

# Annual Report

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2020-21



Kenduadihi

**BIKASH**

Society

*(Recipient of State Award from Govt. of West Bengal in  
2013 & 2019 for Welfare of Persons with Disabilities)*



## PREFACE

**W**e have completed 25<sup>th</sup> years of service for the Children with Disabilities of Bankura District. Bikash has undertaken the robust task of addressing childhood disabilities and providing services to the children suffering from Cerebral Palsy, Intellectual Disability, Autism, Multiple Disabilities and Hearing Impairments.

Special Education, Early Intervention, Therapeutic Management, Functional Literacy, Counseling, Pre-Vocational Skill and Vocational Skill Training, etc are being provided to these children through our Special School and CBR Programme. Many of our students have in recent past, put in neck to neck fight with their normal peers in studies, sports, extra-curricular activities, etc to prove the notion “Children with disability are incapable and non productive”, as misconception possessed by many people in the society.

After a long 25 years of functioning, we can gladly say that our journey has been an enlightening and enriching one coupled with amazing lessons, inspite of all turmoils we have faced. We continue to emphasize and work on advocacy, vocational skill training and economic rehabilitation of the Persons with Disabilities. Keeping in view, the Empowerment of Persons with Disabilities, we have conducted Skill Development training of Persons with Disabilities in collaboration with Bridge & Roof (I) Co. Ltd.. Meanwhile, we have started to form Self-Help Groups of Persons with Disabilities. Buyer seller meet has also been arranged to showcase their talent and products. We have started Community Based Rehabilitation (CBR) Programme for Children with Disabilities with the support from **The Hans Foundation**.

Early Childhood Care and Education has been another top priority area of our intervention as we believe that the first five years of child’s life is most crucial to his /her all round development. Subsequently early detection, correct diagnosis, early intervention and appropriate referrals have been practiced with all sincerity and efforts. We, also, have started some other intervention in the associated field like Girl Child Education, Rural Sanitation, Rogi Sahayak Kendra, Reducing Child Mortality during the last year. While the success rate of our achievement is quite high and recognizable, there still remains a glaring need in the community to continue or initiate more of such similar interventions in the near future.

Our organization is recognized by the Govt. of West Bengal (Commissioner for Disabilities) as well as The National Trust, Govt. of India and Mass Education Deptt. Govt. of West Bengal.

We are thankful to **LittleBigHelp, Denmark** for their generous support to carry out our philanthropic work for the Children with Disabilities. Also we are very grateful to the **Ministry of Social Justice & Empowerment, GOI, National Institute of Speech & Hearing Disabilities, National Institute for Locomotor Disabilities (NILD), Department of Women and Child Development & Social Welfare, Govt. of W.B., The National Trust, GOI, National Bank for Agriculture & Rural Development, District ICDS Cell, Bankura, Save the Children, Goonj, The Hans Foundation, CASA, Kolkata, IIMPACT, WBSCL, Deptt. of Mass Education Extension, GoWB** etc.

Heartfelt thanks goes to our team members and volunteers for their tireless effort to achieve our goal. We are thankful to our Donors, Knowledge partners, Guardians, Governing Body Members and well wishers.

Our main concern now is to further empower the challenged Persons with disabilities (children and adult) as well as the vulnerable, at risk and deprived communities, so that, they may overcome their barriers, gain access to their rights and become a potential citizen of the Nation.

We, therefore, appeal to all concerned for extending their cooperation and support in our endeavour.



**Uttam Mukherjee**  
Secretary



# BIKASH

## **Vision Statement**

*To create an inclusive, just and rights based society where women and children, especially those disadvantaged, are empowered and expanded completely.*

## **Mission Statement**

*To empower women and children and bring about holistic development in the community.*

## **Objectives**

- ☛ *To enable marginalized communities especially women and children to sustain activities for social and economic empowerment and ensure social justice.*
- ☛ *To initiate strategies for rehabilitation, equalization of opportunities and social inclusion of person with disabilities.*
- ☛ *To generate social transformation through social audit, public advocacy and dialogue backed with social mobilization.*
- ☛ *To adopt multiple channels of communication for promoting behaviour change complementing capacity building efforts.*
- ☛ *Networking, linkaging and coordinating with government departments, PRIs, NGOs and Training Institutes for mobilization and appropriate use of resources, maximize replication and address exclusion.*

## **Our Culture**

- ☛ *Prior in depth study through Action based Research.*
- ☛ *Strive for Community Based and Right Based Approach.*
- ☛ *Holistic and sustainable development.*
- ☛ *Co-ordination with Govt., PRIs, Academic and Training Institute.*
- ☛ *Commitment and accountability.*



## **Our Patrons : 2020-21**

- *Ministry of Social Justice and Empowerment, Govt. of India*
- *The National Trust, Govt. of India*
- *Department of Health and Family Welfare, Govt. of W.B.*
- *Department of Women and Child Development & Social Welfare, Govt. of W.B.*
- *National Bank for Agriculture & Rural Development (NABARD)*
- *LittleBigHelp, Denmark*
- *State Commissioner for Persons with Disabilities, Govt. of W.B.*
- *CASA, Kolkata*
- *District Administration, Bankura.*
- *National Institute for the Locomotor Disabilities, Kolkata*
- *Sitaram Jindal Foundation, New Delhi.*
- *Bankura- I Panchayat Samity.*
- *IIMPACT, Gurgaon*
- *Goonj, New Delhi*
- *ICDS, Bankura*
- *Ali Yavar Jung National Institute of Speech & Hearing Impairment, Mumbai.*
- *Save the Children*
- *Deptt. Of SHG & SE, Govt. of W.B. – WBSCCL*
- *Deptt. of Mass Education Extension, Govt. of West Bengal*
- *District Industries Centre (DIC), Bankura*
- *The Hans Foundation, New Delhi*
- *Central Bank of India*
- *Bridge & Roof Company (India) Ltd.*
- *Australian Consulate General – Kolkata*
- *West Bengal Swarojgar Corporation Limited*

## **Our Knowledge Partners : 2020-21**

- ☛ *Indian Institute of Cerebral Palsy*
- ☛ *University of Calcutta*
- ☛ *Banking Institute of Rural Development*
- ☛ *IIMPACT*



## LEGAL STATUS

- Registered under the *W.B. Societies Registration Act, 1961.*
- Registered by the *National Trust Act 1999, under the Ministry of Social Justice and Empowerment, Government of India.*
- Recognized by the *Commissioner (Disability), Government of West Bengal.*
- Recognised by the *Deptt. of Mass Education & Extension, Govt. of West Bengal.*
- Registered U/S. *12 A of I.T. Act, 1961.*
- Registered U/S. *80G of I.T. Act, 1961.*
- Registered under *F.C. (R) Act, 1976.*
- Registered under *Niti Aayog, Government of India.*
- Registered under *EPF Act, Govt. of India.*
- Registered under *Professional Tax Act, Govt. of West Bengal.*
- Registered under *Ministry of Corporate Affairs, Govt. of India.*

## Government Recognition

- Member, *Local Level Committee, National Trust, Bankura*
- Member, *District Child Protection Society (DCPS), Bankura*
- Member, *District Level Committee, Anti Sexual Harassment at work place, Bankura*
- Member, *Anti Sexual Harassment Committee, MTPS, DVC, Bankura*
- Member, *Anti Sexual Harassment Committee, Central Bank of India, Bankura Regional Office*
- Member, *District Level Disability Committee, Bankura*
- Member, *District Level TB Comorbidity Coordination Committee, Bankura*
- Member, *IAG, West Bengal*
- Recipient of **Jugal Srimal Excellence Award for Child Welfare** conferred by *Nehru Children's Museum, in the field of child welfare. (1998)*
- Recipient of **Best Women SHG of Persons with Disabilities.** (2010)
- Recipient of **State Award for Best NGO for Empowerment of Persons with Disabilities.** (2013)
- Recipient of **Special Award from NABARD for Women SHG of PwDs.** (2015)
- Recipient of **Swami Nityananda Memorial Award 2016 for Nara Narayan Seva** conferred by *Ramakrishna Vivekananda mission, Barrackpore. (2016)*
- Recipient of **State Award for Creation of Barrier free environment for Persons with Disabilities.** (2019)
- Implementing agency of **DDRC (District Disability Rehabilitation Centre), Ministry of Social Justice & Empowerment, Govt. of India, and Deptt. of Women & Child Development and Social Welfare Govt. of West Bengal.** (2012)
- Empanelled Skill Training partner for training of SHG, under *WBSCL, Deptt. of SHG & SE, Govt. of West Bengal.*





## ACKNOWLEDGEMENT



We acknowledge with gratitude the help & advice of the following persons, Institutions, Departments, Organizations, who helped a lot, shared their expertise and/ or rendered service in different activities of BIKASH.

