

ACTIVITY PHOTOS –ACADEMIC YEAR 2019-2020

Mega Health Camp organized at CGC in August 2019





Children Celebrating festival of Rakshabandhan



Our Psychologists attended 3 day workshop at NIEPID on ISAA



A few Staff members Attended an International Conference on Autism



Children participating in Bathkumma Celebrations.



Staff members Undergoing Training by Professionals (Netherlands) on Upgradation of Professional Skills





Children attending a Cultural Festival



Awareness Walk on International Day for Persons with Disability



Samsung Dual Camera
Shot with my Galaxy A30

Exhibition as a part of Disabled Week Celebrations





Children celebrating Bonalu festival



Children at the Carnival





CHILD GUIDANCE CENTRE

(Regd.No.315 of 81)

H.No.7-6/2, Santosh Sadan, Ganesh Nagar, Uppal Depot, Peerzadiguda, Hyderabad-500098,
Telangana, India. Email: cguidancecentre@yahoo.com; www.cgcindia.org; Ph: 8367675467

ANNUAL REPORT - 2019-2020

1. Name of the Organization: CHILD GUIDANCE CENTRE
Address of the Institution: 7-6/2, Santoshsadan, Near Ganeshnagar,
Peerzadiguda, Hyderabad-Telangana-500098.
Email: cguidancecentre@yahoo.com,
hallowcgc@yahoo.com

History of the Institution:

Child Guidance Centre is a registered, non-profit making voluntary organization actively working to promote the welfare and interest of disabled children, economically poor and needy, orphans, and old age people. "Reaching the Unreached" is the motto of the organization. All the projects are predominantly aimed at empowering women and children to live a healthy and independent life and contribute positively towards creating a healthy and enriched society.

The organization has been actively working for the past four decades. Since 1973 the Child Guidance Centre (placed in Hyderabad) with about 120 permanent employees and several voluntary workers offers care with special claims for children and teenagers with various disabilities, mental retardation and/ or multiple disabilities.

Child Guidance Centre works with a goal of making people with mental, physical or social disability become intellectually active, physically strong and socially competent. Their aim is to make all of them valuable members of the society by utilizing multifaceted rehabilitation and education measures. The aim is to enable them have the same opportunities, privileges, and rights as all other citizens. Child Guidance Centre works towards providing equal access to all the people in the society irrespective of their caste creed and religion. It focuses on empowering the economically poor section of the society. Child Guidance Centre has been working actively to break the wall of discrimination created by the society by enabling different sections of the society have an equal access to opportunities of varied kinds. Child Guidance Centre believes in the concept of Unity in Diversity.

Details of Work Place:

Child Guidance Centre is a non-government organization situated in Hyderabad which is in the newly formed Indian State of Telangana. The organization is currently working on several projects distributed in the states of Andhra Pradesh and Telangana with its head office at Hyderabad.

2. Details of the Registration of the organization:

The organization was established in the year 1973 by deeply committed private persons and was officially registered under the Societies Registration Act of India with No.: 315/1981 in the year 1981. This legal structure corresponds to a non-profit and generally accepted society. The organization is registered with the National Trust of India and Persons with Disability Act. The

institute is also recognized by the Rehabilitation Council of India. The organization is supported by the Government of India and also the Government of Telangana State.

3. Details of members of Managing Committee along with meeting details

Serial No	Name	Designation
1.	Dr M.Swarnalatha Devi	President
2.	K.Mary	Vice president
3.	Mrs Razia Sultana	Organizing Secretary
4.	Mrs. M.Jayne Rose Kumari	General Secretary
5.	Ms. D.Rajani	Treasurer
6.	Ms. V.Suneetha	Member
7.	K.Prasada Rao	Member
8.	Mrs.Ch.Laxmi	Member
9.	Mrs. I. SeethaLaxmi	Member
10.	Ch. Supriya	Member
11.	Ms.N.Jyothi	Member
12.	Mrs V.Sangeetha	Member

20-07-2019: A General body meeting was held at the head office of Child Guidance Centre at its office premises at Peerzadiguda , Hyderabad at 2:00 p.m under the president ship of Dr Swarnalatha Devi. Following was the agenda of the meeting.

1. To meet and conduct elections for the Executive Body for the year 2019-2020.
2. To elect the executive body.
3. To discuss the Audit report of the Society pertaining to the previous year.
4. To discuss ongoing activities of CGC.

All the members who attended the meeting resolved to conduct the elections. All the General body members elected the new members for the Executive body. The audit balance sheet of the previous year was unanimously agreed and resolved. The reports of the activities were approved.

The President thanked all the members that were present there for the meeting. . The General Secretary thanked the President and presented her report.

The CGC activities were briefly described in the meeting. All the members were thanked for having worked out effectively to organize the general body meeting and informed that all the projects of CGC are going out satisfactorily.

It was informed that all the schools and colleges had reopened after summer vacations. The members were informed that the Grant in Aid from the Ministry of Social Justice and Empowerment for 2018-2019 had not been received till then. The members were informed that a team from Disabled Welfare Department, Telangana State had inspected the school for Grant in Aid 2019-2020.

The members were informed that the proposal for Grant in Aid for CGC-HRF Special school for the Intellectually Disabled to the Ministry of Social Justice and Empowerment for the year 2019-2020 with revised DDRS scheme and new guidelines would be submitted online to the Ministry and Disabled Welfare Department , Guntur District, Andhra Pradesh State.

The New Special school at Noney, Manipur was discussed. The opening of a Bank account at Manipur Rural Bank in the name of the organization was discussed. The board agreed and approved Ms Divya The Project Coordinator to operate the account. With approval of General Secretary and Treasurer.

The treasurer informed the members that the audit report for the year 2018-2019 was completed and a copy of the same was circulated among the board members. The board members unanimously approved the report.

It was decided to hold the next meeting on 26th October 2019 at 5:00p.m.

26-10-2019: As decided meeting was held on the planned day and at the same venue. The President thanked all the members and informed that Mrs Jyothi could not attend the board meeting. The General Secretary presented the report. All the members were informed in brief regarding the CGC activities and commented that the activities were functioning satisfactory. I

It was informed that all the school and colleges too were functioning well after reopening. It was informed that CGC had not yet received Grand in Aid from MSJE and was under financial constraints. The members were also informed about the visit of the students of CGC to Shilparamam at Uppal.

It was also informed that the online application for HRF had been submitted and awaiting responses from the concerned authorities. Discussed about the project at Manipur . As discussed in the previous meeting the Bank account in the name of Child Guidance Centre had been opened. The clean and clean programme was taken up too by the students as a part of Swacch Bharat campaign.

The treasurer informed that the Grant in Aid was still under process. The treasurer thanked the entire staff , the board and the donors for their continuous support. The meeting gradually wined up and the next meeting was proposed to be held on 25th January 2019 at 5:00 p.m.

25-01-2019: As decided meeting was held on the planned day and at the same venue. The General Secretary presented the report. It was informed that all the projects of CGC are going well. The board members were informed about the construction of the school building at Noney, Manipur. The members were informed that an Exhibition was organized at the Special school as a part of Disabled Week Celebrations. Children from nearby schools and colleges, parents and professionals visited the exhibition. The treasurer was invited to present the report.

The treasurer informed that the first installment of Grant in Aid from Ministry of Social Justice and Empowerment for the year 208-2019 had been received. All the board members, staff and donors were thanked for their continuous support. It was decided to hold the meeting on 30th April 2020 at 5: 00p.m

4. Objectives of Child Guidance Centre:

- a) To promote policies and programmes for the advancement of women, children and youth by strengthening their skills through education, training and protection of their rights thus enabling them to be an important human resource of the property.

- b) To promote rehabilitation homes for the vulnerable group of the society including women and children (street children, orphan, HIV affected children, destitute women, etc.) by providing them the right intervention and support.
- c) To strengthen the disaster management programmes in the state by enabling right kind of preparedness and action for any kind of human and natural disaster.
- d) To work towards creating a healthy environment for providing healthy living conditions both in urban and rural areas and sustaining good health of the inhabitants.
- e) To work towards the amelioration of the society by dealing with factors inhibiting its development especially in rural areas

5. Details of the Projects run/undertaken by the institution:

The institution currently runs nearly 20 projects in different states of the country including Telengana, Andhra Pradesh and Manipur.

1. Child Guidance Centre-Special School.
2. Inge Happy Home-Home for the Street children.
3. Toby School-A branch of the Special school.
4. Balabata
5. Cheyutha Project
6. Community Based Rehabilitation Programs
7. HIV-AIDS-Care, Support and Awareness Program
8. Dr Ranjan Babu Vocational Junior College
9. Tsunami Rehabilitation Programs
10. Medical Camps
11. Water Project
12. Vocational Training/Rehabilitation Centre for the Disabled.
13. Herald's Human Resource Development.
14. Centre for Traumatized women.
15. Promoting Health and Hygiene in Guntur.
16. Short term Courses affiliated to Board Of Intermediate Education , Andhra Pradesh
17. Dr Swarnlatha Devi Vocational Junior College, Guntur.
18. Community Health Shelters.
19. Holistic Rehabilitation Facility.
20. Rehabilitation Centre-West Godavari
20. Innocent Smile Special School
21. Community Radio Station – 90.8MHz – FM Station (Approved by Ministry of Tele Communications and IT, Government of India, New Delhi).

6. Project : CHILD GUIDANCE CENTRE-Special School for the Mentally Challenged

Child Guidance Centre was established in the year 1973 with a motive of making the mentally challenged self-dependent and productive members of the society by providing them opportunity for education, vocational training and economic rehabilitation. The school started with a vision to make the Mentally Challenged “Mentally Active, Physically Strong and Socially Competent”. It has rendered four decades of valuable service for the upliftment of the lives of the disabled.

7. Details of the Facilities being provided to the beneficiaries (at the Special School):

- Multidisciplinary team providing diagnostic and therapeutic services.
- Individualized as well as Group training programs by specially qualified teachers.
- Yoga Therapy
- Music Therapy.
- Prevocational and Vocational training.
- Early Intervention Services.
- Home Based and Centre Based Training.
- Recreational Facilities.
- Parent Counselling and Guidance.
- Family Counselling Intervention services.
- Training centre for National and International students.
- Community Based Rehabilitation programmes.
- Day Care and Residential facility.
- Financial Aid (Cheyutha project)
- Free aid, appliances and medicines.
- Free Eye and Dental Camp.
- Awareness and Rehabilitation programmes in rural areas
- Sand Play Therapy
- Structured Teaching Approaches/ Applied Behaviour Analysis

8. Mode of Care:

The Centre offers:

1. Centre Based Training
2. Home Based Training and
3. Community Based Rehabilitation services.

9. The achievement obtained by the organization in the financial year 2019-2020 is as follows:

CHILD GUIDANCE CENTRE
ANNUAL REPORT FOR THE ACADEMIC YEAR 2019-2020

- 06-06-2019** School Reopened after Summer Vacation for Teachers
- 07-06-2019** Meeting of management with Special school staff.
- 12-06-2019** School Reopened after Summer Vacation for children.
- 21-06-2019** Special children were all taken to the Salar Jung Museum for a visit.
- 06-08-2019** Mega Health Camp for the Disabled and orphan children at CGC. This was organized by Janayitri Foundation in association with MMNGO. Free Health Services were provided. During the camp the following was available:
- Specialist doctor Consultation (Pediatrician, Gynecologist, General Physician and Dentist)
 - General Check up.
 - Free Medicines were distributed.
 - Free Dental Check up.
 - Hemoglobin test.
 - Food and General items Distribution
- Dr Poornima Anand Kumar A Gynecologist , other doctors including a Pediatrician , A General Physical and Dentist were present at the camp . Free consultation and lab services were provided and also required medicines were distributed.
- 24-06-2019** Goal Selection for the students was finalized.
to
25-06-2019
- 26-06-2019** Parent and Teacher meeting.
- 06-07-2019** Submission of IEP by the school teachers.
- 14-08-2019** Raksha Bandhan festival of brotherhood celebrated on this day.
- 23-08-2019** B.ED Workshop for First Semester.
To
28-08-2019
- 24-08-2019** Shri Krishna Janmashtmi Celebrations.
- 02-09-2019** Vinayaka Chavithi Celebrations
- 03-09-2019** Two students (Special Educators) from Germany came to CGC for their Internship.
- 05-09-2019** Teacher's Day Celebrations .
- 13-09-2019** Submission of Quarterly Evaluation Reports by the teacher.

- 16-09-2019** Ms Rajani and Ms Nithi attended a three day workshop at the National
to Institute for Persons with Intellectual Disability on Indian Scale for
18-09-2019 Assessment of Autism.
- 16-09-2019** Ist Term Parent and Teachers Meeting.
to
20-09-2019
- 09-10-2019** First Workshop for 3rd and 5th semester B.ED.Students.
to
14-10-2019
- 27-09-2019** Bathkumma Celebrations at School.
- 12-10-2019** Second Workshop for B.ED students of First Semester.
To
17-10-2019
- 25-11-2019** Ms Rajani attended a Workshop on Financial Administration and Risk
To Management at KKID, Mankarai , Coimbatore.
27-11-2019
- 14-12-2019** Second Workshop for 3rd and 5th Semester
To
19-12-2019
- 28-09-2019** Dushera Vacations.
to
17-10-2019
- 17-10-2019** A workshop for teachers was organized on Individualized Educational Plan.
- 07-11-2019** The staff of CGC underwent a training program on Upgradation of
To Professional Skills.
15-11-2019
- 28-11-2019** External Practical Supplementary Examinations were held at CGC. Student from
outside colleges in the state were deputed to do their practical exams. Mrs Rapola
Eshwari was deputed as an External Examiner to CGC.
- 29-11-2019** 60 children and staff went to Gachibowli for NGO's meet and sports and cultural
event.
- 03-12-2019** International Day for persons with Disability was celebrated. An awareness walk
was organized in the areas around CGC.

