

**Quarterly Report**

**On**

**Inclusive Education for Mainstreaming Children with  
Disability in Regular School under RTE Act**

**Period Covered By this Report - July-September 2014**

**Submitted by -**

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## About the Project

The proposed project for inclusive education and development of the most excluded marginalized and discriminated disabled children from one of the most tribal dominated backward districts of Chhattisgarh state. In the absence of inclusive education, barrier free environment and opportunities, a large number of disabled children do not attend school and even those who go to school drop out before they complete 5<sup>th</sup> class. Hence there is genuine need for mainstreaming children with disabilities in formal schools for lifelong learning. The project being undertaken with the support of Oxfam for the duration of 1 year and 5 months from 01-06-2014 to 30-11-2015 will benefit nearly 355 out of the total 812 identified disabled children, bringing qualitative changes in their life. Hence the relevance of the project can't be ignored considering the impact the project will have on the poor and excluded sections of the society.

## Universe of the Project and its Socio-Economic Status

This project is located in 99 villages spread over 79 Gram Panchayat of Fingeswar block in Gariaband district of Chattisgarh State. The project is located 62 k.m away from Gariaband block and newly formed district head quarters in old Raipur district of Chhattisgarh State. Most of the villages in the project area are located in forest and hilly terrain. The area is predominantly inhabited by Gond tribe, Kamar (primitive tribe) Sidar, Bhuinjia and Halba. Kamar is most economically backward tribal group among all the adivasis. Ganda, satnami, mocha and mahars the scheduled castes constitute about 5% of total population and backward castes- teli, kalar, kewat, rawat, lohat, nai, marar etc is 19%. The remaining 1% belongs to high and other castes. The economy of this area is predominantly dependent on subsistence agriculture, the forest and natural resources.

Being a forest area availability of cultivable agriculture land is minimum. As a result majority of people are involved in shifting cultivation and collection and marketing of NTFPs for their livelihood. Wage earned from work under the MGNREGS is yet another source of living. For agriculture, people completely depend on rain, which is often erratic. Owing to poor economic condition nearly 43% of the total families migrate to nearby cities in search of livelihood during lean period. About 90% of families live below poverty line.



## Background

The village level survey was conducted in 99 villages of Fingeswar block during June-July '14 and as per the survey, total 355 CWDs were identified in the age group of 3-18 in 348 families in 94 villages. The finding of the survey is as under.

**Table-1**

Sl No	Cluster	Type of Disability														Total Disability		
		LV		VI		HI		MR		MI		OH		MD		M	F	Total
		M	F	M	F	M	F	M	F	M	F	M	F	M	F			
1	Rajim	1	0	4	2	3	3	10	7	0	0	7	2	6	6	31	20	51
2	Koundkera	1	3	0	2	3	7	6	4	1	3	12	7	8	6	31	31	62
3	Belar	2	1	2	2	5	4	3	7	1	2	23	15	17	10	53	42	94
4	Basin	2	2	0	3	11	9	7	7	1	0	9	13	11	11	41	45	86
5	Fingeswar	0	2	2	0	7	5	8	10	0	0	8	11	4	5	28	33	62
	<b>Total</b>	<b>6</b>	<b>8</b>	<b>8</b>	<b>9</b>	<b>29</b>	<b>28</b>	<b>34</b>	<b>35</b>	<b>3</b>	<b>5</b>	<b>59</b>	<b>48</b>	<b>44</b>	<b>40</b>	<b>184</b>	<b>171</b>	<b>355</b>

As per the data given above total 355 CWDs were identified out of which 184 are male and 171 are female. While Belar has the highest concentration of 95 CWDs, it is followed by Basin, Koundkera and Fingeswar clusters with 86, 62 and 61 CWDs respectively. Out of all the types of disability, orthopedic handicapped are dominating with 108 CWDs falling in this category.

## Quarterly Progress Report

Various relevant activities were undertaken in the last quarter for the effective implementation of the project in all the 99 villages spread in 5 clusters of Fingeswar block. The detail of the progress is narrated in several heads as under.