MSJE, GOI	Sitaram Jindal Foundation, New Delhi
National Trust, Govt. of India	Debashis Guha, Programme Director, LBH
General Shankar Roychowdhury	NIMH, Kolkata ERC
District Magistrate, Bankura	Dr. Dilip Khatua, Head, Physical Medicine, BSMC&H
Sabhadhipati, Bankura Zilla Parishad	The Hans Foundation
Dept of WCD & SW, Govt. of W.B.	NILD, Kolkata
Dept. of Health & Family Welfare, Govt. of W.B.	Puspita Sen, Psychologist, BSMC&H
Directorate of Social Welfare	IICP, Kolkata
State Disabilities Commissioner, W.B.	Partha Sarathi Kar, DMEEO, Bankura
IIMPACT	Mass Education Deptt. West Bengal
Project Director, DRDC, Bankura	ADM, Zilla Parishad, Bankura
Somnath Bhattacharya, DDM, NABARD, Bankura	Central Bank, Bankura
Zilla Parishad, Bankura	Dr. Subrata Bandopadhyay, NABARD (Retd.)
Secretary, Zilla Parishad, Bankura	Dr. Ashoke Kr. Chatterjee, MBBS (Cal)
SDO, Bankura Sadar subdivision	Uday Ch. Mallik, Chairman, CWC
DPO, ICDS, Bankura	MVI, Bankura
Gandhi Vichar Parishad, Bankura	Dr. Ishita Majumder, Kolkata
CMOH, Bankura	Nilkamal Sen, Festoon Media, Kolkata
ADM (Dev.), Bankura	Subhashis Majumder, Kolkata
Dy. CMOH – I, II & III, Bankura	Nilanjan Bhattacharya, Kolkata
Superintendent, BSMC&H, Bankura	Goonj, New Delhi
DWSO, Bankura	Rev. Kalyan K.Kisku
GM, DIC, Bankura	Rukmini Ghosh, IIMPACT
Lisbeth Johansen, Founder, LittleBigHelp	Sanjay Paul, Architeet
Purulia District Administration	ADM (Gen.), Bankura
Sabhapati, Panchayat Samity, Bankura - I	NIHH, Kolkata RO
BCCI, Bankura	Susanna Mann, UK
BWO, Bankura- I Block	Sandip Dutta, (WBCS Ex.)
Sudip Sinha, The Hans Foundation	Udaysankar Chatterjee, PO(IC), DCPU, Bankura
BMOH, Bankura-I, Sarenga, Raipur	Dist. SHG & SE Officer, Bankura
CDPO, Bankura – I, Ranibandh, Khatra, Sarenga, Simlapal	Sudip Mahapatra
Pradhans of all GPs of Bankura- I	Diptendu Bera, WBCS(Ex)
Dr. Madhusudan Das	Churches Auxiliary for Social Action, Kolkata
Bridge & Roof Co. (I) Ltd.	Ali Yavar Jung National Institute of Speech and Hearing Disabilities, Mumbai
Australian Consulate General, Kolkata	
Honb'le MP, Bankura	Mondo Challenge Foundation, UK
Save the Children, India	RTO, Bankura



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# DIVISION **DISABILITY**

DISABILITY  
DIVISION - Empowerment of Persons with Disabilities



## SPECIAL SCHOOL

Special School is a co-educational special school for the children with disabilities recognized by the Deptt. of Mass Education & Extension, Govt. of West Bengal especially the children with Cerebral Palsy, Intellectual Disability, Autism and Multiple Disability within the age-group of 0 – 18 years. Vocational training is also a part of our special school for children who have attained the age of 14 years.

Special School renders institutional services and reaches out to children with special needs to ensure effective social mainstreaming and develop their potentials to the full extent. The centre admits children with Cerebral Palsy (C.P.), Mental Retardation (M.R.), Autism, Multiple Disability (M.D.) and Hearing Impaired (H.I.).

### *Objectives:*

- To provide a joyful life to the children with disability
- To ensure effective social mainstreaming to the children with disability
- To make them self reliant
- To impart quality education and help them to avail benefits of various government schemes
- To integrate them in regular schools and enable them to cope with standard curriculum
- To help them attain overall development

### *Services Rendered:*

- 1. Regular Classroom Teaching:** The physically and intellectual disabled children are still socially marginalized community. Our special school runs with an objective of making them socially inclusive by creating an atmosphere of togetherness among different classmates and by conducting group activities. This togetherness mainly helps in all round development of the children, including social awareness, personal development, social etiquettes, etc.
- 2. Physical Management:** Special care is taken by providing the children with physical disability or delayed in development with aids and appliances and imparting the necessary set of skills with which they may overcome or manage their disability.
- 3. Mobility training:** We provide mobility aids to those children who cannot move from one place to another. Apart from that, the children are trained in transference, shifting, mobility by wheelchair/ tricycle/ Kaye walker/ crutch/ rolator, traffic signals, etc.
- 4. Medical Check-up:** Once in a week for the children having general health problems are treated by the qualified doctor.
- 5. Functional Therapy:** It is imparted to the children with disabilities in order to make them perform their daily routine like brushing, drinking, eating, bathing, dressing/ undressing, opening doors and windows, etc. independently.
- 6. Speech Therapy:** We also provide speech therapy to the speech and hearing impaired students as well as sign language and alternative communication systems for enhancing speech, language and communication.
- 7. Functional Literacy:** Students who are unable to attend mainstream schools are trained at Bikash on reading, writing, number concept, time, money, calendar and measurement concepts. They are trained in such a way that they do not face any barrier while interacting with people.
- 8. School Readiness:** A special school preparedness curriculum is given to the children before they are engrossed in regular/ general schools in order to help them cope with class curriculum, the new environment, regulations of school life and their normal peers.





- 9. Plus Curricular:** We encourage students to partake in plus curricular activities like dancing, singing, games & sports, etc. The children also show great interest to participate in these kinds of activities. Last year some students attended a 10 days Kathak dance workshop followed by a performance organised by a Delhi-based organisation through exhibiting their talents.
- 10. Vocational Training:** It is provided to make the children self reliant and self sufficient. The list given below provides the details of vocational training imparted to the students of Bikash.

Vocational Training Status of the Students																	T O T A L
Sl. No.	Types of Vocational Training	Category															
		C.P.			M.R.			H.I.			O.H.			M.D.			
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
1	Readymade Garments	3	3	6	5	1	6	8	8	16	0	2	2	0	0	0	<b>30</b>
2	Raw Jute Products	3	3	6	7	2	9	2	1	3	0	0	0	0	0	0	<b>18</b>
3	Jute Cloth Products	3	3	6	5	1	6	8	8	16	0	2	2	0	0	0	<b>30</b>
4	Soft Toys	1	1	2	7	2	9	2	1	3	0	0	0	0	0	0	<b>14</b>
5	Artificial Jewellery Making	0	3	3	0	6	6	0	1	1	0	0	0	0	0	0	<b>10</b>

- 11. Mid Day Meal:** Students are provided with free lunch to improve the nutritional status which stimulates growth and immunity.
- 12. Counseling:** It is being done with both children and parents. Parents are counseled to make them understand the special needs of their children, spending quality time, availing benefits under various government schemes, actively involved in helping their children to develop. Children are counseled to develop their socially approved behaviours and personality as well as help them to integrate with their peer groups in class.
- 13. Sports:** Participating in sports stimulates physical growth as well as instills in the students sportsmanship and team spirit.
- 14. Disability Certificates:** Bikash assists its students to obtain their disability certificates, so that they can avail the benefits under the government schemes meant for different types of disabilities.
- 15. Legal Guardianship:** According to National Trust Act, 1999, a person above 18 years can avail of "legal guardianship", which will help them to fight legal battles against anyone who tries to harm them in any way. Bikash Society provides necessary guidance to the disabled person to obtain their certificate on legal guardianship from the local administration.
- 16. Aids and Appliances:** Physical aids are an inseparable part of the rehabilitation of physically disabled persons. We provide Aids / Appliances children to the as per their requirement.
- 17. Travelling Allowance:** This mainly provides economic assistance to the PWDs or their families for furthering their education, skills and income. 18 children received monthly travelling allowance @Rs. 1000/- during this last year.
- 18. Out station services:** The disabled children who cannot visit the centre daily are provided with the out station services once a week.
- 19. Referral:** The PWDs are referred from Bikash for treatment or clinical support to different medical units for their respective problems.