- 04-12-2019 To 05-12-2019** An Exhibition was organized at CGC with the theme **“EQUALITY AND FULL PARTICIPATION”**. There were separate stalls to display products made by the children and room allocated for creating awareness in the community regarding different issues . Awareness was created on the following topics.
- Scholastic Backwardness-Possible Reasons.
 - Inclusion.
 - Special Olympics
 - Dos and Don'ts for Parents of Special children.
 - Disability Etiquettes
 - Buddy System
 - Puppetools
 - Improving Attention and Concentration
 - Total Communication
 - Vocational Training - Options
- 07-12-2019** Submission of Half yearly Evaluation report.
- 09-12-2019 to 13-09-2019** Parents and Teachers Meeting (2nd Term).
- 08-12-2019** Ms D.Rajani participated in the FCRA Round Table “Practitioners Perspective – fundamental to fund raising “organized by Navjeevan Centre for Development at YWCA International Centre of Mumbai
- 12-12-2019** All the children and staff of Child Guidance Centre went for a picnic to Nandanavanam.
- 17-12-2019** Responding to the news published in the papers regarding the activities organized during Disabled week The T. News Channel team came for a detailed coverage of the activities at Child Guidance Centre-Special school.
- 03-12-2019 to 10-12-2019** Supplementary Examinations for D.Ed.SE.ID students.
- 18-12-2019** Nearly 60 children and staff members of the Special school went for a Cultural Carnival at Telugu Lalitha Kala Toranam, Nampally Hyderabad organized by Department of women, children, disabled and senior citizens.
- 26-01-2019** On the occasion of Republic day CGC got the Best NGO award for exemplary services rendered to the field of Disability by the Government of Telangana.
- 01-02-2019 To 02-02-2019** Ms Nithi and Mrs Sheela went to attend a two day International Conference on Autism organized by Behavioural Momentum of India
- 17-02-2019** B.ED.SE.ID students from Thakur Hari Prasad Institute came to CGC for their Internship for a period of 1 month.

- 21-03-2020** Submission of Annual Evaluation Reports
- 22-03-2020** Janta curfew imposed by government.
- 25-03-2020** Lockdown commenced in India to prevent Corona Virus
- 25-03-2020** Parent Teachers meeting commenced telephonically. Teachers interacted with each parent through phone and discussed regarding the improvement of the children.
- Onwards;**

Home Based Training was provided by the teachers for each child. Parents were given the option to contact the teacher or the therapist for any queries related to the child including therapeutic, behavior management etc. All the parents sent videos of their children being involved in different tasks at home.

Parents were sent various articles on giving activities to special children and structuring their routine during lockdown.

Awareness was created through whatsapp groups regarding importance of wearing masks, maintaining social distancing and regular washing of hands. Children were encourages to wash their hands. Parents were given tips to teach the children these concepts.

The Special school distributed essentials to the poor migrants and people in the neighborhood who were under severe financial crisis due to the global pandemic of Covid 19 that struck the world.

PROGRESS REPORT FOR THE ACADEMIC YEAR – 2019 – 2020

The current academic year for Child Guidance Centre started on a very good note but ended this year in a phase which it would never want to go through ever again. A year which will leave a remarkable impact on each employee and student of the organization. Just before the academic year could end the entire world was struck with the Covid 19 crisis, a pandemic sweeping the entire globe. It was indeed challenging times for the organization. Schools had to close down in the month of February itself as per the guidelines issued by the government. The staff however continued to work until mid March when the entire nation was shut due to the lockdown imposed by the Government of India.

The 47th year of Child Guidance Centre was a memorable one indeed. The special school continued to offer qualitative rehabilitation services to 185 children with developmental and intellectual disability. The multidisciplinary team of professional offered comprehensive rehabilitation services to the special children. Interventions at the centre focused on identifying the abilities and limitations of the children. The goal is to provide sufficient support that maximize each child's functioning. The ultimate objective of imparting education to the special children is to make them as independent as possible.

The overall strength of the school was 185 including 119 Males and 66 Females. All the children in the school were grouped into different sections based on their chronological age and functional ability. Overall there were 18 classes formed this year. Each class was handled by a qualified special educator. It was ensured that each teacher is registered with the Rehabilitation Council of India and has his/her name is in the Central Rehabilitation Register. The children in the school included those having Down 's syndrome, Cerebral Palsy, Autism, Hydrocephaly, Microcephaly, Attention Deficit Hyperactive Disorder, Developmental and Intellectual Disability.

Each child in the school was assessed using BASIC MR/ BASAL/MR standardized assessment tool for assessing the children's skills. Both skill deficits and problem behaviour in the children were assessed and an Individualized Educational Plan was developed to ensure that each child receives specialized instructions and supportive therapeutic services to develop the skills in them. The IEP was developed by a team of individuals including the class teachers, therapists, parents and children. Necessary adaptations required for the functioning of the child was considered for maximum efficacy of the program plan.

Child Guidance Centre is strengthened by their committed and dedicated staffs who are actively working towards the empowerment of individuals with intellectual disability. The ultimate motive of Child Guidance Centre-Special school for developmental and intellectually disabled is to see that the children are “Physically strong, Mentally Active and Socially Competent”. Each effort of ours is aimed at preparing the children to face the challenges of this new technology oriented world.

Teachers employ both Individualized and Group teaching strategies to enable children learn various skills for an independent living. Focus is both on curricular and co-curricular activities covering skills in all areas including Motor, Self help, Socialization, Communication, Cognitive, Academic, Domestic, Prevocational and Vocational skills. Teacher’s utilized structured teaching approach along with theme based teaching to teach different skills. Sand Play therapy, Puppetry as a tool for teaching and the Buddy system were introduced for bringing about significant change in the skills of the children. Activity Schedules were developed in each class so as to enable the children monitor their time table.

With the introduction of Activity schedules in each class a significant improvement in the level of motivation and interest in the children towards the classroom activities was observed.

All the students have shown significant amount of improvement in their skills. The Multidisciplinary team of CGC including Special Educators, Physiotherapists, Speech therapists and Psychologists who worked as a team to develop the Program plan for each child. Regular monitoring and Evaluation is an integral component of our teaching program. Coordinated efforts of teachers, parents and professionals resulted in the development of skills in the children. By providing a conducive and encouraging environment the students are mentored to participate in a variety of inter and intra school activities/ competitions. This enables the students to grow in confidence, knowledge and enhance their overall skill development. The development of the children is well monitored through the IEP meetings whereby the feedback from the parents helps strengthening the Individualized programs of the children.

The school offers Early Intervention programs to enhance and promote the development of children with Developmental disabilities. It also offers Vocational Training for adults enabling them to be socially and economically independent. Family Intervention is an important part of the rehabilitation program offered at Child Guidance Centre. Teachers make home visits to study the family environment and help parents cope up with the specialized needs of the children. Parent professional relationship at Child Guidance Centre is the key factor to development in the school

programs. CGC provides rehabilitation services through Centre Based, Home Based and Community Based services. It makes every effort to create awareness in the community regarding various issues related to disability with an aim to create a society where special children are accepted and included in the society.

As a part of Human Resource Development the Heralds Human Resource Academy of Child Guidance offered training for developing professional in the field of Intellectual Disability through the following training programmes:

1. D.Ed.SE.MR (Regular)
2. B.ED.SE.MR (Distance Education)

Successful placements of the passed out students has been reported in both Government and Private sectors.

The institute is a learning hub for both students from India and abroad. Several students including D.ED and B.ED students from other colleges, and Rehabilitation Professional from other countries conducted studies on the students of Child Guidance Centre.

The special school offers an excellent platform for the special children to tap their hidden talent. The students have been given an opportunity to participate in various interschool competitions. Individual talent in the children is explored and an excellent platform provided for them to prove their talent.

Capacity building programs enable to strengthen the skills of the teacher. This year the staff underwent an exclusive training from a team of professionals from Netherlands on Class Room Management and Total Communication. Seminars, workshops and discussions are organized at regular intervals to strengthen the skills of the staff. Child Guidance Centre strongly believes in the Concept of Unity in Diversity. The school celebrates all religious and festivals.

REGISTRATION AND INTAKE OF STUDENTS:

This year there were 70 cases that were registered at the Centre. Of these 70 cases 30 were given admission into the school. Of these 30 children who gained admission 24 are regular to the school while 6 of them are very irregular. These six gradually discontinued school either to a transfer or moving into a different place within the city.

Out of the remaining 40 who were registered 10 were given Centre based training programs. They came to school for therapeutic services. 7 out of these 40 children were suggested to continue

regular schooling with supportive education. All these 7 children were having Mild Intellectual disability. 10 children of these were referred to the National Institute for the Empowerment of Persons with Intellectual Disability for their Intelligence Quotient Report for obtaining a Medical Certificate and also the SADAREM Certificate which are essential documents for school admissions. The remaining of the 40 just came to enquire about the services available at the centre. Many of the enquiries were for the intellectually disabled who adults were. These were referred to other organizations offering Vocational Education and Training for Adults with Intellectual Disabilities. Two of the enquires made were for children with hearing Impairment for which they were referred to the Ali Yavar Jung National Institute for Speech and Hearing Disabilities. A few cases were of Mental Illness and they were referred to other institutes offering Rehabilitation services for individuals with different types of Mental Illness.

Most of the cases who came to Child Guidance centre saw the school van and noted down the contact number and address and reached the Centre. While others responded to a program about Child Guidance Centre which was aired on of the local Television channels. A few cases were referred by the Psychologists and Educators from the National Institute for the Empowerment of Persons with Intellectual Disability. A few of them searched for the school from the Internet and reached our Centre.

POST ADMISSION

On one hand the school focuses on strengthening the skills of the children while on the other hand it strengthens the coping skills of the parents and enables them to deal effectively with the special needs of their children.

The teacher student ratio is maintained as 1:10 for the Mild and Moderate and 1:5 for the children with severe intellectual disability. The teachers maintain separate files for each child. The activities of the entire year and the services provided to each child are well documented. Each file of the child contains his Identification Data, Case Study, report of all the professionals, assessment report and the Individualized Education Plan. Every child has a disability certificate, a copy of which is maintained in his/her file.

While planning for the child several aspects like his home environment, religion, custom and traditions are considered. Children are taught skills which would enable them to adapt themselves to their respective environments. Regular monitoring of the child's development and evaluation is an integral part of the teachers functioning to achieve the goals. An important component of

programming in the school is the parent involvement. The parents actively participate in the programming for the child.

The school provides the following services:

- Diagnostic and therapeutic services by the Specialized team of professionals.
- Individualized as well as group training programs by specially qualified teachers.
- Yoga Therapy
- Music Therapy.
- Speech Therapy
- Psychological Assessments and Intervention
- Physiotherapy and Occupational Therapy Services. .
- Pre-vocational and Vocational training.
- Early Intervention Services.
- Home Based and Centre Based Training.
- Recreation facilities.
- Andhra Pradesh Open School Examinations.
- Parent Counseling and Guidance.
- Family Counseling Intervention Services.
- Training centre for National and International students.
- Community Based Rehabilitation programs.
- Day Care and Residential facility.
- Sand Play Therapy and Trauma Training
- Puppetry
- Buddy System
- Awareness and Rehabilitation programs in rural areas.

The data below shows a profile of the class wise breakup of total strength at Child Guidance Centre (Peerzadiguda and Ghatkesar branch) with respect to Gender.

Sl. No.	Name of the Class	Males	Females	Total
1.	Pre-Primary A	10	3	13
2.	Pre-Primary B	6	5	11
3.	Pre-Primary C	8	4	12
4.	Pre-Primary D	5	2	07
5.	Primary I A	6	7	13
6.	Primary I B	6	6	12
7.	Primary I C	8	4	12
8.	Primary I D	6	7	13
9.	Primary II	11	3	14
10.	Secondary A	7	4	11
11.	Secondary B	11	3	14
12.	Secondary C	5	2	07
13.	Secondary D	3	5	08
14.	Pre-Vocational A	8	4	12
15.	Pre-Vocational B	8	2	10
16.	Pre-Vocational C	3	5	08
17.	Vocational A	6	0	06
18.	Vocational B	2	0	02
Total		119	66	185

SPECIAL EDUCATION DEPARTMENT

The children in the special school are classified based on their Chronological Age and Functional level. The special school has 18 different classes. A detailed educational assessment is conducted for each child. Both the skilled behaviors and problems behaviors in the children are analyzed. The individual students strengths and weaknesses are known and an individualized educational plan is developed for each child. At Child Guidance Centre, we predominantly use the following Tool for assessment.

- BASIC-MR (Behavioral Assessment Scales for Indian Children with Mental Retardation) – used for children below 18 years of age
- BASAL – MR (Behavioral Assessment Scale for Adult Living) for the Adult MR.

Behavioral Approach is predominantly employed to provide intervention for the children. For children with Autism TEACCH approach is used to train the children.