### **Improving Enrollment/mainstreaming of children with disabilities in Govt schools and Anganwadi centers.**

In the wake of the Right of Children to free and compulsory education (RTE) act 2009, there has been progress in the delivery of education and in the rates of enrollment. Though the enrollment in school has increased over the years, the retention is poor and nearly 50 per cent of children between the age group of 6-14 years drop out before completion of elementary education. Out of 70 million disabled in India, only 2% are educated and 15 employed. The situation is not different in the backward tribal project area from the rest of the country. There are about 62% of children in the age group of 3-18 years who are out of school in the target area and children with disabilities constitute a major junk of it.

Based on the survey conducted in the month of August'14, the below table shows the data pertaining to CWDs in the project area in the age group of 3-18 years who are enrolled in anganwadis and schools but not going there. Total 82 children with disabilities are identified who have dropped out of anagnwadi/schools and various reasons can be attributed for the same like,poverty,migration,unsupportive nature of schools,discrimination by the teachers or/and fellow students, lack of special educators and transportation facilities, Secondly majority of them have multiple disabilities which constitute 35 out of 82.

**Table -2**

Sl No	Type of Disability	Total Disable	Enrolled But not regular	Not Going to School
1	LV	14	14	0
2	VI	17	15	3
3	HI	57	49	8
4	OH	107	94	13
5	MD	84	49	35
6	MR	69	52	17
7	MI	7	1	6
<b>Total</b>		<b>355</b>	<b>273</b>	<b>82</b>

The enrollment of dropped out CWDs was taken up aggressively in the month of July'14 and 17 CWDs were enrolled in school and anganwadi centers. During the month of August'14, initiatives had been taken to improve the enrollment of dropped out CWDs and 4 such children were enrolled in the anganwadi and school in two clusters. The trend continued during the month of September too which witnessed enrollment of 3 more CWDs in the anganwadi and schools. Also efforts are taken to ensure their retention in the school and classroom which include meeting with their parents as well teachers and SMCs and their attendance, their books and copies were reviewed and their retention was monitored. The detail of enrollment was shown in the below table -

**Table-3**

Sl No	Cluster	July		August		September	
		M	F	M	F	M	F
1	<b>Rajim</b>	2	1	0	0	1	0
2	<b>Koundkera</b>	2	1	0	0	0	0
3	<b>Belar</b>	1	1	1	1	0	0
4	<b>Basin</b>	1	1	1	1	2	0
5	<b>Fingeswar</b>	1	6	0	0	0	0
		7	10	2	2	3	0
<b>Total</b>		<b>17</b>		<b>4</b>		<b>3</b>	

**Residential Bridge Courses for CWDs for Preparing Them for Schooling and Intensive Services**

Total 28 children with disabilities were identified, who are not able to go to school and most of them are multi disable and visually impaired. Special initiative was taken to start residential bridge course at their home to prepare them for school. The CWDs were counseled to attend the school and their parents were oriented to provide them support and necessary support to enhance their interest for the same. As per the disability, the CWDs were provided ADL, DLS, O/M.



**Guide and Support for Entitlement Support Services**

During the last quarter, the disability certificate was prepared for 146 CWDs based on certification of doctor to facilitate their linkage with various Govt. schemes and make them empowered. Disable certificates for 209 CWDs are in the process. Also 46 CWDs out of 355 have been made entitled to disable pension.

**Disabled Peoples Organisation s (DPOs )Formation and Orientation of DPO Leaders.**

Initiative has been taken in the month of August 2014 to create awareness amongst the CWDs through formation of their DPOs. The leaders as well as the members of the DPOs are oriented on objectives of the DPO formation and its various advantages. The movements continued further in the month of September. The CWDs were made aware of multi dimensional advantages of DPO formation which can play a pivotal role in their empowerment, make them aware about their rights & various Govt.schemes. Through DPO they can be in better position to discuss and present their issues and demands together in the proper platform. Moreover through formation of DPO they can become self dependent. With all the above objectives, total 12 DPOs were formed in the 5 clusters of the project area during Sep'14. The detail of DPOs formed in the month of September is given in the table as under-