## Service Rendered to the Students :

Service	Beneficiaries covered	Category																	
		C.P			M.R			H.I			M.D			Autistic			O.H		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Regular online Teaching	188	26	16	42	50	26	76	23	13	36	11	4	15	12	3	15	1	3	4
Physical management	42	19	14	33	0	0	0	0	0	0	6	3	9	0	0	0	0	0	0
Mobility training	38	9	8	17	10	5	15	0	0	0	2	2	4	2	0	2	0	0	0
Speech therapy	41	1	0	1	3	1	4	23	13	36	0	0	0	0	0	0	0	0	0
Functional therapy	51	12	8	20	10	8	18	0	0	0	7	2	9	4	0	4	0	0	0
Self-Care management	51	12	8	20	10	8	18	0	0	0	7	2	9	4	0	4	0	0	0
School readiness	33	7	5	12	7	7	14	4	0	4	0	0	0	1	1	2	0	1	1
Post school assistance	41	7	5	12	7	7	14	9	4	13	0	0	0	0	0	0	0	2	2
Medical check-up	20	8	4	12	2	1	3	0	0	0	2	3	5	0	0	0	0	0	0
Functional Literacy	43	6	5	11	14	11	25	5	2	7	0	0	0	0	0	0	0	0	0
Pre-vocational Training	43	6	5	11	14	11	25	5	2	7	0	0	0	0	0	0	0	0	0
Vocational Training	49	7	5	12	14	6	20	9	7	16	0	0	0	0	0	0	0	1	1
Disability certificate	39	8	4	12	11	4	15	6	4	10	0	0	0	0	0	0	0	2	2
Aids & appliances	44	0	0	0	0	0	0	28	16	44	0	0	0	0	0	0	0	0	0
Counselling of students	75	13	10	23	24	12	36	11	4	15	0	0	0	0	0	0	0	1	1
Counselling of parents	60	15	8	23	12	10	22	0	0	0	7	2	9	4	2	6	0	0	0
Stipends/ scholarships	39	9	3	12	15	3	18	5	1	6	0	0	0	0	0	0	0	3	3

## Therapy Session Activities



Speech therapy Session



Physiotherapy Session



### Achievement in Various Domain :

Domain	Achievement	CP		MR		HI		MD		Autistic		OH		Total
		M	F	M	F	M	F	M	F	M	F	M	F	
Physical	Learnt to roll independently	8	6	0	0	0	0	0	0	0	0	0	0	14
	Learnt to sit in long sitting position against the wall	11	4	0	0	0	0	0	0	0	0	0	0	15
	Learnt to maintain crawling position with minimum support	6	4	0	0	0	0	0	0	0	0	0	0	10
	Learnt to walk side by side	5	1	2	0	0	0	0	0	0	0	0	0	8
	Learnt to use stair	4	1	4	1	0	0	0	0	0	0	0	0	10
	Learnt to move by Wheel Chair	3	1	0	0	0	0	0	0	0	0	0	0	4
	Learnt to throw ball by both hands	6	3	6	5	0	0	2	1	1	1	0	0	25
Speech	Learnt to articulate of phonological vowel sound	0	0	0	0	15	10	0	0	0	0	0	0	25
	Learnt to tell their name	0	0	0	0	3	1	0	0	0	0	0	0	4
	Learnt to tell the name of the of school	0	0	0	0	3	2	0	0	0	0	0	0	5
	Learnt to tell the name of relationships	0	0	0	0	4	1	0	0	0	0	0	0	5
	Learnt to tell the name of five familiar flowers and fruits	0	0	0	0	2	3	0	0	0	0	0	0	5
Functional	Learnt to open & close the zip of shirt, pant and bag.	4	2	6	2	0	0	0	0	1	0	0	0	15
	Learnt to open & close the cap of bottle	4	2	6	4	0	0	0	0	2	0	0	0	18
	Learnt to hold the glass with both hands during drinking	5	3	1	1	0	0	0	0	1	1	0	0	12
Early Learning	Developed eye-hand coordination	9	6	13	7	0	0	2	2	2	1	0	0	42
	Do their task attentively	10	4	15	10	0	0	2	1	2	1	0	0	45
	Recognised familiar objects	7	4	16	10	3	1	3	2	2	2	0	0	49
	Recognised familiar picture cards of body parts, vegetables, fruits, vehicles, animals.	7	3	12	8	6	3	2	1	2	1	0	0	45
Pre reading	Hold the book & copy appropriately	4	3	15	8	0	0	2	1	1	1	0	0	35
	Turn pages appropriately	3	2	8	5	2	2	0	0	0	0	0	0	22
	Identified four primary colour	5	2	9	3	2	2	1	1	0	0	0	0	25



Pre writing	Hold pencil/crayon	4	2	8	4	2	2	0	0	2	1	0	0	25
	Scribbles on black /paper	3	2	6	3	2	2	3	1	2	1	0	0	25
Pre Number	Recognised big & small	3	2	6	3	2	2	3	1	2	1	0	0	25
	Understand primary shapes	2	0	6	2	2	0	0	0	0	0	0	0	12
Language & Communication	Learnt to express needs by one word	5	2	10	5	2	3	0	0	2	1	0	0	31
	Learnt to express themselves in full sentences.	2	0	10	2	0	0	1	0	0	0	0	0	15
	Learnt to greet people	12	9	15	10	2	0	1	1	0	0	0	0	50
	Learnt to give comment	9	2	10	5	2	2	0	0	0	0	0	0	30
Academic	Learnt to read books	3	2	7	6	0	0	0	0	0	0	0	2	20
	Learnt to make words and sentences	6	4	11	7	10	5	0	0	0	0	0	2	45
	Learnt to read paragraphs and give answer from paragraphs	3	3	11	7	9	5	0	0	0	0	0	2	40
	Developed number concept	7	4	11	7	10	7	0	0	0	0	0	2	48
	Learnt to do addition, subtraction, multiplication & division	5	3	10	7	4	1	0	0	0	0	0	2	32
	Learnt to tell multiplication table up to 10	1	2	2	1	2	2	0	0	0	0	0	2	12
Functional Academics	Learnt to read and write own name and address	5	4	12	8	4	3	0	0	0	0	1	2	40
	Learnt to read and write name of seven days	4	2	10	6	4	3	0	0	0	0	1	0	30
	Learnt to read and write months of the year	4	2	8	5	4	2	0	0	0	0	0	0	25
	Identification of rupees 10, 20, 50, 100, 200.	4	2	10	6	4	3	0	0	0	0	1	0	30
	Recognise the functions of the clock	5	4	12	9	5	3	0	0	0	0	1	1	40
	Tell the time hour and half an hour basis	6	4	15	9	6	4	0	0	0	0	1	0	45
Pre vocational	Learnt to cover book and copy with paper	2	2	9	6	6	5	0	0	0	0	0	0	30
	Learnt to draw straight line on a paper	0	0	3	2	4	1	0	0	0	0	0	0	10
	Learnt to hold the scissors	0	0	3	3	4	2	0	0	0	0	0	0	12
	Learnt to cut the paper with scissor	0	0	10	4	6	3	0	0	0	0	1	1	25
	Learnt to put thread in a needle and sew	0	0	2	2	4	2	0	0	0	0	0	0	10
	Learnt to execute appropriate behaviour with opposite sex	3	3	9	5	8	7	0	0	0	0	0	0	35



