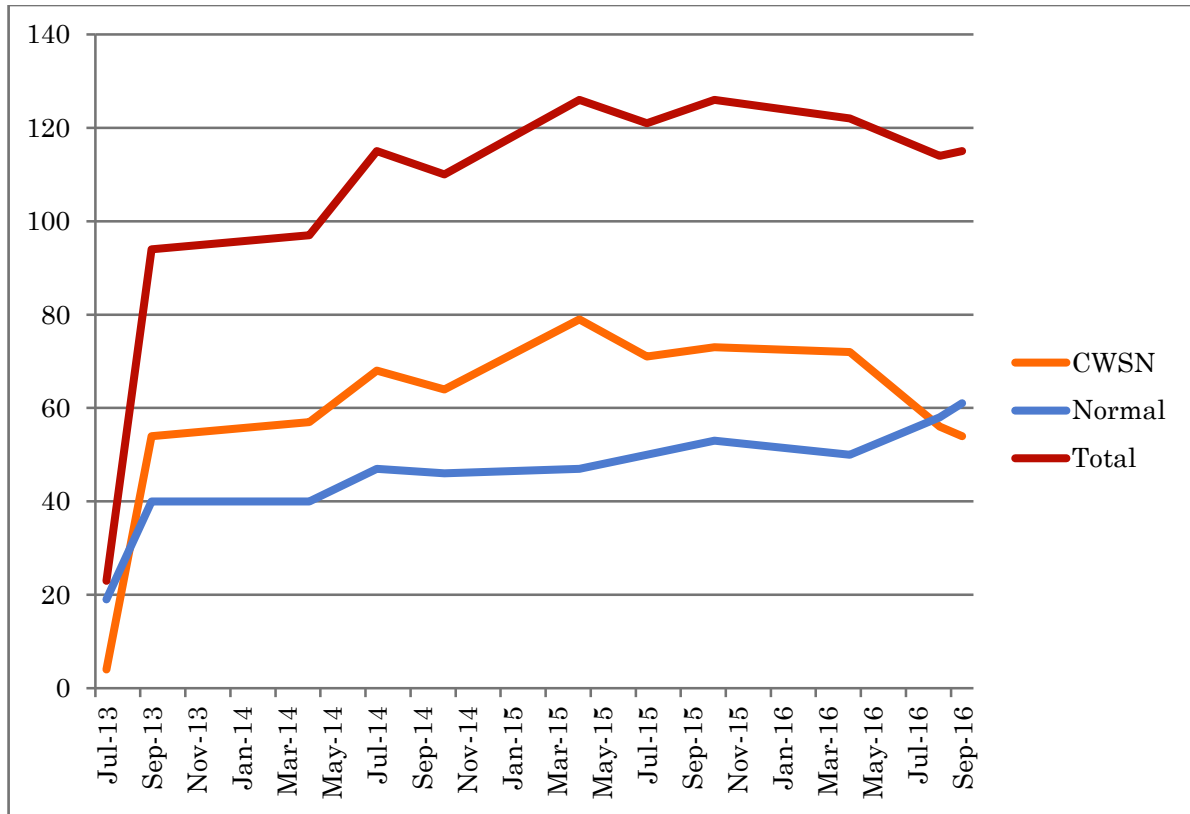


Figure No. 1: Three Year Growth Pattern of Daycare Enrollment (July 2013 –July 2016)

-----END OF THE REPORT-----