The assessment is completed by the teacher in a span of two to three weeks wherein a teacher observes the children's abilities, interviews parents to collect information and completes the assessment using the BASIC MR / BASAL MR tool. An individualized Educational Plan is developed by the teacher. Keeping in mind the current level and abilities of the children annual goals were selected. The parents were invited over to the Individualized Education Plan Meeting. This meeting is organized every three months wherein the teachers, professionals and parents meet to discuss the program for the child. Only after the approval of the parents, the goals are implemented.

The ultimate focus of the program is to develop the skills in the children in different areas including self -help, communication, socialization, academic, recreational and occupational, aiming to make the child self-dependent. Annual goals selected are broken down into short-term objectives. The development of the child is monitored every three months to evaluate the skill development in the children. The focus is not only to increase and maintain desirable behavior in a child but also to reduce undesirable behaviors. Appropriate teaching strategies are utilized to teach the skills to the children. The feedback of the parents is recorded. The entire programming for each child is well documented. One file is maintained for each child by the teacher containing all the relevant documents pertaining to the boy/girl (identification data, case history, medical certificate,

assessment tools, IEP program, Report). Apart from this each department maintains its own set of files for the children with the entire assessment and intervention program well documented.

This year a structured teaching approach was employed especially for children of preprimary and primary group. The entire classroom arrangements were changed after all the teachers underwent training on Classroom management and Total Communication. An overall upgrading of professional skills of teachers had taken place . Each class followed a schedule of activities displayed for the children which brought about a significant increase in their level of motivation and interest in classroom activities.

The students have shown remarkable improvement in their skills. The class wise progress of the children is as follows.

Pre-Primary Section:

There were **43** students in the Pre-Primary section this year. The Pre-primary A section has 13 students, Pre-primary B had 11, C section has 12 and D section had 7 children in their class.

BASIC –MR assessment tool was utilized to asses all these children. The focus in this class was to improve their self-help skills, communication, socialization, pre-academic skills, cognitive skills etc. All the children have shown good improvement in their skills. The parents of the children gave a very positive feedback of their children and were impressed by the improvement in the skills of the children.

Pre-Primary A.

The Pre-Primary A section had 13 children in the age group of 3-7 years including 10 boys and 3 girls. . The children in this class included children having Autism, Downs’s syndrome, Cerebral Palsy and Attention Deficit Hyperactive Disorder. They had behavior problems which were impeding their learning of skills. The focus in this class was on Self-Help, Social, Pre- academic, Motor and cognitive skills. The focus was on dealing with their behavior problems which was predominantly to increase their attention span. The total strength of this class was 13 this year.

All the children showed good improvement in their skills. Weekly plan was made by the teacher and daily scheduled displayed in the class with a colour coding system adapted for each day. The entire days activities were displayed for the children in the class which created a structure for them. They know which activity would follow after the current activity for the day.

A few children in this class had problem in their fine motor skills. They are now able to perform activities like transferring objects from one container to another, assembling a ring tower, putting pegs on a board. They are able to perform activities like running, jumping and dancing too when music is played.

The children in this class have shown improvement in different skills. With respect to the self help skills children are able to eat food on their own by going and fetching their Tiffin boxes during lunch time and eating on their own. A few children require occasional prompts. Many children have learnt skills like removing and wearing their footwear (sandals) with the right correspondence. A few children can even remove and wear their socks. Most of the children in this class take permission to go to the toilet use the toilet appropriately and get back to the class after washing their feet properly. Some children in this class can remove their shirt , identify their lunch boxes, All the children are able to groom themselves like applying powder on their face, oiling their hair with occasional verbal prompts or cueing.

As far as pre academic skills are concerned the children in this class have learnt scribbling and do rote counting of numbers and even arrange number cards in an order upto 5. They can identify the numerals upto 5 too. A few children are able to write numerals upto 5. All the children of this class are able to sort vegetables, fruits and vehicles (toys). The children can identify their names in multichoice situations. They can differentiate gender (male-female), size (big-small) and also identify primary colors (Red, yellow, blue and green).

Students of this class improved in their social skills. They respond appropriately to storytelling by a puppet show and can even recite rhymes. The children can play games like bucketing the ball, passing the ball, throwing and catching a ball etc. They do understand the concept of their lunch time. The moment the bell rings they get ready with the Tiffins for lunch and in the evening they do understand that when bell rings its time to go home. They sit in their respective places in the classroom. Most of the children in this class can greet others by wishing good morning or good evening and shake hands with others when required. The students of this class can make a queue and stand in a line during assembly time for prayer and after completing the assembly they make a queue to go back to their classes. Children can point out to their body parts too while reciting a rhyme.

The children are engaged in a lot of co-curricular activities like pasting, coloring, dancing and involving in a lot of outdoor games. They enjoy sand play, yoga and sensory skills. They have improved a lot in their communication skills.

Two students of this class are very irregular to school due to health issues hence not much improvement could be seen.

The teacher has employed behavioral approach and structural teaching approach too for bringing about an improvement in the skills of the children. It was ensured that children were given a choice preference. For example choice in place of working, choice of activities, etc. One student in this class who was very restless and moved away from the class is now able to sit in the classroom on his seat by identifying it. He has started expressing his needs by bringing his bag and giving to the teacher when hungry. He is able to patiently wait in a line for his turn.

Significant improvement was observed in all the children of this class. Task analytic approach was used to teach the children various skills. Some of the teaching strategies included prompting, chaining, modeling, shaping etc. Restructuring of environment was predominantly required to enhance the on-seat –on task behavior. Multisensory approach was used predominantly to teach the children. The attention span of the children has improved. They are more cooperative in activities planned for them. Eye contact of the children has improved.

Pre-Primary B:

This class comprised of 11 children including 6 males and 5 females. The students in the class were either having Mild, Moderate or Severe Developmental Delay. All the children were in the age group of 3-8 years. This class predominantly comprised of children having Cerebral palsy, ADHD and Autism. The focus in this class was in the following curricular areas: Motor, Self Help, Social, Communication, Academic, Motor, Cognitive, etc. All the children in this class have shown significant improvement in their skills.

As far as the Motor skills of the children are concerned an improvement was observed. They are able to place pegs on the board, transfer objects from one container to another, clap hands when requested or even required. The children are able to jump and play. They enjoy themselves on a trampoline. Three children of this class who were poor in motor skills have improved in these activities.

As far as Self Help skills are concerned the children are able to wash their hands on their own and eat food with a spoon. They are independent in drinking water when served and given, The children

are able to remove their clothes like shirt or pant but need help in wearing them back. Some are able to indicate their toilet needs and remove their footwear on their own before entering the class or their home.

As far as pre- academic skills are concerned three students have improved in this area. They are able to scribble on paper with crayons, join dots, identify a few primary colors, vegetables and fruits. They are able to do meaningful counting up to 5. A few can do single digit addition of numerals and also write in simple sentences. One student can tell the time in hours on a clock . Many children can identify and know the use of common objects in the environment like bags, fan, plate, glass, water bottle, books, sandals, etc. One student in this class can read simple paragraphs in English however he is not able to answer even simple questions based on it. However when dictated he is able to write names of fruits, vegetables, animals, vehicles etc.

One student in the class was very restless and never use to sit in one place. This student has improved his sitting tolerance. He is able to sit in one place and share his table with one student for almost 5 minutes which was very difficult initially. Gradually this student started getting irregular and his improvement got affected.

To motivate the children puppets were used to teach them different concepts by organizing puppet shows for the children. Story telling too was done through puppets. Classroom rules for the children were developed according to which a few dos and don'ts were introduced in each class through pictures. Children were instructed to strictly follow the rules for example “ No hurting others” “No hurting self” etc. Pictures were put up in the class for children to develop good listening skills. For example Folding hands when others are speaking, looking at the speaker etc. Children enjoyed sand play, water games, yoga, sensory skills, occupational skills, indoor and outdoor games.

A few children have shown improvement in their language and communication skills. They comprehend single step instructions given to them. They communicate predominantly through gestures. Only one child in the class communicates meaningfully in sentences. They can identify emotion like anger, happiness, etc. Some children perform simple domestic tasks like wiping the table and chairs. Some are able to assist their classmates in bringing their lunch bags and bottles.

Each day a schedule of activities was displayed for the children on the board. Choices were offered in selection of activities to be done by them. Positive reinforcement has been used a lot in this class

along with introducing interesting activities for the children which has resulted in an increase in interest levels of the children in the activities. A few children who used to shout a lot and scream in the class have stopped this behavior. Total communication strategies were utilized for these children..

Pre-Primary C:

There are 12 students in this section including 8 Males and 4 females. The focus of training was on Motor skills, Activities of Daily Living, Language, Reading and Writing, Number, Social and Domestic skills. All the children have shown significant improvement in their skills. Goals were selected based on their current level. The children in this class include those with Cerebral palsy, Autism and Intellectual Disability.

Personal Skills: Most of the children have reached their goals. A few children have learnt to indicate their toilet needs. One student is able to eat food independently while others require prompts. In brushing skills children have learnt to hold the brush for brushing. Children are able to wash their hand with verbal and physical prompts and wipe their hands with a towel. A few have learnt to groom themselves like applying powder, trying to comb their hair etc. Every child attained their personal skills.

Motor skills: One child who needed assistance in walking is able to go independently for therapeutic classes now. Children are able to perform activities like threading beads, removing and placing back beads in a bottle, places pegs in a board. Mostly children enjoy palm painting, vegetable painting etc. They prefer using a paint brush for painting and not crayons for drawing. They are able to hold the spoons and eat on their own. They can drink water on their own by fetching their water bottles from their school bags. They can fetch books from their bags and place them back after use. In lunch time they can remove their lunch bags and have their lunch by removing their boxes. They can catch a ring or a ball when thrown at them.

Language. Children in this class are able to comprehend simple sentences related to daily routine tasks like, “ Bring your book”, “Place the box there” , “Lets go out” etc. Few children are able to respond well when spoken. They can follow simple instructions given. They can indicate their toilet needs by vocalizing. Some children can speak a few single words like amma, nana etc while a few speak in sentences too. Two children who can speak in this class can recite simple rhymes.

Reading /Writing:

A few can identify common vegetables, fruits and primary colours Some children can copy their names and even have learnt to write their names. They can write numerals upto 10. They can trace line and even join dots when given. They can color within a given diagram.

Domestic skills:

The children can place the used glass and plates after lunch or dinner at the wash basin. They can fetch common objects and hand over to the parents at home and teachers at school. A few children can help out their parents in drying clothes. They can sort out vegetables and arrange them in separate bowls.

Children are active and participate in many games both indoor and outdoor. More than indoor games they prefer outdoor games. They can pick up waste from around their class and place it in a dustbin. They can help their classmates in the class. All the special days of the children like Birthdays are celebrated in the classroom to make them feel special. On their special a few words are spoken about the children and special privileges are given to them for a day. Children feel very important and enjoy the importance given. Each child waits for his turn in the class.

A schedule of daily activities is displayed for the class children. Choice of activities and place for working with the activities is given to them. The teacher explains to the class about the commencement of each period or activity and declares the end of each too so that children know what is next. The start and finish of each class is explained to them. For each period or activity for ex: motor activities around three choices of activities are offered to them which is planned to improve their skills. The children have to do these activities however the preference regarding the first, second and third is given to them. This makes them enjoy their activities. This enhances their communication skills too.

Pre-Primary D:

There were totally 7 children in this class including 5 males and 2 females. The children were assessed and goals selected for the academic year based on their current level. All the children have showed significant amount of improvement in their skills.

In personal skills it has been observed that children have learnt to eat food on their own without spilling. They can drink water if served in a glass and given to them.

Students of this class can write their names and count numbers upto 5. Some children can identify and write numerals upto 50 too. They can identify atleast 5 fruits and vegetables. Some can write their name, parents name, colony name, town's name and also their phone numbers and numbers of parents (mobile phone) too. Few children can even do double digit addition with carry over and some can even do double digit subtraction without borrowing but need prompts to complete. A few can even do double digit addition and subtraction with carryover and borrowing too. A few can copy simple sentences given. Some can identify time in hours and half an hour too. A few children love to type words on a keyboard. Some can tell the current day and date with clues. Some children can tell the names of week days orally and a few can even write down the names of week days. Few children can write number names upto 10.

The children can follow simple instructions given. Some can paste picture of vegetables and fruits and others objects when given. They enjoy a lot of co-curricular activities including games, dancing, participating in fancy dress competitions, fun games and sports. A few children can even do spiral binding of a book if punched papers with a spiral wire are given to them.

The children are able to perform simple yoga madras. They actively participate in celebrations during festival times and enjoy a lot of group activity. Some children have learnt to make envelopes and even paper bags with clue.

Primary (I-A,B,C,D, II) Section:

There were 5 sections this year in the Primary Group. There are totally 64 children in the Primary section. The groups were made according to the level of severity of the children. The group A, B and C predominantly have children with Mild and Moderate level of intellectual disability while Group B and C have children with Moderate and Severe level of Intellectual disability. The primary section had children with various associated problems, like Epilepsy, Cerebral palsy, Microcephaly, Autism and Down's syndrome. The primary focus in this group was on Self Help, Communication , Social skills, Cognitive , Pre-academic and Domestic skills.