<b>Vocational</b>	Learnt to put thread in a needle and sew	1	2	7	0	2	0	0	0	0	0	0	0	12
	Learnt to use measurement tape appropriately	0	0	0	0	3	2	0	0	0	0	0	0	5
	Learnt to use sewing machine appropriately	0	0	1	2	7	8	0	0	0	0	0	0	18
	Learnt to cut & make petticoat if cut cloth	0	0	0	1	6	3	0	0	0	0	0	0	10
	Learnt to make churidar if cut cloth	0	0	0	0	2	1	0	0	0	0	0	0	3
	Learnt to make jute plaits	2	1	2	3	0	0	0	0	0	0	0	0	8
	Learnt to make jute mat	1	1	1	1	0	1	0	0	0	0	0	0	5
	Learnt to make jute bag	0	0	1	1	0	0	0	0	0	0	0	0	2
	Learnt to make artificial jewellery garlands	0	2	0	7	0	0	0	0	0	0	0	0	9
	Learnt to sew soft toys	1	0	3	0	0	0	0	0	0	0	0	0	4

### School Activities



Home Based Activities through online Class



Counseling Session



Medical Check-up



Mid-Day-Meal Distribution





### Process & Development of TLM / IEC Materials in 2020-21 :

Sl. No.	Item	Quantity (pcs)	Purpose	No. of Beneficiaries
1	Sensory board	2 sets	Identification 4 types of touching	10
2	Strap lacing board	2 sets	Development of eye -hand coordination	10
3	Button frame with zipper	4 sets	Development of eye –hand co ordination	20
4	Peg Board	6 sets	Development of eye –hand co ordination	20
5	Picture Chart	30	To develop language and comprehension	100
6	Number chart	25	To develop the concept of numbers	120
7	Story chart	10	To maintain the sequence of story	50
8	Mathematic chart	12	T o develop mathematical concept	80
9	Bengali rhymes chart	10	T o develop communication skills	50
10	Pre Reading chart	5	To develop pre reading skills	15
11	Pre number chart	5	To develop pre number skills	30
12	Bengali vowels chart	6	To develop the concept of vowels	85
13	Bengali consonant chart	4	To develop the concept of consonant	70
14	Steps of Hand washing chart	2	Understand steps of hand washing.	100
15	Look and Say chart about Covid -19	2	To aware Covid -19 pandemic situation.	20
16	About our social friend chart	2	To know aboutour social friend.	50
17	English alphabet cards	10 sets	T o identify individuals name	90
18	Singular & Plural chart	2 sets	To understand singular and plural forms.	20
19	Chart about seasons.	2	To know about different seasons.	20
20	General knowledge chart	2	To know about our national items.	20
21	Number cards	10 sets	To identify numbers	150
22	Flash cards of daily living activities (Action cards)	6 sets	To expression and identification of daily routine	50
23	Flash cards of body parts	6 sets	To develop concept about body parts in pictures	30
24	Flash cards of daily use objects	30	To develop identification about daily use objects	30
25	Flash card of vegetables	30	Identification of vegetables	30
26	Flash cards of fruits	40	Identification of fruits	50
27	Facial Expressions cards	4 sets	To understand different types of expressions.	20
28	Preposition Cards	4 sets	To understand different types of positions	20
29	Money cards	3 sets	To match, sort and identification of money	30
30	Look & Say picture cards about use of five senses	2 sets	To recognise the use of five senses	10





## SUCCESS STORY

### **TISTA MANDAL**

#### **Tista revealing her colors of talents through her intellect:**

Tista, a sweet yet intellect girl lives in a nuclear family at Natungram village with her father, mother & two of her sisters. Her father being the sole bread earner of the family of five, stays most of his time outside house, working as contract labour to meet the financial need & give his daughters a quality life. Tista's mother was worried from her childhood, as Tista was unable to speak or respond to any sound. The worries of the family increased when Tista showed delayed learning and behaviour problems.



Ultimately, assessment done by multidisciplinary professionals and after referring her to Bankura Medical College & Hospital, the doctors found the girl to be Hearing Impaired and issued her the Disability Certificate of HI-83%.

At that time, Tista showed least interest in studies, did not pay any heed to the responses of family members, showed minimum responses in stimulus of sounds, never uttered a word, beat her sisters without any reasons and made bizarre voice modulations on her own.

After that, through general and speech assessment of the child by the Special Educators & Speech therapists, problems were sorted & prioritized. It was understood that all other problems of Tista are the associated responses to her prime problem of Hearing Impairment. After preparing IEP of the child and through periodic counseling and consultation with her guardians, necessary therapies and goal-wise activities were initiated with Tista, through Individual Home Visits. After initial intervention of the school staffs using TLMs, the girl's responses started to improve. At first, her family was said to provide her with a set of Hearing Aids. After that, stimulus was provided to notice her responses. Gestural prompts were given to make her learn body parts. Her attention was sought through interesting & participative games like- Block making, colour matching, counting games etc. Vocalization & Babbling and Oro-motor exercises were continuously practiced with Tista and she started showing signs of development. Team members started working on reading, writing and number work. She was taught letters A-Z using Flash cards & picture cards, the names of days of the week through calendars mainly relying on her imitation skills, concept of addition & subtraction through finger & block counting, sign language to make her communicate the names of her family members, days of week, name of village etc.

Gradually, the improvements in the girl were noticeable. She easily remembered the acquired knowledge & performed the assignments with ease. But suddenly due to less intervention and lack of follow-ups by the team during lockdown and neglect of the guardians Tista's improvement got stagnant. Her mother & sisters got busy to address the adverse situation, leaving the girl alone. However, the school team recognized the problem and took immediate steps to bring the situation to normalcy. They counseled the guardians, gave them examples of progressing students and their guardian's role in it, revealed the girl's intellect & faster incorporation skills through necessary assignments. Tista's father was the first to understand the deterioration and he assured to provide quality time to her. Her mother was trained & oriented on the speech therapies. Through sharing of success stories she was motivated, strategies were shared to her each & every time the team visited her home & even over video-calling.

Gradually through rigorous efforts of her parents & facilitator, Tista started regaining her skills in a more structured manner. She can now do addition & subtraction sums on her own, learnt to write Alphabets from A-K, made improvements in her expressive & receptive language skills, can spell the names of Daily use objects, etc. Tista can also finger spell the names of her village, family members, numbers & alphabets through Sign Languages. Efforts are being given on vocalization babbling, phonation, articulation & oro-motor exercises to improve the child's speech abilities. Tista has shown her talent in drawing pictures too. Opportunities, apt platforms, support of her guardians, teachers and professionals are all that are required by Tista as she is now ready to bloom with colours in all developmental domains.



## PALLABI HAZARI

### Case Details : Replenishing the confidence of Pallabi's parents through an Integrated Approach of Intervention

Pallabi, a joyful girl of 10 years old & 75% mentally challenged students of Primary –I class in our in Bikash special school. She resides within a nuclear family, with her parents & one elder brother in Bolara village of Shanabandh. Her father Mr. Rohit Chandra Hazari, the head of their family is the primary bread-earner and earns solely being a barber. Mrs. Rinku Hazari, Pallabi's mother is a housewife and she dedicates most of her quality time with her adorable children. Though initially, the family was exultant enough with the birth of their second child, being a girl, but gradually marks of worries got revealed on their faces, when they traced that Pallabi's development is not alike other normal children. The doubt of the family came true when took Pallabi in Bikash special school and she was identified as a Mentally Retarded (MR) child , the parents started showing their ignorance towards Pallabi which further lagged the developmental milestones of the little child.



During regular school, Pallabi was then properly assessed by our respective special educators & through Goal setting & Goal prioritization, intervention with the child was started from March ,2019 .When the child was first identified, Pallabi appeared to have poor intelligible speech, short attention span, excessive drooling and behavior problems. She even was unable to identify body parts, colours, alphabets, numbers, etc. due to the lack of early learning concepts.