**Table-5**

Sl No	Cluster	DPOs Formed	Name of the DPO & Village	Date of Formation	Male	Female	Total
1	Rajim	2	Jay AmbeKoma,	22-09-2014	3	3	6
			Angarmoti,Kirwai	27-09-2014	4	3	7
2	Koundkera	4	Maa Saraswati,Debri	12-09-2014	7	3	10
			Bal Bikash,Koundkera	15-09-2014	3	4	7

			Shakti Samuh,Tarrighat	17-09-2014	4	6	10
			Shitla Samuh,Jenjra	20-09-2014	3	3	6
3	Belar	2	Nawaanjour,Jamahi	21-09-2014	3	4	7
			Nai Subah,Chhuiha	11-09-2014	3	5	8
4	Fingeswar	1	Badhte Kadam,Fingeswar	21-09-2014	4	4	8
5	Basin	4	Ramjanki,Borsi	07-09-2014	9	3	12
			Maa Shitla,Dhamni	08-09-2014	5	3	8
			Bishwanath,Rawad	21-09-2014	4	3	7
			Mouli Maa,Basin	22-09-2014	4	4	8
	<b>Total</b>	<b>12</b>			<b>56</b>	<b>48</b>	<b>104</b>

### **Review of SMC formation and meeting schedule and orientation training for SMC members with focus on women members .**

For the effective implementation of various programs for the disabled under the project in Fingeswar block, it is quite important to train and orient the anaganwadi workers, school teachers and school management committee members, so that they can be aware of their duties towards the disabled children and can perform the same properly with commitment. Also they can provide the basic infrastructure keeping in mind the special need of the disabled and prepare programs accordingly to help them live a dignified life.

During the month of August '14, information is sought and obtained regarding status of school management committee in various primary and secondary schools under Fingeswar block through right to Information Act 2005.As per the information obtained, SMCs were formed in total 244 schools.

### **Teacher Training Program on Inclusive education of Disabled Children**

Children with disabilities are those who require specialist teachers to impart inclusive education. Hence teachers trained in inclusive education and committed to the cause are inevitable for advancing inclusive education. Thus it is important to conduct training programs for teachers to help them deal with disabled children, classroom management, bring attitudinal change, use need based curriculum and use of specific aids and appliances to address the problems of concerning disabled children.

Adhering to the above mentioned objective, a teacher training program was organized in the village Pasoud under basin cluster, which was attended by 7 male and 2 female teachers. They were explained about the organization-PRERAK, the inclusive education project for the disable children in Fingeswar block and the Right to Education Act 2005.They were also being imparted training on type of disability, need of special educator, need of barrier free toilet for CWDs,scholarship for CWDs and various Govt. schemes for the CWDs.

Similar training programs were organized for the teachers in Charbhatthi village of Belar cluster and Choubebandha village of Rajim cluster which was attended by 8 male and 4 female teachers and 7 male and 2 female teachers respectively. The detail of the programs is given the table below.



**Table-6**

Sl No	Cluster	Village	Date	Male Teacher Attended	Female Teacher Attended	Total
1	Rajim	Choubebandha	26-09-2014	7	2	9
2	Belar	Charbhatthi	20-09-2014	8	4	12
3	Basin	Pasoud	16-09-2014	10	2	12
				25	8	33

*Output* –Though impact of training can only be assessed in a long term, but the awareness level of the teachers regarding disability, the legal provisions and their role and responsibility has certainly improved. It has brought about a significant change in their attitude towards the CWDs.

### **School Management Committee (SMC) Training Program**

*Reference* – Raising awareness on disability and its various facets, and building capacity, knowledge and skills of different stakeholders is an effective strategy for promoting inclusive education and mainstreaming children with disabilities in the formal schools and their inclusion in the larger community. In this context, SMC being a major stakeholder needs to be trained and made aware. Because inclusive education for children with disabilities will not be achieved unless proactive steps are taken at every level of education system.