Primary I A:

There were 13 students in the Primary A section out of which 6 were males and 7 were females. The age group of the children in this class was 8-11 years. Students in this group were predominantly having Mild and Moderate level of Intellectual Disability. The training of the children in this group mainly focused on improving their self-help skills, motor coordination, social skills, communications skills, cognitive, pre-academic, functional academics , time and money

concept, grooming and domestic skills. The assessment tool used for all the children was BASIC-MR. This class had children with Autism and Down syndrome.

Out of the 13 students 3 students were irregular to school due to health issues. Goals were selected for the children based on the detailed assessment done. There was significant improvement observed in all the children.

Motor skills:

Most of the children in this class improved a lot in their motor skills. One child in this class who had a fear of height has overcome it and is able to use a slide unlike before whenever he used to avoid slides and cried a lot. He independently is able to climb the slide and gradually slide down. All the children are able to perform simple exercises and even catch and throw a ball.

Activities of Daily living:

Most of the students improved in their personal skills. Initially many children in this class never indicated their toilet needs. Now they are able to ask permission from the class teacher and are able to go to the toilet independently. A few children who were dependent on eating have now started eating on their own. Many children in this class have learned to wash their face and hand with soap and water. They can apply oil to their hair and even apply talcum powder to their face.

Language:

A few children in this class who were able to speak using single words or two word phrases have now learnt to speak in 3-4 word sentences. Few students are able to identify pictures of animals, fruits, vegetables and also body parts. Most of the children in the class are able to follow simple instructions given to them.

Reading and Writing:

Most of these students in this class are able to identify their name and even copy and write their names in the book. Some of these students could only color within a given diagram or could copy and write a few alphabets in their names. Now they can write their names, parents names and their residential address and contact number too. Some students in this class can write sentences using “This” and “That” and also write words of common objects in the environment dictated to them such as cat, bat, chair, fan, ball etc.

Number-Time:

A few children who had difficulty in writing numbers upto 10 are now able to write numbers upto 100 on their own. A few can even do single digit addition and also tell the time in hours and half an hour from a clock. Some can do single and double digit addition and subtraction and they are also

aware of tables upto 5. They can write tables on request. A few of them can write numerals and do meaningful counting only upto 10.

Domestic-Social:

Most of the children are able to help out at simple domestic tasks. They can use things at home and keep them back in proper place. When requested they can fetch objects requested. All the children enjoy playing with their friends except a few children who have autism. The children wish their teachers, share articles with their friends and seek permission to leave the classroom. They arrange their classroom well and keep their bags in their respective places. A few children who require help are assisted by their friends. They share eatables, help each other in the classroom and play cooperatively when in a group.

Pre-Vocational Money:

The children in this class are aware that money is valuable and is used to buy things. They can identify notes and coins and give change upto Rs 10 using appropriate coins (Rs 1, 2 and 5).

The behavior problems in the children have reduced to a large extent. Behavioral techniques are being employed to teach the children various concepts and skills. Both individualized teaching and group teaching methods are employed for teaching various concepts or skills. The children have learnt to listen to each other, wait for their turn, help their friends, follow some rules while playing etc. They enjoy performing yoga and doing simple exercises. Choices were offered for children in all the activities to increase their motivation and interest. The children could learn concepts like first, next and readily shared their play materials with others without fighting. Most of the children have learnt appropriate ways of expressing their emotions like anger. They have learnt that it is ok to fail. More than focusing on “what not to do” they were taught “what to do” when angry. Buddy system was introduced in the class.

A few children in this class learnt to play simple acts like acting like a doctor, a teacher, shop owner etc. They learnt to behave accordingly when with them. All the children in the class enjoy performing activities like cutting, pasting, thumb and vegetable printing etc.

Primary I B:

The Primary B section had 12 children in the class including 6 boys and 6 girls. Age group of children in this class was 8 to 11 years. All the children in this class have either Mild, Moderate and Severe level of Intellectual disability. All the children in this class include children having Autism, Down’s Syndrome, ADHD, Multiple Disability and Intellectual Disability. BASIC-MR was used to assess the children and derive their annual goals. The focus in this class was on Self

Help skills, Social, Pre-academic, academic, motor, cognitive skills, sensory skills and prevocational area.

To motivate the children and develop their interest in activities a structured classroom environment was planned for the children. Time table for each day was displayed in the form of pictures on the board with a colour coding system for each day which helped the children in identifying the specific day too. This enabled the children to know what was the next activity in the day for them. The time table was known to them in picture form. The children in this class have shown significant improvement in their skills.

Self Help Skills:

As far as personal skills are concerned the students have shown improvement in their skills. They have learnt to wear their outfits (frock-girls, shirt-pant-boys). They are able to brush their teeth independently, wash their face and hands, unbutton and button their shirts and can also indicate their toilet needs.

Academics skills:

The children have improved in this area. Most of the children can identify their names, their parent's names, names of fruits, vehicles, animals and vegetables. They can even read the names of weekdays. Some children can write their residential address too. Most of them can write numbers upto 15. They can do meaningful counting of numbers and also do simple single digit addition.

Cognitive skills:

Students have developed a lot with respect to color, time and money concept. They can identify and name primary colours and identify coins (Rs 1, 2 and 5), They are able to associate time with daily routine activities. The concept of morning, afternoon, evening is understood by them apart from day and night. They can differentiate size (big-small, long short) and also understand concept of in and out.

Domestic skills:

The children in this class have learnt domestic skills too. They can assist parents in simple domestic tasks when requested like sweeping the floor, dusting the table, folding clothes (shirt, towels, napkins etc) and wash their lunch boxes after lunch. They can peel potato and carrot and cut vegetables.

Social and Communication:

The students have improved a lot in their social and communication skills. They can wish others, help others when required, mingle with other children and play cooperatively in a group, share snacks and play materials. Children are able to comprehend simple instructions given to them. They use both verbal and non-verbal mode of communication. Some who cannot communicate verbally use touch or vocalize to communicate while some use sign language. A few children describe actions in pictures. Daily routine activity pictures are shown to all and most of them are able to describe it either using words or through gestures and signs. Some children are able to make sounds of different animals. They are able to enact the actions of an animal.

Yoga:

Yoga is a regular practice at the school. All the children practice yoga exercise at the school and are found to enjoy it. They follow the instructions of the yoga teacher. Some children need assistance in a few exercises. Yoga is followed by them not only at school but they do practice it at home too as reported by the parents.

Games:

All the children enjoy playing different types of games both indoor and outdoor. They play different types of games during the week. Games are planned in a way that they improve the concepts learnt such as numbers, colors, etc. Some of the games they involve in include, musical chairs, frog race, running, bucketing the ball, leg race, musical clock, book balancing, lemon and spoon race, picking up the glass etc. These games improve their motor coordination too.

Story Telling /Puppet shows:

Children enjoy the story telling period. Pictures, toys and puppets are used to narrate story to the children. This year we started the puppet shows for the children on a regular basis through which different concepts are taught to the children for example what is right and what is wrong, dos and don'ts etc. Children ask different questions regarding the story and even answer relevantly to questions asked to them about the narrated story. They enjoy the story telling session. Sometime they are shown cartoon films. Puppets have been proved to be effective tools for teaching children different concepts. Different characters are created to teach different concepts. Children have developed a liking to specific characters which are utilized more for teaching certain concepts.

Co-curricular activities:

The children enjoy indulging in different co curricular activities. They enjoy coloring and painting. Their painting and drawings are displayed in the classroom which they feel proud of. They enjoy cutting and pasting activity, leaf printing, brush printing, vegetable printing, bottle painting etc. Weekly twice children enjoy dance sessions. They love listening to music and dancing. Music is played as per their request.

The goals of the children are based on individualized needs. Techniques are selected based on the needs of each child. Children are offered choices in selection of activities to be performed by them. The children are reinforced for each right attempt and assisted if they find difficulty in performing through prompts. Often stamps or stars are used to reinforce children. Every child is given a chance to ask questions to the teachers and each question of theirs is patiently answered by the teacher. The Teacher ensures to give plenty of time for the children to clarify their doubts. The teacher gives utmost importance to the level of the children and plans her program accordingly. The primary needs of the children have high importance.

Classroom rules have been set for each class. The rules are put up for display in the form of Pictures which the students are supposed to follow. The rules include the dos and don'ts instructions. Each child is accepted and respected. Every activity in the class is given equal importance. This rule is followed by the teacher. If the students indulge in an unacceptable behavior the stop sign is shown to them every time they indulge in it. This has brought about a significant change in the problem behaviors. Many children see the STOP sign and avoid indulging in the behavior.

PRIMARY I C

There were totally 12 children in this section including 8 males and 4 females. Children included the children having Cerebral Palsy, Autism, ADHD and Intellectual Disability. BASIC –MR was the assessment tool utilized to assess the skills in each child. Based on the assessment goals were planned for the children and approved by the parents before implementing them. The final evaluation revealed that the children have shown an overall good improvement in their skills. Out of the 12 students in this section one is very irregular due to health issues. This student is epileptic. Out of the 12 children 7 children have Mild Intellectual disability, 3 are Moderate 2 have Severe intellectual disability. The focus in this class was in improving the skills of the children in the following areas: Motor, Self Help Skills, Language and Communication, Cognitive, Academic and Domestic

Motor Skills:

Children enjoy sand play which is used to improve their fine motor skills. They even play bucketing the ball. The child learned to play with sand placed in a tub by picking up sand and pouring it in a bottle. Finger movements have improved a lot. Sand play is widely used to develop various concepts in children. They make different shapes in sand and count the number of shapes. Writing of alphabets and numbers is also done on sand in a play way method to improve their skills.

Self Care Skills:

The children of this class have improved a lot in their self care skills. They have learnt skills like washing hands and face with soap and water, removing and wearing their outfits which include shirt, pant, frocks, dresses etc. They are able to groom by combing their hair neatly and applying powder on their face and body. They are able to serve food for themselves and eat. When requested they can serve food for others too. The girls in this class are able to tie their hair with a hair band . They have learnt to maintain good hygiene.

Pre- Academic/Academic:

The children in this class are able to identify and name primary colors along with a few secondary colours. They can identify numerals and also identify and name the names of vegetables, fruits, vehicles, They can even scribble or colour within a given diagram. A few children in this class can write their names, parent's names, residential address and phone numbers of one of the parent. They are able to do meaningful counting of numbers too. Some children can read and follow the sign boards like HOSPITAL, SCHOOL, BANK, POST OFFICE etc. A few children in this class can read time in hours and half an hour and also set it on a clock when requested. They can identify notes and coins and give change for Rs 5 using Rs 1, 2, and 5 coins. The students can even go for shopping a few items when a list is made and given. A few can even purchase around one or two items without a chit being given. A few children are able to do single digit addition. A few children understand time concept like now , later, today , tomorrow, morning, evening, night etc. They are able to associate daily routine activities with time.

Recreation:

The students in this class enjoy both indoor and outdoor games. They participate in a lot of group activities which they enjoy. They are given the choice to choose their games. The children enjoy performing yoga and also simple exercises. They follow the instruction provided by the Yoga teacher. Many children in this class need physical or verbal prompt in performing yogasanas.

The children enjoy listening to music. They request for certain songs which are played for them. They dance and enjoy when music is played.

During the year Theme based approach was employed for the children in the class. Various festival and seasons themes were used for the children. Each festival that is celebrated is explained to the children. The children are explained about the festival , why we celebrate, how we celebrate and what we do etc are explained. All the children irrespective of their caste, creed or religion participate in the celebrations.

Domestic skills:

The children assist their parents in various household tasks like fetching objects and handing over to them. They can even fold clothes, dust furniture at home, fill water, water the plants , place the used vessels for washing etc.

Social skills:

The children can wish others without a reminder however a few children do need a reminder to wish. Some children in this class can even describe about and narrate about a certain topic when requested. They can introduce themselves to others. One of the students in this class had given an interview with one of the Television channels and spoke about the school and its activities without any assistance. The students in this class follow the instructions given by the teachers. A few children need repeated instructions. Some children communicate meaningfully using gestures while others communicate meaningfully in sentences. They are able to answer relevantly to questions asked to them. Good and Bad habits were introduced for the children. Safety skills were explained to them, Many children are able to pass on message given by teacher to other school staff

Two children in this class were very restless and their sitting tolerance was improved. They are now able to sit in one place and do their activities for about 15-20 minutes.

This year the Buddy system was introduced in the school. In our class we paired by a child with higher ability with another child of lower ability in our class or other class. Pair of buddies were formed to develop skills in each other. This was very effective for several children. Before introducing the Buddy system the concept of the system was introduced to the parents of the school children during the exhibition at the Disabled Week celebration. The buddy system proved to be of great help for the children. Children as buddies helped during lunch time in assisting children to eat by themselves, watering plants, teaching academic skills, pegboard activities etc.

Primary I D:

There were altogether 13 children in this class comprising 6 boys and 7 girls. All the children were assessed using the BASIC-MR assessment tool to determine the strength and weaknesses in each child. The focus in this class was predominantly on Self Care, Communication and Socialization skills. All the children showed good improvement in their skills. Dealing with behavior problems in children was of high priority in this class.