After careful observation, goals were set in the areas of Self Care, Early Learning, Language & Communication domains. By properly following the IEP, interventions were done by the school teachers and other professionals during regular school and also through Home-Based services. At the same time, to shape the mentality & outlook of her parents through confidence building among them, effective counseling sessions were done. First of all, to address the drooling problem of Pallabi, blowing exercise with small paper cuttings, using apron, chewing activities and jaw exercises were demonstrated to her mother by the special educators. Speech therapy sessions were planned & provided to further improvise her phonation duration, vocalization, babbling, use of jargons etc. Similarly, colour & number concepts were taught step by step. Flash Cards, Charts & TLMs were used to make her well versed about the Body parts, family members, immediate and extended environment, etc. For imbibing the Socialization skills & managing the behavioural problems, parents were guided to spend with her quality time. They were also asked to encourage sibling interaction, play with her elder brother and socialization with peer group in the locality. Gradual progress was noticed in Pallabi with the effective involvement of her mother.

But, due to Covid-19 pandemic, sudden closure of the regular school services made Pallabi's family worried again as most of the Behavioural & Speech problems again arose within her. But, the dedicated team members of school through smart planning, rendered domain-based activities to Pallabi through focused invigorated Home visits by school staffs, also connecting her in WhatsApp and arranging for her therapeutic services. Though school staffs conducted home visits maintaining covid 19 guideline, they were able to reach Pallabi as because her residence was in Covid-free zone. Re-counseling sessions were conducted to orient & capacitate Pallabi's mother, transferring to her proper skills and attitude so as to make her mother self-dependent to carry out the activities with Pallabi on her own. Through Video-calling sessions, home visits and parent capacitation, Pallabi's early learning & academic goals were revitalized. Moreover through repetitive visits by our special educators her Speech and education related problems were also addressed. For improving her Behavioral problems, guardians were directed to engage her in activities with her brother, take her for short outings in the evening etc.

Interestingly, it was noticed that, Pallabi's communication skills have o developed; she can now call out her family members with their respective names like "Maa", "Baba", "Dada" etc. Her attention span has also increased and according to the feedback of their parents, she loves to pursue activity in presence of the responsible school staffs. She has also learnt primary colours, body parts, alphabets and numbers concepts 1-20. Periodic video-calls with the child truly make the staffs pleased and happy.

This case is enough to depict how the involvement of dedicated social workers can help in regaining & rebuilding the confidence of parents of children with disabilities, in their setting and how this involvement, trust & cooperation can help a child to prosper in her development milestones, even in crisis situation like Covid-19. All of the staffs wish Pallabi a bright life ahead with lots of hope & good wishes for her.



## VOCATIONAL TRAINING FOR PERSONS WITH DISABILITY

Vocational Training involves teaching people to acquire a particular skill meant to prepare them for a particular occupation. It plays a crucial role in the social and economic development of Persons with Disabilities to have open access and compete successfully on the labour market.

### Objective of the Programme –

- ☛ To ensure the rights of the disabled persons.
- ☛ To provide them with opportunities to rise up with self respect and confidence.
- ☛ To become stakeholders of the national economy.

For this purpose, they are enrolled in a productive rehabilitation process in order develop their talents through vocational training and accordingly integrate them in the society. The chart shows their ability through production of various finished products as follows:

<b>Production in Vocational Unit (2020-2021)</b>			
<i>Sl. No.</i>	<i>Name of the Trade</i>	<i>Finished Products</i>	<i>Production (in Numbers)</i>
1	Tailoring	Petticoat	237
		Nighty	77
		Kurti	80
		Churidar Set	15
		Baby Frock	105
		Mask	1538
		Salwar	21
		Apron	2
		Computer Cover	3 Sets
2	Soft Toys	Monkey, Teddy etc.	18
3	Raw Jute Products	Jute Mat	32
		Wall Hanging	5
		Side Bag	7
4	Processed Jute Products	Hand Purse	15
		Side Bag	82
5	Artificial Jewellery (Oxidized)	Necklace	3
		Ear-rings	10 pairs
6	Artificial Jewellery (Beads)	Bracelet	15
		Necklace	18
		Locket	2

### Vocational Training Unit







## **Finished Products**



## **Success Story**

### **SRIBASH KARMAKAR**

#### **Sribash ready to take the challenge of Disability**

Age	:	24 years
Sex	:	Male
Type of Disability with percentage	:	CP (70%)
Address	:	Vill. Kenjakura, Post – Kenjakura, Dist. Bankura
Contact No.	:	7550829840



Sribash, a boy of Kenjakura village, Bankura grew up with enough misery due to the economic hardships of their family coupled with his disability of Cerebral Palsy (CP). Though due to some unavoidable circumstances, the boy was compelled to leave his studies, but the artistic mind, go-getting attitude pushed him in the path of bright future. He acquired the skills through attending Diploma & Certificate courses of Tailoring, Jute Diversified Products and House Keeping and made him capacitated to fight the hardships of the society with ease. Now, Sribash is earning by running a sales outlet at *Karmatirtha*, Bankura. He also mesmerizes others with his beautiful handicrafts & paintings. Sribash undeniably is an inspiration who is ready to fight against his disability, mainstreaming himself in the wave of society through self-earning.



## DISHA- EARLY INTERVENTION & SCHOOL READINESS PROGRAMME

Disha Centre has been setup for the early interventions of the Persons with Disability (PWD) of 0-10 years of age covered under the National Trust Act, through day care centre, therapies, trainings and providing support to the family members. In the Centre, there are 26 special children availing the services with the age specific activities and the classes are conducted by experienced and qualified educators. The centre aims to provide a holistic learning experience in early learning and school readiness programme regardless of the severity of their disability, giving them an opportunity to realize their highest potential.

### Objectives of the Programme –

- Create awareness among people about the early detection, early intervention and prevention of childhood disabilities.
- Ensuring overall development through the different available services.
- Integrate them to avail the government facilities under various disability schemes.

### Details of Children under Disha Scheme

Age-Group	No of Children	Sex		Category		Section	
		Male	Female	I.D.	C.P.	BPL	LIG
0 - 5 Years	6	4	2	5	1	6	0
6 - 10 Years	20	14	6	11	9	15	5
<b>Total</b>	<b>26</b>	<b>18</b>	<b>8</b>	<b>16</b>	<b>10</b>	<b>21</b>	<b>5</b>

### Type of Service Rendered

Service	Beneficiaries Covered	CP		MR	
		Male	Female	I.D.	C.P.
Physical Management	15	8	7	0	0
Mobility Training	4	3	1	0	0
Functional	13	9	4	0	0
Self Care Management					
Feeding	7	1	1	2	3
Drinking	8	3	2	2	1
Dressing	5	0	1	2	2
Toileting	6	3	1	1	1
Language & Communication	26	11	5	2	8
Early Learning	20	9	5	2	4
Cognitive	17	5	3	4	5
School Readiness	10	3	2	3	2
Reading & Writing	5	4	1	0	0
Medical Check-up	12	4	3	2	3
Counselling	26	11	5	2	8
Dry Ration	26	11	5	2	8
Provided Special Furniture	6	5	1	0	0
Stipend / Scholarship (Manabik)	25	11	5	1	8

### Integrated into Ordinary School

Class	CP	MR	Total
Class – I	1	1	2
Class – II	2	5	7
Class – III	4	3	7
Class – IV	4	1	5
<b>Total</b>	<b>11</b>	<b>10</b>	<b>21</b>



### **Achievements of the Programme –**

- i. Development of different Teaching Learning Material has helped them to learn at a faster pace.
- ii. Students enjoy the activities and worksheets organised for them at individual level in the classroom.
- iii. They have reached a level higher in early learning activities such as; they can identify, match and sort the picture card of daily living objects, birds, animals, fruits, vegetables, etc.
- iv. Regular physiotherapy classes are held at the centre along with the training to the major caregivers at home.
- v. Regular counseling sessions has also helped the parents to deal with the problems of the child at home.
- vi. They are fond of playing with the play materials in the play class in a group with all other children.
- vii. 16 children of the DISHA centre have been enrolled in the mainstream government primary schools.
- viii. A Local Project Committee is formed to monitor and supervise the proper implementation of the project, of which 2 doctors, 3 school teachers and 5 parents are members.
- ix. 17 children have received Niramaya Health Insurance Certificate.