*Activity* -During September, the training program for the School Management Committee (SMC) was organized in village Bhasera of Basin cluster. Around 10 male and 9 female members were present in the training. They were introduced to PRERAK organization, explained about RTE act 2005 and oriented on creating a conducive environment in the school for the enrollment of the CWDs by recruitment of special educator, building special toilets and ramp and also monitoring the activities of teacher in the class. They were also informed about various Govt schemes for the disabled.

Another similar training was conducted in Roba village of Fingeswar cluster which was attended by 13 male and 13 female members. The detail of the training programs were given in the table as under –



**SMC Training Program being given by Project Co-ordinator Pitamber Sahu.**



**SMC training program in progress**

**Table-7**

Sl No	Cluster	Village	Date	Male	Female	Total
1	Basin	Bhasera	15-09-2014	10	09	19
2	Fingeswar	Roba	18-09-2014	13	13	26
	<b>Total</b>			<b>23</b>	<b>22</b>	<b>45</b>

The SMC training is crucial in context of effective management of the schools as through this training they are made more aware and enlightened and as a result will be more sensitive towards disability issue. Thus they will regularly monitor the attendance of teacher in school, the quality of education, timely evaluate availability and quality of the mid-day meal and overall the required infrastructure for the free movement of the CWDs, such as aid, appliances, toilet and ramp etc.

### **Anganwadi Training Program**

*Reference* - Children with disabilities are those who require special attention and care to mainstreaming them in inclusive education. As ananganwadi is the cradle at which the CWDs come in tryst with external world and basic education, it plays a pivotal role in shaping the confidence and overall personality of the children. Thus it is important to conduct training programs for anganwadi teachers to help them deal with disabled children, classroom management, bring attitudinal change, use need based curriculum and use of specific aids and appliances to address the problems of concerning disabled children.

*Activity* -The training program for the anganwadi workers was organized during September in Debrri village of Koundkera cluster which was attended by 20 female workers. Besides providing information on PRERAK, RTE Act, objective of the project and enrollment of CWDs in anganwadi



and school, special orientation was given to them on causes of disability, vaccination, precautions required during pregnancy and during delivery and importance of nutrition.

Another similar training program was or organized in village Borsi of Basin cluster in which 5 male and 29 female members were present. 5 PWDs also attended the program. The detail of the same is given in the table as under –



### Anganwadi Member Training Program in Progress

**Table-8**

Sl No	Cluster	Village	Date	Male	Female	Total
1	Koundkera	Debri	22-09-2014	0	20	20
2	Basin	Borsi	23-09-2014	5	29	34
	Total			<b>05</b>	<b>49</b>	<b>54</b>

Though impact of training can only be assessed in a long term, but the awareness level of the teachers regarding disability, the legal provisions and their role and responsibility has certainly improved. It has brought about a significant change in their attitude towards the CWDs.

### **Case Study**

Vijaya Kumar Banjare, S/o-Kailash Ram Banjare of Kumhi village, PO-Koma, District-Gariaband is visually impaired since childhood. When his mother was expected to give him birth, she was frequently falling sick. With growing years, he gradually lost his eyesight. Today he is 12 years old and not able to see anything. Though he can do some daily work on his own like brushing, bathing and taking food, but yet he is not completely acquainted with the environment around him. His parents are marginal farmers and earn their livelihood from agriculture and labour. He has two siblings who are also visually impaired. He didn't have any access to education or any facilities provided by Govt.

With the help of PRERAK he was being taken to doctor who certified him as 80 percent disable. Prior to this he has availed other services from PRERAK such as reading through brail technique. Further his parents were informed and oriented about the RTE act and various Govt schemes and

facilities in force for the disabled. Thus his parents were convinced and Vijaya was admitted to Kumhi middle school. Today he is studying 6<sup>th</sup> class. Since he has an inclination towards music, he along with his family often takes part in village function and Ramayana etc

PRERAK has planned to provide him training on Activity Daily Living skill (ADLS), Daily Living Skills (DLS) and Orientation Monitoring (OM) to help him become self dependent and get acquainted with the environment around him. Further with the help of disable certificate, he will be assisted to avail various entitlements and student scholarship so that he can create his own identity and live a dignified life in society.