Motor:

A few children have improved in their motor skills. They learnt to color within a given diagram and also thread beads to improve their fine motor skills. They perform yogasanas or simple exercises on a regular basis early in the morning

Self Help skills:

Children have improved in their self care skills. They have learnt skills like brushing their teeth, wear their outfits (frock or shirt), have their food independently and at school they can place back their lunch boxes after having lunch in their respective bags. Some children who were totally dependent on others for eating are able to eat food when food balls are made and given. Some can groom themselves by applying talcum powder to their face or body and comb their hair. A few children have learnt to wash their face and hands with soap and water. Some have learnt to remove and wear their shirt too. A structured environment was developed for children with Autism. A few children have learnt to indicate their toilet needs. Initially one child used to just remove her panty and throw it around and pass urine wherever she is. Now she is able to take permission and go the toilet where she can remove her panty on her own and also wears it back.

Academic skills:

The students of this class are able to colour within a given diagram, They can either match or identify their name. A few children can trace or copy their names and numerals too. They can say

the names of weekdays, names of months and names of common fruits, vegetables, animals and vehicles. Some children can read a picture and write the name of the respective fruit, vegetable or vehicle beside it. Many can do meaningful counting of numbers within a certain limit (upto 10) . Some can write numbers upto 50 too in a sequential order.

Communication and Social skills:

The students can comprehend and follow simple instructions given to them. Some have learnt to communicate using single words. Children are able to mingle with each other and play cooperatively in a group for a certain period of time (10 to 20 minutes). A few children are very good at imitating others. They can imitate sounds of animals, vehicles too. Children can greet others when reminded. The children can say a prayer and sing the national anthem in the assembly

Recreation:

Children enjoy coloring and painting activities. They like assembling puzzles.). Most of the children enjoy listening to music and like dancing to music of their choice. Children are taken out weekly once for a nature walk. Weekly once the children are involved in outdoor games which they enjoy a lot. Children have participated a lot in interschool competitions and have won prizes in drawing , painting, dancing etc.

Behavior Problems:

Many children in this class had a short attention span and were found to be very restless. They hardly sat at one place. Behavioral techniques were used to increase sitting tolerance in the children by giving them different activities according their level and interest (puzzles, etc). They are able to mingle with other children and play cooperatively with them for some time. One child had a problem of making peculiar sounds and crying. With appropriate techniques this was reduced. Reinforcement was used to increase desirable behaviors in children. Behaviors like making sounds, roaming around the place, pinching others, crying , laughing without any reason in children reduced to a large extent but continues to persist in a few children occasionally.

Task analysis was predominantly used to improve the skills in the children. The mode of teaching was both Individual as well as Group teaching. Prompting, Chaining, Modeling and Reinforcements proved to be very effective with this group. Peer tutoring and modeling through imitation proved to be very effective with this group. Play therapy and Music Therapy was found effective with this group. The focus was not only on curricular activities but equal importance was being given to co-curricular activities.

PRIMARY II

There were 14 children in this section including 11 boys and 3 girls. The age group of the children is 9 to 14 years. BASIC MR Tool was utilized to assess the children to increase desirable behavior and decrease undesirable behaviors in children. The major focus in this class was on Self Help skills, Social and Communication skills. All the children have shown good improvement in the skills.

Motor Skills:

Five children in this class have Cerebral Palsy. These children can get up from sitting position to standing position with help. They can walk with physical assistance. They are able to thread beads, turn pages while browsing through a book, open and close a door. They can perform simple physical exercises. They can catch a ball and kick a ball too in any direction They can paste picture with glue..

Self –Help Skills:

A few children have learnt to eat eatables of all kinds. They are assisted in eating both with hands and spoon. They cooperate with others for same. When water is given to them they are able to hold the glass and drink water on their own. When thirsty they indicate their thirst gesturally. When shown the picture of toilet they understand and go to the toilet immediately. Some children are able to indicate their toilet needs verbally. As far as brushing is concerned they are able to identify their brush and hold it by themselves. They brush only their front teeth while they need assistance in completing the brushing skill. Few children can remove and wear their clothes independently while some need help in dressing for which they cooperate. They are able to remove and wear footwear with the correct correspondence. As far as grooming is concerned they are able to groom themselves if given verbal instructions. They are able to apply oil and talcum powder when verbally instructed.

Language:

They can respond to their name when called by coming close to the teachers. They can identify common objects in the environment (real objects and also picture). They can point out to body parts in real and in pictures by pointing out. They are able to repeat a few words. They are able to make sounds made by animals like bow-bow, meow - meow.

Reading-Writing:

They are able to match daily use objects like spoon, brush, mug, bag, etc. They can identify familiar objects in the environment and in pictures too. They can match primary colors. They can sort out vegetables if given in a basket in separate bowls. They can scribble on paper with crayons and also trace a few figures. They are now able to trace numbers upto 3. They can do rote counting upto 10.

Domestic Social:

After completing an activity given by the teacher they can place back all the materials in their respective places. They can collect all the waste material in the class and put it in the dust bin with verbal prompt. They can water plants if given verbal instruction. They can share eatables. They can greet other with a reminder. They leave the class only by taking permission from the teacher.

Prevocational:

They can identify their class and move directly after the assembly to their class and sit in their respective places. They can sharpen their own pencils and paste pictures using glue. As soon as the bell rings at school they understand that it is lunch time and get ready for lunch by reaching out to their bags and removing their lunch boxes. Only two children need in the class go towards their bag but they need assistance in removing their lunch bags. The teacher gives them their boxes after which they eat with assistance few can eat by themselves. They can differentiate money from other objects and know that it is valuable.

Communication skills:

A few children can imitate what is spoken. Other children can either vocalize or use gestures for communicating. They all actively participate in a group activity. They sit patiently in a group and follow the teacher's instructions. They follow instructions given by the teacher while indoor and outdoor games. They follow simple yogasanas. Some children need Physical prompts while performing exercises.

Sensory skills:

They are able to comprehend certain emotions like sad and happy. They are now able to differentiate different kinds of taste like sweet, spicy, and sour, Drooling in many children has reduced. All the children enjoy playing in sand. They fill sand in bottle, put water in sand and make a paste of it and play.

Classroom rules were followed by the children. Teachers made some rules for the children in picture form for ex: No hitting, No Crying, No pinching. They have started understanding and following the rule. When a child involves in pinching behavior he shown the picture where it is shown that it should not be done. The children immediately stop it and do not repeat it. A lot of patience is being used by the teacher. All the instructions are given slowly and lovingly due to which they seem to be cooperating a lot. Total communication is being used by them. Face to face communication is used predominantly due to which a lot of behavior problems in the children has reduced.

Overall the children have improved a lot in their skills. The parents of the children are also very happy with them. Initially parents avoided taking the children out for social gatherings but now they do take them as the children are very cooperative. A few children who never sat at home and offer left the gate to run out anre now staying within the gates and refusing to move out sensing danger.

SECONDARY- A , B , C , D:

This year there were **40** children in the Secondary section. Out of the 40 children 26 were Males and 14 were Females. These children were divided into 4 groups. 11 children in A section, 14 in B section 7 in C and 8 in D section.

SECONDARY A:

There were 11 children in this class comprising 7 boys and 4 girls. BASIC-MR was the assessment tool used to assess the children. The focus on this class was on Self Help skills, Language, Communication, Occupational, Social, Academic, Domestic etc. The ultimate aim during this year was to provide a better environment for children to learn life skills. All the children have shown good improvement in their skills. The children here are predominantly having Mild or Moderate level of Intellectual disability. There is an overall improvement in their personality. The communication and social skills of the children have improved a lot.

Goals were selected based on the level of functioning of the children. Parents were actively involved in the planning of the Individualized Educational program for the students. Theme based education proved to be very useful for the students.

Self Help Skills:

The children in this class can serve food for themselves and eat on their own. They can ask for more if required. They even help others in serving during lunch/dinner time. After dinner or lunch they can place back all the vessels for washing. A few children can arrange washed vessels in a rack. Some can fill water in a water bottle and place it in the fridge. They can dress and groom themselves. A few girls can plait their hair while some requires assistance. As far as menstrual hygiene is concerned the girls can inform parents or teachers when their periods start, but need help in maintaining further hygiene.

As far as dressing is concerned they can choose their own outfits depending on the occasion. Some can apply oil to their hair and comb their hair.

Domestic skills:

The students of this class can perform simple domestic tasks like washing vessels with vim bar and sweeping the floor. They can make simple snacks for themselves. They can apply jam on bread for eating, make lemon juice, make tomato and onion sandwich, snacks with onion, tomato and peanuts; They can serve other when guests arrive at home. One girl can even wash her own clothes. Some children can assist parents in bringing dried up clothes and folding them and also placing them in cupboards. One students in this class can even cook simple curries like onion curry, egg curry etc. Some students can sort vegetables and place them in different sections and a few can even cut them. A few can make garland with flowers.

Language Communication/Social;

The children in this class comprehend and follow instruction given. The communication skills of the children in this class have improved significantly. Some students who were at one word level are now able to communicate using simple sentences.

Many children remember their parents and family member's birthday and remind the teacher. With the teachers assistance they make greeting cards to give to their family members. The children are able to play games in class but for rules they need teacher's supervision. They can play games without rules.

Academic skills:

The students of this class are able to write their names, parent's names, names of family members, fill a biodata form and even write simple sentences. They are also able to write simple paragraphs. The children in this class can read a paragraph regarding a certain topic and answer to questions. For many children the NCERT books were followed. Level 1 and 2 for English and for Maths Level 1 was followed. Children in this class had a high motivation towards learning academic skills. The students have learnt arithmetic skills. A few are just limited to doing meaningful counting of objects. Many children in this class can make simple transaction using currency notes and coins. Most of them have learnt to look out for the price tag on an item and read the amount for it (Label). They can give change upto Rs 50 and can purchase items upto Rs 20.

Computer Skills:

Many children in this class attended computer classes. They wait for their Computer day and enjoy working on the computer. During their computer sessions they are able to use Paint Brush application to draw and paint. Most of them are able to use the Microsoft Word application wherein they are able to type words and sentences given to them. They are able to create a new file and have learnt to save it before their session ends.

Infact keeping the high level of interest of the students in computers, the teacher utilized a lot of Information and Communication Technology for teaching different concepts to the children. For example for teaching concepts regarding a Hospital, videos were shown to the children where they had an opportunity to virtually visit the hospital and understand various aspects.

The students of this class participated in various competitions held at a Carnival organized in the city wherein they won several prizes for drawing and painting. The students of the class gave both Solo and group dance performances in the competitions. They were taken to parks for picnic. They were taught that participation in any event is more important than winning.

The students of this class were exposed to a variety of sensory perceptual activities to bring an awareness regarding all the five senses and explained to them their functional significance. Theme based teaching approach was used. For example in the month of August Independence Day was the theme. Students came dressed as prominent leaders who participated in the freedom struggle and spoke about them. Role play was used for them to get an in-depth understanding of the freedom struggle. Infact all the festivals were celebrated by the students and they learnt the different traditions, customs and culture of the country. They were allowed to wear traditional outfits, speak

about the festival, perform activities related to the festival which covered several concepts like color, time, size, money etc. In a similar way festivals like Bonalu, Rakhi , Vinaya Chaturthi, Diwali, Eid, Pongal, Christmas etc were celebrated. For each festival decorations were done, items purchased during the festivals were discussed the cost of the materials, where they can be purchased, how certain things could be made etc. The students got an opportunity learn several important things during these time. Several students questioned a lot while discussing certain festivals and gained a lot of knowledge.

SECONDARY- B

There were 11 students in the B section including 11 boys and 3 girls. The age group of the children was 11-14 years. The children in this class included children with Mild, Moderate and Severe Intellectual disability. The focus in this class was on Self-Help, Communication, Social, Cognitive skills, Academic, Domestic, Occupational and prevocational. The BASIC MR tool was utilized to assess the children and develop and Individualized Educational/Training Program for each child. The final evaluation of the students revealed all the students showed good improvement in their skills. Feedback of the parents is the most important indicator of the development in children. One student who was irregular to school showed average improvement.

Self Help Skills:

Children have learnt to eat by themselves independently, and perform self care skills like wearing shirt, T-shirts, pants, wearing their footwear with the correct correspondence.

Social Skills:

Children follow simple instructions given. They can communicate meaningfully in simple sentences and answer relevantly to simple questions asked. The children are responsible regarding their personal belongings. They use articles at home or at school and place them back in their respective places. They enjoy the company of each other and play cooperatively in a group. Children enjoy both indoor and outdoor games. Many of them are able to answer questions related to providing information regarding oneself like their names, parents names, mobile numbers of parents, address details etc. They ensure to take permission to go out of the class or their homes .

Academic:

Many children in this class have shown significant improvement in their academic skills. The children are able to read and write their names, residential and school address, names of provisions required for daily utility, names of weekdays, month names, common fruits and vegetables. Some

children are able to associate time with daily routine activities while others can tell time in hours. Most of the children are able to identify currency notes and coins. Some are able to even give change utilizing Rs 1, 2 and 5 coins. A few children can do meaningful counting of objects. A few can perform simple single digit addition. A few students in this class are able to read functional words like “TOILET, HE SHE, DANGER, DRINKING WATER” etc. They are able to identify various snack items. Some are able to purchase a few eatables on their own from a nearby shop. The children learnt about different helpers in the society. The children are now aware of various public places like bus stops, stations, parks, etc. The children are able to play quiz answering to simple questions put forward to them. They even enjoy story telling. They ask questions related to the stories and show curiosity in the story.