## **SUCCESS STORY**

### **PARAM PAL**

#### **Story of Param on his noticeable improvement in Socialization Process**



Param a 7 years old cheerful amiable child, is the elder son of Parikshit and Pratima Pal. He lives with his parents and younger brother in jagdalla village in a pucca house adorned with basic amenities. His father, the sole bread earner of the family, works as a plumber and mother is a homemaker. Things started worsening when the parents noticed their son's unusual behaviours. After many consultations with different doctors, they learnt that the boy was suffering from intellectual disability. His parents felt the urge to get their son mainstreamed as early as possible. With age, Param's behaviours were getting more anomalous which made his parents suffer too. While assessing him, it was observed that, Param was too shy. Kept himself isolated from others and interacted only with his family members. He neither uttered a word nor interacted with his peer. He was too dependent on his mother in every aspects of daily living. However Param had no physical problems. He did not eat on his own, was no toilet trained and took no interest in any ongoing activity around him. Lack of social interaction, lack of urge to explore the environment appeared to cause a delay in his overall development. Subsequently, it was identified that teaching him social skills through play would be the prime goal for the child to get mainstreamed. Using play way methods and different Teaching Learning Materials like games, colourful picture, flash cards etc. within daily living activities and language & communication sessions. To overcome dependency on the mother, param was taught one task after another, like going to the toilet on his own, washing hands eating on his own, using reward mechanism. His parents were suggested to interact with the child at home as much as possible. Gradually through rigorous efforts on his parents Param started interacting and opening up. Now he has learnt to eat independently, go to toilet, frequently interacts with others expressing his feelings & need. He now can greet "Namaskar" when people enter his house and maintain good relationship with others. He has overcome his shyness. In online class, Param is now one of the most active child, playing & performing assignments with peer groups. He has learnt to eat and perform toilet on his own and even tries to help his mother in household activities. It is indeed the result of an integrated hard work and the unexpressed talents of the boy.





## Disha Activity



*Physiotherapy Session*



*Medical Check-up*



*Home Based Activities through online Class*



*Counseling Session*

## COMMUNITY BASED REHABILITATION PROGRAMME

CBR is a multisectoral approach working to improve the equalization of opportunities and social inclusion of people with disabilities while combating the perpetual cycle of poverty and disability. In Bankura the problems are acute on account of low literacy and poor economic conditions, also, inadequate Govt. Support for the PwDs lack of technical support, trained teachers, inadequate vocational training facilities, inadequate knowledge of parents in handling their children with disabilities- contribute towards the growing challenges. The total disabled population in Bankura are 77418 (Male 40434, Female 31216) - as per 2011 Census. Therefore, to address the problems faced by them, CBR is considered a comprehensive strategy to include them in the development of their communities and implement alongwith their families, communities, government and non government actors

The project will address 300 children upto 18 years covering approx 100 villages in Bankura. The project will be based on the Social Model. CBR operational model of Bikash will be a combination of both Home and Centre based service and be rendered 3 days at beneficiaries Home and 3 days at the Centres. The duration of working hours will be at least 6 hrs. per day.

### Goal and overall objectives

To empower and mainstream the Children with Disabilities through empowering parents, other family members and community people.

### Objectives

- To mainstream the children with Disabilities.
- To empower the parents with knowledge, skills and information regarding disability.
- To sensitise the community people about disability issues



## Geographical area coverage

BANKURA-I													
Category	0-3 Yrs.		4-6 Yrs.		7-10 Yrs.		11-14 Yrs.		15-18 Yrs.		18+ yrs		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
HI	1	0	1	1	5	6	5	5	8	5	1	2	40
CP	1	1	6	6	5	2	6	4	7	5	0	0	43
OH	1	1	1	5	5	6	11	5	8	4	3	2	52
MR	2	1	5	0	11	7	19	9	21	13	2	1	91
VI	1	0	0	0	2	0	3	4	2	5	1	0	18
Thalassemia	0	0	1	1	0	1	0	1	0	0	0	0	4
Learning Disability	0	0	1	0	0	0	0	0	0	0	0	0	1
<b>Total</b>	<b>6</b>	<b>3</b>	<b>15</b>	<b>13</b>	<b>28</b>	<b>22</b>	<b>44</b>	<b>28</b>	<b>46</b>	<b>32</b>	<b>7</b>	<b>5</b>	<b>249</b>

SONAMUKHI													
Category	0-3 Yrs.		4-6 Yrs.		7-10 Yrs.		11-14 Yrs.		15-18 Yrs.		18+ yrs		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
HI	0	0	3	0	3	2	2	1	3	2	1	3	20
CP	0	0	4	1	3	1	1	1	1	1	0	0	13
OH	0	0	0	1	0	2	1	2	1	1	0	0	8
MR	0	0	1	0	2	5	5	1	1	1	1	2	19
VI	0	0	0	0	0	0	2	0	2	2	0	0	6
MD	0	0	1	0	0	0	0	0	1	1	0	0	3
<b>Total</b>	<b>3</b>	<b>0</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>11</b>	<b>12</b>	<b>6</b>	<b>9</b>	<b>12</b>	<b>2</b>	<b>5</b>	<b>69</b>

☞ Bankura – I Block Coveraing 6 Gram Panchayat

☞ Sonamukhi Municipality and Hamirhati Gram Panchayat under Sonamukhi Block.

### Age group wise categories wise no. of beneficiaries :

No. of Children who have been admitted into formal school :

Class	C.P	M.R	H.I	Total
Pre- Primary	1	1	1	3
Class-I	2	4	1	7
<b>Total</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>10</b>

### Key Achievements :

- 318 Special children were provided with necessary services based on the selected quarterly goals, through Individual Home-visits, Centre-based activities and follow ups over Video calling or over telephonic conversations, to keep in pace with the targets set for each child in different developmental domains.
- 89 out of 89 project children requiring physiotherapy were provided appropriate physiotherapy, gait training, mobility training, wheel chair transference, maintenance therapy and physical management skills for enhancing their physical development.
- 65 out of 65 project children requiring speech therapy, were provided effective speech therapies by the Speech therapist and experienced Special educators through Home visits and online connectivity with guardians, for improving their speech, language and communication abilities.
- 71 out of 71 project children, requiring pre-vocational/vocational training were provided with requisite skill training and 56/71 children were provided lessons on the selected trade based academics (Jute, Tailoring, Jewellery) through Individual Home visits by vocational instructors /experts.
- Individualized Education Plans (IEP) of 318 children completed.



- 102 special children have obtained & issued with new Disability Certificates, in a Screening camp, organized at Bikash, with BSMC&H Medical Board.
- Parents of 41 children counseled on daily routine maintenance, therapeutic management, ensuring quality time to children, toilet management etc. through individual Home Visits, as per their individual needs.
- Parents of 318 children across 10 CBR centers were oriented & trained on the educational, physical and speech therapies for their children through Parent Workshops, enhancing their knowledge, skills and attitude in managing and track their children's development.
- Through an Advocacy meeting, organized at Bikash an interface was successfully created between 94 participants (comprising parents of disabled children, adult PwDs and children) and officials from Bankura Dist. Social Welfare Dept. and National Institute of Hearing & Speech Disabilities, Kolkata at Bikash the CBR team of Bikash being the facilitator.
- 65/65 children with Hearing & Speech Disabilities were provided with new B/TE Hearing Aids, through a Screening Camp organized at Bikash premises with the collaboration and support of Ali Yavar Jung National Institute of Speech and Hearing Disabilities (AYJNISHD), Kolkata.
- All of the 36 PwDs above 18 yrs, covered as beneficiaries in our project were oriented on the voting process through demonstration of using EVM-VVPAT, arranged by Bankura District Administration at Bikash premises on 12<sup>th</sup> March, 2021.
- 30 PwDs above 18 yrs participated in an awareness rally as PwD Model Voters of Bankura District on 5<sup>th</sup> March, 2021, ensuring the Right of PwDs to Vote in elections.
- 10 children are newly admitted to local government schools after convincing their parents by our project staffs.

## **SUCCESS STORY**

### **ABDUL JALIL KHAN**

Abdul, a boy affected with Down's Syndrome lives with seven of his family members in the village of Kapistha. After the loss of job of his father Mr. Jahangir Khan from a bakery shop, his elder brother is the prime bread earner of the family. Abdul's mother, Romila Begum. At present, the prime caregiver of Abdul is one of her elder sister. Abdul's assessments were done which pointed out his abilities and needs, which after proper prioritization in alignment with the age and situation was turned into goals, which through specific activities were planned for the Individualized Education Plan of the child.

When Abdul entered the Community Based Rehabilitation programme, he liked to be untidy, rarely participate in any social interactions or peer-plays and was shy. Even, the boy did not speak with the family members and there was a communication gap with the family members because of his improper development in Language & Communication. He showed no interest in studies and lacked minimum concentration in any assignments. Sometimes the anger of the boy crossed the normal limits with continuous screaming over others. He used to tear any paper or likewise materials given to him and even did not responded to any unknown person's call.

In this situation, the special educators planned for Abdul goals encompassing the domains of – Language & Communication, Early Learning, Activities of Daily Living and Social. At first after establishing a friendly relation with Abdul, early learning activities was taught – dot joining, matching and sorting using objects and flash cards. The daily use objects along with fruits, vegetables etc. were taught to Abdul through Flash cards and real objects. Through rewards and friendly behavior the responsible CBR worker established a good rapport with Abdul. To minimize the problems of communication, speech therapy sessions were organized in which besides voice culture, voice drilling, phonation, articulation and oromotor exercises. The boy actively followed the commands of the facilitator.. It was found that Abdul has strong interest over music and he himself starts dancing listening to any music. The CBR team nurtured the quality of the child and used it as an integrated strategy in his rehabilitation process. For maximizing his social





interactions and openness, Abdul was provided chance to dance with all other normal peers in his surroundings which gradually resulted in a better social bondage between them.

He has learnt to recognize his own body parts, can draw pictures joining dots, never tears a paper and scribes on it with a pencil. He can now match objects when provided in worksheets or with real objects, has learnt to button up his own shirt. Abdul can now name the flash cards shown to him on colours, alphabets and pictures of environmental components, Through toilet training, Abdul has learnt to indicate toilet and has developed the sense of privacy too.. His dance makes the mob really applaud for him which for surely is an indicator of his latent love towards music.

Abdul is on the way of his rocking performance in the life of erratic music for which Abdul's elder sister is acting like a propeller. The CBR team is also ready to meet Abdul's needs in his areas of development, which can gift the boy an energetic and sporting future same as the boy is today.

## MARIA KHATUN

Maria, a sweet girl residing in Bhikurdihi village is the only adorable daughter of Md. Belal Khan and Moriam Bibi. Maria



was traced suffering from Hearing Impairment associated with Thalassemia. Maria's father was busy with his work and her mother with her domestic chores. Through Household Survey, Maria was identified & assessed under the CBR project. It was found that the girl is having a great lag in her studies. She was not acquainted with the English Alphabets (A-Z) as well as did not know the use of Sign Languages. She hardly was aware of her own name and also was unable to identify & spell out the names & functions of different Body Parts. At the same time, for all the Daily Living Activities, the girl was solely dependent on her mother. Moreover, due to lack of socialization, Maria could hardly interact with any outsider and was also having mild behavioural problems.

After thorough assessment, Maria's Goals were prioritized and through quarterly goals, the domain-wise activities were done with the child by the CBR staffs through Home visits. Keeping Maria's mother involved, all the activities were done with her., appropriate Speech Therapy was planned for her to improve her babbling, vocalization & articulation skills. Maria was introduced to Sign Language and periodically counseled through home visits.

Maria's mother, Moriam Bibi showed keen interest and engaged herself in the intervention process to prepare appropriate TLMs for Maria, practice with her the newly learnt sign languages, worksheet activities as per the guidance of the staffs.

Due to Covid-19, though initially connection was not established properly with Maria, but due to her mother's initiative of buying new Smartphone, Maria was connected over online mode. Moreover, through individual Home visits, Domain-wise activities were carried out. Maria's mother was enriched with the skills & capacities to work with Maria .

It was found that due to her mother's activeness, Maria has started improving. Her mother gives most of her quality time. At the same time, Maria is taught the activities of daily living & privacy maintenance by her mother by following proper instructions & directions from project staffs. Maria's mother has also prepared flash cards of different objects, flowers, fruits, body parts etc. to continuously practice with her the learnt activities.

At present, Maria can eat food with spoon by her own; can write her own name as well as family members; can express her name through Sign Languages; can identify & tell the functions of different body parts; can arrange numbers (1-10) in ascending & descending order; have developed concepts of shapes & sizes; can show A-Z alphabets through Figure Spelling and have also shown steady improvement in her behavioural problems. Moreover, the girl now insists her mother to connect over Video calls to the project staffs as and when she feels to share her feelings through sign languages.

It is really bliss to see so much development in Maria for which the major propeller is solely her mother.





## CBR Activities Photographs



*Physiotherapy Session*



*Speech Therapy Session*



*Special Education Session*



*Special Education Session*



*Pre-vocational Training Session*



*International Disability Day Celebration*



*Advocacy Programme*



*Teacher's Workshop*



## DISTRICT DISABILITY REHABILITATION CENTRE (DDRC)

District Disability Rehabilitation Centre is a comprehensive approach to provide service to the persons with disabilities at the grass root level by following the specified objectives:

- Survey and identification of Persons with disabilities by organizing camps.
- Awareness generation for encouraging and enhancing prevention of disabilities, early detection and intervention, etc.
- Assessment of need of assistive devices, provision/fitment of assistive devices, follows up/Repair of assistive devices.
- Therapeutic services. E.g. Physiotherapy, Occupational Therapy, Speech therapy, etc.
- Facilitation of disability certificates, bus passes and other concession/facilities for persons with disabilities.
- Referral and arrangement of surgical correction through Govt. and charitable institutions.
- Arrangement of loans for self employment, through banks and other financial institutions.
- Counselling of disabled, parents and family members.
- To provide supportive and complimentary services to promote education, vocational training and employment for persons with disabilities through:
  - ☛ Providing orientation training to teachers, community and families.
  - ☛ Providing training to persons with disabilities for early motivation and early stimulation for education, vocational training and employment.
  - ☛ Identifying suitable vocations for persons with disabilities, keeping in view local resources and designing and providing vocational training and identifying suitable jobs, so as to make them economically independent.
  - ☛ Provide referral services for existing educational, training, vocational institutions.
  - ☛ Identifying suitable vocations for persons with disabilities, keeping in view local resources and designing and providing vocational training and identifying suitable jobs, so as to make them economically independent.
  - ☛ Provide referral services for existing educational, training, vocational institutions.

### Service rendered:

<u>Type of service</u>	<u>No. of beneficiaries</u>
• Physiotherapy	237
• Speech therapy	168
• Wheelchair provided	07
• Tri-Cycle provided	01
• Hearing Aid provided	97
• Parents Counseling	76
• Admission into formal school	25
• Parents Training/workshop	886
• Booklet on Disability issues distribution	1200
• Disability Certificate issued	234
• Disability Pension (Manabik)	131
• Special Chair with cut out tray	22





## DDRC Activities Photographs



*Physiotherapy Session*



*Speech Therapy Session*



*Counseling Session*



*Hearing-Aid Distribution*



*Pre-vocational Training Session*



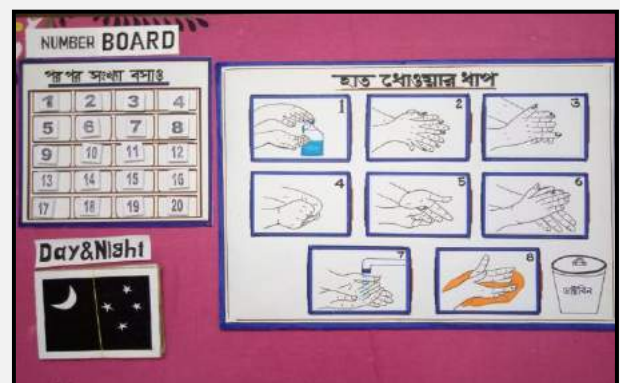
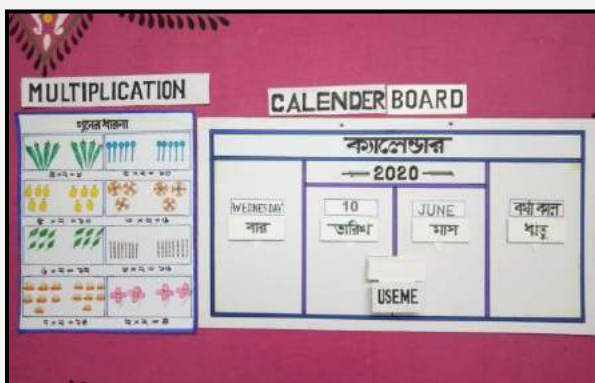
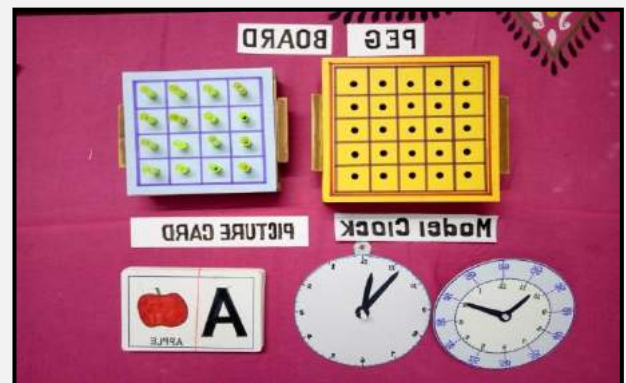
*Speech Therapy Session*