Children learnt about various safety skills too. They learnt to be away from various dangers and hazards. To mention a few they learnt to handle a knife carefully, not use any medications without informing anyone, unnecessary meddling with electric wires or other electronic tools, being careful when a glass is broken, walking carefully looking around for any obstacles, not poking or hitting animals etc They learnt about good and bad manners. Puppet shows were used which proved to be an excellent mode of communicating to the children.

Domestic skills:

The children in their class can clean their own plates or tiffin boxes after lunch at school and also at home after lunch or dinner. They are able to dust the furniture at home with either a piece of cloth or sponge. Some can sweep and mop the floor while a few can peel or cut vegetables for cooking.

Theme based teaching approach was adopted this year in the class. Both individualized and group teaching skills were employed to enhance the skills in the children. All national and religious festivals were celebrated in the school with great enthusiasm. Children enjoyed learning the customs and traditions of each other. They were provided information regarding various festivals. Children shared special delicacies on these special occasions. They learnt different ways of greeting each other like verbally wishing, wishing through greetings made by them, etc. Some learnt of a few states in the country. This year the buddy system was utilized in the school. Buddies were formed which included a pair of children either from the same class or from different classes have different level of skills. These students helped each other with respect to certain skills which proved to be very effective.

Children in this class enjoy both indoor and outdoor games. They practice yoga regularly at school and at home too. They all enjoy music and dance. Some children have even given dance performance on events at school like Annual day functions, Christmas celebrations and even Carnivals at the city level. They enjoy performing simple exercises. During yoga and exercise time they assist their classmates and other friends who are unable to perform well.

SECONDARY- C , D

This class had an overall strength of 15 students including 8 Males and 7 females. The main focus in this class Section C and D was on Motor skills, Activities of Daily living, Language, Reading and Writing, Number Time, Domestic social, Pre-vocational Money. BASIC MR was used to assess the current level of the children. Goals were selected which were approved by parents and then implemented. Overall good improvement in the skills were observed in all the children.

Motor skills:

In motor area children learnt to cut pictures, walk properly and have improved in their gait.

Self Help skills:

The children have learnt to wash their hands, mix food and eat by themselves with either spoon or with their hands. The students of this class can eat independently by fetching their own Tiffin in the class and eating. They can fetch water and drink on their own. They are able to wear their slippers or sandals, wear t-shirts, elastic pants, apply powder on their face, remove their underpants for going to the toilet and indicate toilet needs

Reading and Writing:

The children in this class learnt writing in either English or Telugu. They could read and write numerals, identifying and naming primary colors, names of common fruits and vegetables. Some children can write their names and parents name and also a few friends' names. The children can make simple drawings and also color within a given diagram.

Domestic and Social skills:

The children in this class are able to perform simple domestic tasks like folding clothes, washing utensils, sweeping and mopping the floor, etc. They seek permission before leaving the classroom. They can greet others without a reminder. Some children need a verbal reminder to greet others. They assist their classmates in different activities when required. They are able to share eatables or other materials in the class with their friends. The children are aware of dangers while crossing the road and are aware of a few dangers too. They enjoy tasks like watering the plants, filling water bottles etc.

Pre-Vocational-Money:

The children know that money is something valuable and we can buy things with it. They are able to make simple purchases from the nearby shop. Children were prepared to understand and be familiar with work environment as this would help them in the future in any kind of work that they would pursue.

The children in this class actively participated in inter school cultural activities and competitions. They had the opportunity of giving different performances on the occasion of annual day and other carnivals in the city specially organized for the special children. They enjoyed the various celebrations at the school and actively participated in different events. The goals that were selected for all the children were merged with the themes taken up by the school for teaching various concepts. Due to the theme concepts the social and communication skills of the children improved a lot. Children got to learn about various cultures through the religious and national festivals. They learnt about the special dishes made on a particular festival and the various tasks and activities performed during festival times. They learnt about various seasons, the fruits available during the seasons and their benefits, diseases caused due to deficiency and preventive measures regarding the same. Children learnt to mingle with each other and had a high motivation to perform various classroom activities.

As far as social and communication area is concerned they are able to wish others when required, lend a helping hand when needed, share food items and other objects with others, tell simple stories and rhymes when requested, ask questions regarding a story when narrated, convey message to others etc.

The children in this class all go out regularly for nature walk. They learn to walk carefully on the roads outside the school and perform simple shopping on the way back. They learn sharing things and helping each other during their walk.

The behavior problems of many children in this class were reduced. The ABC technique was employed to determine the function of the problem behavior and appropriate Behavior Management Plan developed accordingly.

Pre-Vocational A

The BASIC –MR tool was used to assess the current level of these children. There were 12 children in this class including 8 Males and 4 females. The students in the Group A were predominantly children having Moderate and Severe level of Intellectual Disability. The main focus of training in this class was on Motor skills, Self Help skills, Academic skills, Cognitive skills, Occupational, Domestic skills, Communication and Socialization skills. After a detailed assessment using the BASIC –MR checklist an Individualized Educational Plan was developed wherein annual goals were selected each child which were implemented only after the approval of the parents. The final evaluation at the end of the academic year proved that there is a significant amount of improvement in all the children.

Self Help skills:

The students of this class are independent in their eating skills. They can serve food and eat on their own. They take permission to go the toilet. They are independent in brushing, bathing and even grooming. The girls can comb and braid their hair. They can select their clothes according to the season and occasion. The girls can select their hair bands, earrings matching with their dress and are fond of wearing matching bangles. They can even apply nail paint to their fingers.

Academic skills:

The students in this are able to colour within a given diagram. Some can only scribble or join dots when given. They can identify familiar objects in the environment including fruits, vegetables, vehicles etc and can also identify and name primary colours. . They can do rote counting upto 10. Some students can fill a biodata form, write the names of community helpers , read functional words like market, hospital, school etc. They can write numerals upto 100. A few can do basic mathematical operations like Addition, Subtraction and Multiplication. They are able to write down the phone numbers of parents and also dial and make a call.

Domestic skills:

Children enjoy cutting and pasting pictures. They are able to assist in simple domestic work like dusting furniture, sweeping and mopping the floor, arranging vessels in a stack etc. At school they are able to maintain cleanliness in the classrooms. They even clean up the machines in the art and craft room and ensure that is maintained well.

Vocational skills:

A few children in this class have learnt to make phenyl and surf. When given all the ingredients with the right proportion they are able to mix and make the product. They are able to make candles too. All the children enjoy in the vocational tasks. Some are also involved in making pain balm and Vaseline too.

Social /Communication skills:

The students of this class can follow 2-3 step directions given. They can communicate meaningfully in sentences. They can answer relevantly to questions asked. They are very fond of listening to stories which they enjoy. They ask questions regarding the story narrated and also answer to questions based on the story when asked.

The students of this class are able to go to nearby shop to buy daily provisions. They can visit religious places on their own and return back (temples, masjid, church) within a distance of few kilometers. They are able to access a supermarket. They pick items of their choice and place it in a basket. They are aware of the billing counter. They however need assistance in money transactions. They are able to go to a medical store and buy the medicines written in a paper and given. They can even go to nearby Kirana stor to fetch some daily provisions if list is made and given. They can purchase one or two items on their own without a list.

Recreation:

The children actively participate in yoga and have made it a part of their daily routine. They enjoy a lot of group activities. They participate in both indoor and outdoor games which they enjoy. They also enjoy story telling sessions. They love playing group games like kabbadi and kho kho. They enjoy playing individual games like badminton.

PRE-VOCATIONAL B:

There were altogether 10 children in this class including 8 males and 2 females. All the children in this class had moderate and severe level of intellectual functioning. The focus was on the following areas Motor, Self Help, Communication, Social, Academic and Domestic.

Motor Skills:

The children have learnt to mix food with fingers. They can thread beads, place rings on tower; they can fill water from a bottle and drink water. When they go to the tap they are able to open the

tap, use it and then close it back. They can even clean the room (sweeping). They can go for walk, climb up and down the stairs, perform simple exercises, yogasanas and also water the plants.

Personal skills: All the children improved in their self help skills. The children are able to indicate their toilet needs by making sounds or pointing out to their pants. They wash their hands after going to the toilet and then come back to the class. The students can remove and wear their clothes on their own. When food is mixed and given they can eat by themselves with their hand or with a spoon. Some can mix on their own. They bring their own plates from the rack and get ready for their lunch in the lunch areas. They wash their hands before and after eating. They use a handkerchief while coughing and when they have cold they can wipe their nose. Some need a reminder. Most of them can remove and wear their footwear on their own.

Socialization:

Most of the children in this class can wish others. When asked questions about them they can answer simple questions. They share snacks with others in the class. They request for objects when required instead of snatching it from others .

Cognitive Skills;

Most of the children in the class complete the given task at hand. They have adequate attention. They can identify familiar objects in the environment and are aware of common dangers in the environment like fire, sharp objects, electrical points, they move away from animals, they are careful while walking and observed the variations in the ground (high or low). A few children in this class know that money is valuable and can associate time with daily routine activities. The children can color within a given diagram. They can differentiate between big –small. Some students in this class can read the numbers on notes and coins and identify them through the numbers.

Academic:

Few students can do meaningful counting upto 10. They can identify numerals upto 10. One student can even do simple single digit addition. A few can write simple words like names of colors fruits, mothers name, father's name.

PRE-VOCATIONAL C

There were overall 8 children in this group consisting of 3 Males and five females. BASIC MR was used to assess the current level of the children and determining the strength and weakness. Goals were selected and program was developed for each child. All the children showed good improvement.

Behavior problems:

A few children in this class were not interested in writing and were restless and never sat down in one place. They had a lot of behavior problems. They never sat in one place. On seat and on task behavior was developed due to which the children are able to sit in one place. They are able to help out other children at different times like ex: while getting down from school they assist the younger children. They even assist the children in going to the toilet. All the children go for a nature walk. They are more cooperative. Some would never listen to the teacher but now they are following instructions given by the teachers.

Some used to hit other but now it has reduced.

Self Help Skills: The children are able to fetch their Tiffin box, open it and serve food in a plate and eat independently. A few children have learnt to brush their teeth on their own. Some require assistance in applying paste. They have learnt to groom themselves. They can apply powder, oil to their hair and comb their hair. They can wash their hands before and after eating. Some children have learnt to unbutton and button. A few children have learnt to even stitch a button. Some children are able to wash clothes. Some girls can apply nail paint to their nails. They enjoy wearing new outfits and groom themselves. The children often wash their hands and legs before eating. Some children assist each other when required in their self care. A few can even wash their plates after eating. They can serve food for themselves as well as others. The children are independent in going to the toilet and return back.

Reading and Writing:

The children are able to read and write words in Telugu, numbers, their names, names of months, weekdays etc. Some are able to only read weekdays and month names. They can tell time in hours. Some children can identify notes and coins and give change using coins upto Rs 10. They can even go to the nearby shop and purchase a few items within Rs 10. They even purchase chocolates and distribute among their friends or little children. Some are able to color within a given diagram. A few can read and write numbers upto 10 and identify and name colors and numbers. Some children can their names, parents name, residential address and simple sentences too. They can read and write numerals upto 20. A few can write simple sentences and do basic mathematical operations like addition and subtractions while a few can do simple multiplication too. Some who could not even grasp objects like pencils, puzzles etc are now able to develop proper grasp. Some can read and write fruits, vegetables and vehicles name.

Social and Communication: A few children who were very quiet and never interacted with others have started communicating with others. They comprehend instructions given by teachers now. They mingle with other children. They keep their bags in respective places after using it. They enjoy going for a nature walk and cooperate for group activities. The children are very helpful and assist others too in their tasks and activity. The children help each other while taking them to the playground for playing.

Pre-Vocational skills; The children can water plants. A few children have learnt to make door hangings. The children make envelopes, candles, etc. Some can cut across a line drawn on paper. A few children have learnt to maintain the plants well in a garden.

Domestic skills:

The children are able to do simple domestic tasks at home. A few can fold clothes but take time. They can dust furniture, set the bed for sleeping. Some can fold clothes. Some children can sweep and mop the floor.

The children of this class participated in Inter school competitions in games, cultural activities and quiz too and have won prizes for the same. They celebrated various National and Regional festivals.

VOCATIONAL A, B

The Vocational A and B section had 8 students in one class. All the 8 students were Males. BASAL MR checklist was used to assess the current level of children and an Individualized Vocational Training program was developed for each individual in this class. Goals were selected for them on priority basis after discussion with the parents. All the students in this class have shown significant amount of improvement. The focus in this class was developing Life skills in the children to enable them to adapt to this new society and environment.

Personal skills: Children are able to use toilet when needed. They can brush their teeth, bathe on their own, apply oil to their hair and comb. They wear their clothes by themselves by choosing their outfit according to the occasion and weather condition. They are able to apply Vaseline to themselves.

Food management: As soon as the lunch bell rings they rush to wash their hands and feet before going to eat. They fetch their own plates, wash them properly and serve food for themselves to eat. They say a small prayer before a meal and eat food neatly without spilling. They wash their plates

after eating and put it back in their respective places after which they come in a line and are seated in the class.

The students additionally learnt skills like washing dishes, cleaning the dining area after eating, sweeping and mopping the floor. As far as eating skills was concerned they maintain a proper time for eating. They are able to serve food for others when required. After eating they wash their respective plates and put in back in their place. Attempts were made to ensure that they are independent in their personal hygiene.

Social/ Communication:

The students can comprehend what is spoken to them. The children in this class can communicate meaningfully in sentences. Some communicate predominantly through gestures or sign language. They answer relevantly to simple questions asked. They enquire about something new that they come across. The children practice yogasanas at school and have made it a part of their daily routine.

Community and Leisure: The children mingle with others well irrespective of their age. They help each other. Every week they go for a nature walk in the nearby surroundings. They can purchase a few items from the nearby shop for themselves (chocolates, nuts, chip etc). They enjoy sharing with each other. They all make a line to walk on the roads and cross the roads carefully in a line. They can make visits to their friends or relatives place and make a decent conversation with them. Some children are able to play outdoor games like Kabaaddi, Basketball, Running, jumping and indoor games like caroms assemble puzzles, enjoy dancing etc. The students have won gold medals in various interschool competitions held within the city. They do needle work and enjoy watching Television.

Sexuality: They maintain privacy while using the toilet and at the time of dressing. At the night time they go to their respective rooms close the door and sleep. The students talk with respect to others. They boys know how to behave well with the opposite sex. They shake hands to greet each other.

Academic skills:

A few students in this class who were initially able to write just a few words are now able to write sentences. They can write their names, parents names, residential address, date of birth, names of week days and months names, phone number of family members. They can even write number names till 50. Some children are able to do basic mathematical operations including double digit addition and subtraction. They can do simple sums involving carryover and borrowing. Some

students can tell time in hours and half an hour. They can tell the current date including day, month and year. Some students can orally tell their names, family members details and address.

Pre-Vocational Skills:

The children in the class can make an envelope and paper bags if material (paper, glue) is provided to them. A few can do spiral binding if holes in paper are made and given. Few students can type sentences or list of words using Microsoft Word Application. A few children can fill a biodata form. They enjoy cutting and pasting pictures. A few children can make greeting cards.

Apart from this the children are trained to do Ceramic work on pots, pot painting, fabric painting, sand painting, nib painting, finger (thumb) painting, woolen work, flower making, wall hangings, netting work and doll making. The children show immense amount of interest in these activities and have learnt the skills to a large extent.

The elder children are able to help out the younger children. They assist the little kids in going to the toilet. As soon as the van arrives they assist the younger children in settling down in the class by placing their bags and baskets in respective places. They celebrate all the festivals. All the children love being happy. They get-together to celebrate all the festivals.

They make a bill, maintain required documents in a file by properly punching it or stapling it. For some students a bank account was opened and they were trained in the deposit and withdrawal of money. Money transaction and time concept was an essential skill that was taught to them. Presently many students are able to ask their parents and make a provision list for purchase. They are able to read a calendar. Several students are able to weigh items on a weighing machine and pack it accordingly. The students are able to prepare simple snacks, sweets, pakodas etc. They are able to prepare simple lime juice and offer tea or juice to the guests as specified by them. Some are able to prepare a dough and make chapattis.. All the children regularly practice yoga in the yoga hour. They actively indulge in gardening at the school.

The behavior of the students was of utmost priority as this is the main factor affecting their integration into the society. Several strategies were adopted to increase their level of motivation. They were trained to acquire appropriate social skills for their work place like greeting others, following instructions, maintaining regular attendance and punctuality. Efforts were made to set time frames to assist in the completion of task to enable them to increase their efficiency. Social interaction with others was emphasized. They were taught to initiate and maintain a meaningful conversation. Appropriate behavior with opposite sex was one major skill in which they were trained.

COMPUTER TRAINING UNIT:

All the children in the school love to spend time on the Computers. It has been observed that Computer training has been useful in developing the self confidence in a child. Behavior problems of the children have reduced to a large extent too. Rather than doing an activity given by the teacher in the class they enjoy working on the computer resulting in an increase in their attention span. It has been observed that spending time on computers has improved their eye-hand coordination.

All the children attending the Computer Education Unit were divided into different groups based on their ability. Each child was given a different slot. The timetable for the computer class was handed over to the class teachers. The children came for their computer class according to the time table.

Paintbrush, Microsoft Word, Microsoft Excel, Microsoft PowerPoint presentations are predominantly the applications used by children. The children are able to switch the computer on as soon as they enter the class. They are able to open the application they are working on. They have learnt to open a file, work on it and exit after saving. Most of the children enjoy painting using paintbrush. They are able to use different paint tools and make a drawing with different shapes. They can even insert colors into the different shapes and save the file. Most of the children can type the list of words or a paragraph using Word application. A few can even use excel wherein they are able to enter numerical data given to them. Overall there are 20 children coming for training in the Computer class. Nearly 4-5 children can even create a powerpoint presentation with verbal instructions.

Most of the children in the class are able to access the internet. They often enjoy opening YouTube and watching either songs, rhymes or even moral stories. There is one student who has a face book account and who regularly accesses his account. This student has an email account of his own.

They have a separate time set for each class. All of them sit on their respective computer tables (they often stick to the same computer) and start the system on their own. Sometimes when the UPS is off they request the computer teacher to assist them in starting the system.

DEPARTMENT OF PHYSIOTHERAPY AND OCCUPATIONAL THERAPY

The Department of Physiotherapy and occupational therapy predominantly deals with children having motor problems. During the academic year 2019-20, different types of cases were referred to the Physiotherapy and Occupational therapy department for problems. The children availing physiotherapy included children with Cerebral palsy, Hemiparesis, Down's syndrome with Obesity, Autism, Microcephaly, Developmental Delay, Multiple Disability and Obesity. Percentage of children attending the department is more of children having Cerebral palsy, Down's syndrome, Autism and Developmental Delay.

Our therapy practices include:

Exercise Therapy:

Exercise therapy includes passive movements, strengthening, stretching, weight bearings, assisted exercises and resisted exercises.

Gait Training:

Gait training including parallel bar walking, posture correction, balancing, using orthosis, coordination.

Fine Motor Skills:

Improving fine motor coordination using pegboards, mosaic work and other activities.

Obesity training:

This training included exercises , yoga, aerobics, therapy ball and different outdoor activities .

Each Student is allotted 45 minutes or more depending on the severity of their disability. A detailed Assessment is done of the Motor activities of the students after which a Therapeutic plan is developed and implemented. There has been a significant improvement in the skills of the children.

Cerebral Palsy:

All the children having Cerebral palsy referred to the department are undergoing treatment. Their treatment includes the following:

- Giving Passive movements regularly.
- Using orthotic devices on a regular basis
- Utilizing CP standing table for improving postures.
- Gait training programme.
- Resisted Exercises
- Improving hand functioning.

- Improving fine motor and gross motor skills.

All these children have shown significant improvement in their gross and fine motor skills.

Hemiplegia:

The treatment plan for these students having Hemiplegia included:

- Stretching exercises.
- Active exercises
- Active Resisted exercises.
- Improving fine and gross motor coordination
- Improving hand functioning.
- Regular usage of orthotic devices.
- Weight bearing exercises.
- Pulley
- Shoulder wheel

All these children have shown significant improvement in their gross and fine motor skills.

Muscle Weakness:

Treatment plan for these children included:

- Passive Movements
- Weight Bearing Exercises
- Gait Training
- Sand Bags lifting.
- Improving hand functioning.
- Using Orthosis

There was improvement observed in the muscle strength.

Obesity: Treatment plan included:

- Running
- Jogging
- Walking
- Jumping
- Frog Jumping
- Warm-up exercises.
- Weight bearing exercises.
- Sand Bags.
- Sit ups.

Reduction in the weight of the children was observed.

Autism:

Treatment plan for the children with Autism included the following:

- Group therapy
- Group Activities
- Improving eye hand coordination
- Improving hand functioning
- Sensory Integration skills.

Significant improvement has been observed in all the children attending the department. Exercise Therapy is given to the children to improve their muscle tone, to reduce the spasm, power and range of motion. Activities to improve the motor coordination, to correct the gait pattern and posture, and improving fine motor coordination were given to the children. Reaching, Grasping and Releasing hand functions were improved in the children.

Regular usage of Orthosis with passive exercises and static cycling has enabled the children to stand. Reduced tightness and improved gait have been observed in many children having spasticity. Fine motor coordination of children too has improved. The strength of Upper and Lower limbs of children with Spasticity have been maintained with Regular stretching exercises. Gait of the children has improved with the help of parallel bars. The abnormal postures of children with Cerebral Palsy were corrected with the help of Orthosis and exercises. Balance of many children has improved a lot. Eye gaze has improved for a few children. Some children were able to walk with the help of calipers and parallel bar.

Children with Obesity were given several exercises and outdoor activities like Yoga, Aerobics, Resisted exercises, etc. Most of the children with obesity lost weight with the exception of a few children who had Hyperthyroidism. Several infants who came with developmental delay have improved and have been able to achieve the required developmental milestones.

The socio-perceptual skills of children with Autism have improved a lot. Sensory Integration was utilized for bringing about a change in the child. The muscle power of many children has improved, along with eye-hand coordination. Physiotherapy has assisted children in avoiding contractures. In spite of regular therapy a few children did not show much improvement due to frequent attacks of epilepsy.

- **Children with Developmental Delay:** Early Intervention was provided to them to assist them with their development. The focus was to help them achieve various developmental tasks. Children have shown significant improvement. Some children have achieved head control, while some are able to sit on their own. A few can stand with support and those who could not walk are able to walk now.
- Several children with **Autism** are referred to the Department: The tactile perception, vestibular stimulation and social skills of the children have improved.

Obesity: The Body Mass Index of the children helped us in diagnosing children who are Obese. Separate group was formed and vigorous physical exercises were planned for these children. They were involved in several outdoor games, yoga, aerobics, resisted exercises etc which helped this group in reducing their weight to a large extent with the exception of a few who were diagnosed as having hyperthyroidism. The Obesity Group were given several exercises for weight reduction which included, Simple exercises, yogasanas, bending exercises, running , hopping, frog jumping, climbing up and down the stairs, fast walking , ball play, twisting, static cycling and jogging. The posture of the children with Cerebral Palsy was corrected and their grasping skills improved.

Different modalities were used in the department with the patients:

- CP Chair
- Trampoline
- Swiss Ball,
- Standing Cut out Table.
- Static Cycle.
- Quadriceps table
- Stepper
- Trampoline
- Calipers and Splints.
- Therapy Ball
- Pulley
- Shoulder Wheel
- Sand Bags
- Crutches

Attempts are made to prevent contractures thus avoiding deformities. Electrotherapy is also given to Out Patients suffering from Arthritis, low back ache, spondylitis, paralysis etc. For such cases equipments like Ultrasound, Traction, Short wave Diathermy, Wax Bath, Muscle stimulator is used.

The services provided in the department include early intervention services to children with developmental disabilities, exercise therapy for children with cerebral palsy (of Spastic, Ataxic and Athetoid type). Services are also being provided to Polio affected, Hemiplegics and cases with limb length discrepancy. Regular meetings with parents were an integral part of the departmental activities. Some of the parents are very regular in their visits while others report occasionally. Parents have expressed their happiness regarding the improvement in their child. Home Based Training is given to the parents to enable coordination of school and home activities.

DEPARTMENT OF OCCUPATIONAL THERAPY

The department of Occupational Therapy has many children with Autism attending therapy. The number of children with Autism is increasing every year. Efforts were made to improve their eye contact, increase their attention span and improve their communication and social skills. The socio perceptual skills of the children, endurance and perception are focused.

For every child attending the Occupational Therapy a separate file was maintained which consisted of the assessment forms of each child along with the program planned for them. Children with Autism, Down syndrome, Attention Deficit Hyperactive Disorder and children with Cerebral Palsy avail the therapy at the department.

Different activities were taught to the children such as drawing in the sand, working with wet sand, poring sand in a bottle, making balls with newspaper, handprints with newspaper, playing with sponge and water, giving massage with different brushes and sponges etc.

The Multisensory approach was predominantly used for children with severe intellectual disability. Efforts were made to utilize all the senses of the children for learning skills. The Snoezellen section of the department provides a stimulating experience for the children. Materials to stimulate all their senses are present in the department. Children with Attention Deficit Hyperactive Disorder showed a lot of improvement. They are more cooperative and attentive in class now.

Meaningful activities were the main focus in this department. Adaptation in the environment or materials used was made to enable the children perform daily activities with ease to enable them to move towards independence.

SPEECH THERAPY DEPARTMENT

In the academic year 2019-2020 Speech and Language Intervention was provided to children with various kinds of language and communication disorders. The children attending the department included children with Intellectual disability having Downs Syndrome and Autism. The ultimate aim in this department is to enable the children to improve in their social and communication skills. A specific time is allotted for each child for the therapy. Different models and teaching learning materials, different types of toys, flashcards, puppets, picture charts, sensory objects, peg boards etc were used.

The focus was to improve Pre-linguistic skills, expressive skills, comprehension, Language and vegetative skills, Efforts were made to improve their attention and concentration, improving eye contact and provide oral motor exercise as a part of improving vegetative skills.

Colourful lights and objects were used to improve the eye-contact and increase the attention span of children with autism. Significant improvement was observed in the attention span of the children. Their eye contact has improved. Parents regularly visit the speech department and take programs for the children to be followed at home. They are happy with the improvement in their children. Home Based Training programme is also offered to them.

Children with Downs's syndrome have shown significant amount of improvement in their communication skills. Several children who are not Able to reach out to the school , home based training is offered to them. The therapist meets the families once in a fortnight and gives them the therapy programme to be followed at home. Parents are actively involved in the training program and request for more suggestions and activities to bring about improvement in their children. Parents meeting was organized once in three months to discuss and monitor the development of each child. Do's and don'ts are suggested to them as a part of their training.

Different teaching strategies are employed to enhance the communication skills. Different kind of materials like flash cards, puppets, picture charts, peg boards, sensory objects etc are utilized to enhance communication skills in the children.

Speech and Language Intervention has been provided to children with various kind of disorders which include:

1. Delayed Speech and Language Development
2. Hearing Impairment
3. Language Disorders
4. Articulation Disorders
5. Voice Disorders
6. Fluency Disorders

Therapy was given both at Individual as well as group level. The groups for the therapy were formed based on the similar conditions of the child. For ex: group of hearing impaired, group of children at one word level etc. A time span of 20-30 minutes was allotted for each child for therapy. The focus of therapy was to improve their level of comprehension and expression. There were children whose language development was at different level ranging from phonation to sentence level. The focus was to improve their level.

Speech therapy is given to children to improve their vegetative skills, linguistic skills and communication skills.

For the improvement of the children different kinds of materials like colorful lights, flashcards, tongue depressors, gel materials, tethers, flashcards etc are used.

Students with Multiple Disability (Intellectual Disability with Hearing Impairment):

There were Hearing Impaired Children attending therapy sessions. Audiological Assessment was conducted for all these children and Hearing Aids were suggested for a few.

- Few children have learnt to recognize various sounds (of the train, tap water, a falling plate, drum beats etc. Auditory training for identifying various sounds in the environment was provided.
- They were provided Speech therapy to produce various phonations
- Some students have started to utter a few words.
- Therapy has helped a few students overcome articulation errors (Substitution, Omission etc).
- Few students are able to produce bilabial sounds, linguadental sounds etc.
- A few students are able to communicate in simple sentences and even read simple sentences.
- A few boys and girls are able to read simple news articles.

Students with Language Disorders:

Majority of the students attending Therapy in the department have a Delayed Speech and language development.

- Many children have a significant improvement in their language comprehension. They are able to now identify body parts, familiar household objects, furniture,(cup, glass, plate chair, fan , TV etc) in their environment , fruits, vegetables, vehicles, animals, flowers etc
- The children who were at one word level have improved their vocabulary. A few are also able to speak in two word phrases.
- A few students are able to communicate in simple sentences.

Articulation and Mouth Motor problems:

Some students attending the department had articulation disorders with mouth motor problems. Muscle exercises (feeding exercise, finger tip, tongue depressor and lip closing) were emphasized for those children. Improvement is seen in these children as drooling has reduced and articulation has improved. Some children have learnt to chew food better.

Children with Autism have improved in their eye contact. Their socialization has improved to a large extent. The tunnel mirror was an important useful tool which helped in improving their eye-contact. Communication books were developed for some children who do not speak much, but comprehension is comparatively better. They are able to communicate now with the help of this communication diary. The parents were trained in the usage of this book.

To enable coordination between the School and home parents were given program to be followed at home. Positive feedback from the parents helped in further programs and development of language in the students. However there are a few students whose parents did not cooperate a lot in the training program.

PSYCHOLOGY DEPARTMENT

The department of Psychology provides the following services at Child Guidance Centre.

- Developmental Assessment
- Intellectual Assessment
- Guidance and Counseling
- Behavior Modification
- Family Counseling
- Individual / Group Counseling

During this academic year 70 new cases were registered. A detailed psychological assessment was done on all the new cases to determine their current level of intellectual functioning. Parents were counseled regarding the level of functioning of the children. Information regarding various services available at the Centre was given to them. Parents were explained the procedure of obtaining medical certificates to avail various social and government benefits available for them. This year the parents were all requested to register for a UDID on instructions from MSJE. Based on the age and functional level of the child the children were placed in different classes. Counseling at regular interval was provided to the parents to help them cope up with the special needs of the children. Counseling was provided not only to the parents but also to other family members who form an integral part of the child's world.

Counseling was provided to children and parents:

1. Parents of children with Autism, Epilepsy, Down's syndrome, Microcephaly, Hydrocephaly and Hyperactivity and Multiple Disability
2. Children with Mild intellectual disability having emotional problems.
3. Children having sibling rivalry.
4. Parents of children with hearing impairment.
5. Parents encountering problems with adolescent children.
6. Vocational Counseling.
7. Educational Counseling.
8. Marital Counseling
9. Referrals for Genetic Counseling.
10. Misconceptions about Disability
11. Siblings Counseling.

Most of the children in the school were reported to have behavior problems. The problems of the children were identified using the BASIC (MR) & BASAL (MR) Part B checklist. A functional analysis was done for each child after selecting target behavior and a Behavior Management Program was developed. Parents were given regular BMP programs. Applied Behavior Analysis was predominantly used to for Behavior Management. For children with Autism TEACCH approach was employed.

Both Individual and Group counselling was taken up. Depending on the need counselling was provided. Apart from children counselling was given to their parents, grandparents and caretakers.

Several workshops and seminars were organized to update the teachers with the latest in the field. Group discussions were encouraged. Several cases were discussed to enable the children to conduct functional analysis for various behavior problems and develop a behavior management plan. Different types of cases were taken for discussions

This year a few school teachers underwent training in Classroom Management and Total Communication from professionals visiting from Netherlands.

DEPARTMENT OF SOCIAL WORK

The Social Workers help in bridging the gap between the School and community by conducting various identification and awareness camps. Parents of the children who were identified as intellectually disabled in these areas were provided information of the school and the various services provided at the Centre. Importance of special schooling was explained. Children at risk were suggested early intervention services. Efforts were made to ensure that every child with a disability has an access to education, be it a regular school, integrated school or inclusive school.

The cases who reported to Child Guidance Centre were the ones referred from NIEPID (National Institute for the Empowerment of persons with Intellectual Disability), or by other parents whose children are already attending the school. Many of them have taken down the details from the school bus while a lot of them even came after seeing a program on the Television regarding the school activities.

During the Disabled week a Rally was taken out in the area of Uppal. The main motive of the rally was to create awareness in the people regarding disability and eradicating the misconceptions regarding disability. Efforts were made to change the attitude of the people towards disability.

An exhibition was organized at the special school wherein the parents of the children and nearby school children were invited to observe various teaching aids and adaptive devices developed by the teachers. This year the theme of the Exhibition was **EQUALITY AND FULL PARTICIPATION**. There were separate stalls to display products made by the children and room allocated for creating awareness in the community regarding different issues . Awareness was created on the following topics.

- Scholastic Backwardness-Possible Reasons.
- Inclusion.
- Special Olympics
- Dos and Don'ts for Parents of Special children.
- Disability Etiquettes
- Buddy System
- Puppertools
- Improving Attention and Concentration
- Total Communication
- Vocational Training - Options

Several stalls were put up wherein products made by the children were displayed and were also put up for sale. All the people visiting the school appreciated the efforts and skills of the children. Response of the public was very good. There were schools who requested for a second round and brought more children to view the exhibition on the following days. All the products were sold. Games stalls were also organized wherein the special and normal children both participated in the games and won several prizes. Special efforts were made to entertain the special children this year at the exhibition.

A Mega Health Camp for the Disabled and orphan children at CGC was organized by Janayitri Foundation in association with MMNGO. Free Health Services were provided. Nearly 60 children and staff members of the Special school went for a Cultural Carnival at Telugu Lalitha Kala Toranam, Nampally Hyderabad organized by Department of women, children, disabled and senior citizens.

On the occasion of Republic day CGC got the Best NGO award for exemplary services rendered to the field of Disability by the Government of Telangana. This year two students from Germany came to CGC for Internship. Several students (D.ED) from other institutes came for a visit to CGC.

Regular teacher – parents meetings were organized to take a feedback from the parents. Parental expectations were considered. Information regarding various social benefits for the mentally challenged was provided to the parents. Infact the parents were all requested to register themselves for obtaining a UDID.

This year the year ended on a different note altogether, a most unpredictable one. The entire world is struck with the Covid 19 Pandemic. Child Guidance Centre too had to shut schools in the last week of February for the children. The staff too was instructed to stay back and work from home as per the instruction issued by the government. The entire country was declared to be under a lockdown since March 22nd. 2020.

During this period of lockdown all the teachers submitted their Annual reports online. This year the final IEP meeting was conducted telephonically. The teachers contacted each child's parents and discussed about the improvement in the child. The entire staff was constantly working from home. The teachers provided home based programmes for all the children throughout the lockdown. They made whatsapp group and conveyed various activities for parents to be carried out to keep their

children engaged in different activities and enable structuring their daily routine. Parents were asked to contact in case of any behavior problems in the children. The staff is in constant touch with the parents. The school is strictly abiding by the rules and guidelines set by the government for the lockdown.

Meanwhile Child Guidance Centre has made every effort in creating awareness among the parents regarding prevention measures from the Corona virus. Regular washing of hands is being encouraged, use of sanitizers, maintaining social distancing etc are being conveyed either telephonically or through messages and videos on whatsapp. Child Guidance Centre has volunteered to offer its building as a quarantine centre for the migrant workers. Apart from this free provisions and masks were distributed among the migrant workers in the neighboring villages. Hoping that we all come out of this crisis soon.

DEPARTMENT OF MUSIC /DANCE THERAPY

Music and Dance play a crucial role in the development of skills in Intellectual Disabled children. The special school offers both music and dance therapy for children. Over the years it has been proved very useful in improving the motor, cognitive, communication and socialization skills of the children. The children have learnt different form of dance and have also presented programs at the school functions. Their efforts were well appreciated by the parents and the guests. Some children have participated in programs at inter school level and obtained prizes for singing and dance.

Majority of the students attending the group are either moderate or mild. Children with Severe intellectual disability too enjoy music. The children with Mild and Moderate level of intellectual disability are able to recall the words and sing on their own. Some students are able to sing well using the right note and rhythm. Some are just able to repeat what is sung. The children are taught, Patriotic songs, regional songs and different musical notes.

Some children are able to remember and sing the songs with the lyrics while other children learning music needed prompts to sing songs. The students who had a poor grasping capacity were taught simple rhymes and poetry. These children learn by constantly repeating what is being taught.

Children having severe problem with memory are given simple rhymes and songs. The other children can sing national Songs, devotional songs, school song, shlokas and poetry. All the children attending the Music classes have shown good improvement. The Music classes have helped a few children in overcoming stage fear.

There are many children in the school at different age levels who have undergone training in dance. Various regional dances were learnt by the children and presented on several occasions including Annual Day, Semi-Christmas functions, etc. Dances include simple movements to complex ones performed by some.

Teachers are utilizing youtube to let the children listen to music of their choice. It has been observed that since many children are regularly using cell phones they have learnt several dance steps observing videos. Many have presented programs on the school function days.

RECREATION ACTIVITIES

Child Guidance Centre focuses on the overall development of children. Equal importance is given to both curricular and co-curricular activities. Leisure and Recreation are equally essential. The students in the school are exposed to various kinds of recreational activities. Their talents are observed and they are provided an opportunity to explore their talent by participating in various competitions including games, sports, drawing, painting, dance, singing, etc. Cultural dances of different parts of the country are taught to them.

The children with Intellectual disability are taught how to utilize their time meaningfully. Sand Play therapy, Puppetry as a tool has been introduced for the children on a regular basis. Games, painting, drawing, coloring, singing, dance, etc are some of the competitions in which our students participate. They are taken out for picnics and excursions.

The children participate in all the National and Religious festivals. They dress up and come enthusiastically to celebrate each festival irrespective of their caste creed or religion. Teachers provide them information regarding each festival. They make greetings and exchange among their friends and family. They make cuisines specific for a festival and share amongst their friends and enjoy the festival. They present various cultural songs and dances. Many children are taken out to community places for visits. Some of the places include bank, supermarkets, shopping malls, police station etc. Nature walk is a part of the school activities included. Shopping is made a part of this walk. The traditional pot breaking custom was performed and children presented several dance performance to celebrate the festival of Krishnashtmi. Ganesh Chaturthi Celebrations was organized at the school. Children made idols of Ganesh with clay and performed prayers. Festivals like Christmas , Eid , Dusshera etc are celebrated with the same vigour.

60 children and staff went to Gachibowli for NGO's meet and sports and cultural event. All the children and staff of Child Guidance Centre went for a picnic to Nandanavanam. Nearly 60 children and staffmembers of the Special school went for a Cultural Carnival at Telugu Lalitha Kala Toranam, Nampally Hyderabad organized by Department of women, children, disabled and senior citizens.

On a regular basis both indoor and outdoor games are organized for the children. Games are planned to enhance concept development and simultaneously providing entertainment for the children.

Summary:

Child Guidance Centre is continuing to forge head in its endeavor of empowering the intellectually disabled. Every effort is being made to create an inclusive society where they are readily accepted. The children are trying to prove to the world that they are not disabled but differentially abled. We hope to continue our services by improvising on the quality of services being offered by incorporating latest trends and technology for empowering the children with intellectual disability.

Thank you.

DISABILITY WISE DISTRIBUTION OF CHILDREN AT CHILD GUIDANCE CENTRE

Year	INTELLECTUAL DISABILITY	CEREBRAL PALSYP	AUTISM	MULTIPLE DISABILITY	TOTAL
2019-2020	143	8	13	21	185
2018-2019	149	6	12	20	187
2017-2018	143	8	9	31	191