## MASS EDUCATION SUPPORTED PROGRAMME

The Special School is recognized by the Deptt. of Mass Education & Extension, Govt. of West Bengal. The Deptt. supported the school for procurement of the following equipment during the year :

1. Straight back chair	-	20 nos.
2. Inclined seat with cutout tray	-	10 nos.
3. Therapy Mat	-	10 nos.
4. Bolster	-	10 nos.
5. Cusion	-	10 nos.
6. TLM	-	54 sets
7. Steel Almira	-	2 nos.
8. Office Table	-	4 nos.
9. Moulder Fibre Chair	-	18 nos.





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# **DIVISION**

# **CHILD EDUCATION**

DISABILITY  
DIVISION - Empowerment of Persons with Disabilities





## GIRL CHILD EDUCATION PROGRAMME

We have Completed 5 years of partnership with IIIMPACT .The project entitled “Girl Child Education” was started in April, 2016 aiming to provide quality education to the girl children within the age range from 6 to 14 years from marginalized families.

Presently, we run 105 Learning centres with a strength of 3100 enrolled girls covering 89 villages under 4 blocks (Bankura-I, Bankura-II, Khatra & Sonamukhi) in Bankura District.

### The major intervention areas are:

- Academic support to the enrolled girls.
- Parents –Teachers meeting
- Community meeting
- Home visit and counseling
- Periodical teacher’s training
- Observation of Special Days like Independence Day, Republic Day, Childrens’ Day, Environment Day, Teachers’ Day etc.

### Achievements:

- They have excelled in academics and have increased their level of understanding in all the subjects.
- They have developed in the co-curricular activities like dance, singing, drama etc along with education.
- They regularly attend the center and find the teaching very interesting and innovative which helps to level up their grade.
- Teachers have developed their ideas of developing different types of TLM, flash cards and many other activities for betterment regulation of the center.
- The community people are also very helpful in renovating the centers and by making a contribution to their child education.
- The students, now, actively participates in different activities as well as in cultural programs at their own village.
- The children of different centers, now, wishes to become a teacher, doctor, nurse, police, etc which is a positive point of their growth and thinking process.
- They have developed problem solving attitude and developed the skills of participating in a simple English conversation.

### Photographs of Learning Centre





## SUCCESS STORY

### SUMANA ROY

#### A Student Case Study :

Age of child : 11 years  
 Learning Centre : Damodarpur LC ( LC-01856)  
 LC joining date : 01/04/2017  
 Current level (class) : Level 12 (Class 3)  
 Family Occupation : Farmer

No one in Sumana's family had ever been to school and Sumana says, "My parents didn't let me enroll in school because I am a girl."

Sumana was so keen to attend class that when she could, she would follow the girls in her village and attend school in secret. She kept asking her parents to let her go to school, asking for permission when she could see they were in a good mood. However, Sumana's father was adamant that girls do not need to go to school and that her enrolment would cause her and the family shame. The distance to the nearest school was an important concern and her parents were worried about her safety.



Things changed when the IIMPACT-BIKASH GIRL CHILD EDUCATION project started classes in Sumana's community of Damodarpur village in Bankura 1 block at Bankura district. Sumana's father became a Damodarpur LC management committee member. He was reassured that community-based classes would be established close to students' homes so girls could access them safely.

Sumana's father shared what he had learnt about the classes with his wife, explaining that older girls who had never attended school could attend accelerated learning classes where they study four levels in one calendar year through community teacher and that the girls would be well looked after in a class near home. Sumana's mother was satisfied and took Sumana to enroll in learning centre of IIMPACT –BIKASH GIRL CHILD EDUCATION project.



Sumana has made rapid progress. She says, "Now I am studying in class 3 (Level-12) and I can read (English, Bengali), write and draw. I learned about general knowledge too. Because education is important for me. I feel really proud & happy of all the things I have learned& I am the peer leader in LC now." Her mother says " My family and the other people in the community are very grateful to Save the Girl Children education and

we really appreciate their work, especially helping girls like Sumana, who were uneducated to attend school. "

### RIYA MAJI

#### A Student Case Study :

Age of child : 11 years  
 Learning Centre : Mukundapur LC (LC-01859)  
 LC joining date : 01/04/2017  
 Current level (class) : 11

Riya Maji is 11 years old, who belongs to Mukundapur Learning Centre of IIMPACT-BIKASH Girl Child Education Project, which is situated in Mukundapur , block -Bankura 2. Her family consists of 5 members, where as her father work at Farmer and mother is a house wife.

Riya has joined our center from April 2017.Riya's present learning level is 11. Although Riya is not good at everything, there are some special things that are very good, that are very prominent as like Riya is full of patience, very attentive in her class, very skill full in collage art. Riya's father runs his family through financial hardship. During this lockdown, Riya's mother is





engaged in farming with her husband. So Riya has to take all the responsibility of the family, like cooking at home, has provide food on time for her brothers. Riya is very attentive to her study & a fast learner. Within a short period, she learns to communicate in English with an amazing impression.

Frequently, Riya has been leading as monitor in the class, and in the peer grouping. Seeing Riya, it is to be strongly understood that, will power can overcome in every obstacle's & she is the role model of the Mukundapur LC. Everyone is very happy and inspired for this motivating will power of Riya.



## MUBASSITA KHATUN

### A Student Case Study :

LC – Natungram (LC-01074)

Enrolment date – 01.11.2017

Current level – 13

Mother's name- Amina Bibi

Father's name- MohabulMalla

### Achievement of Mubassira -

She is very regular in the centre, and does the entire home task given by the teacher. A helping attitude developed within her, she always try to help her other mates to fulfil their task, and also developed a good peer leader within herself, sometimes lead as a monitor for lower level children's group, helps the teacher to hanging TLM, to unfold the mattress. Few good habits about cleanliness also practiced by her. Now she is in level 13.



### Learning achievement of Mubassira according to subject specific-

- Bengali- She is able to write and recognise alphabet, have the knowledge of vowel and consonant, can form sentence, relation between cause and effect, concept of Bengali grammar, know the synonyms and antonyms of various words.
- English- She has learnt the English alphabet both small and capital letter, able to form words by using alphabet, have knowledge of various English rhyme. Know the concept of singular – plural, Concept of Noun and Pronoun etc.
- Mathematics- She has the knowledge of number with English spelling. Mubassira can solve the math of addition, subtraction, division, multiply, etc. know the multiplication table of 1-15 and has clear concept of jodogyan activity.
- Evs. - She has the knowledge of environment, about the wild animal, family, body parts, fruits and vegetable, Job roles of people etc.

### ✿ Brief description of Mubassira :

In 01.11.2017, Mubassira was admitted as a student of IIMPACT- BIKASH, Girls Child Education project of Bikash, at the Natungram learning centre. She is from this community. Her father, MohabulMalla is a daily wage earner by his occupation. In this pandemic situation where Govt. school is closed, therefore, our joyful learning and the grand support of teacher made her attractive towards study. The centre is very close to her house. In the beginning she was very irregular in the centre and was very shy and not able to do any home work. After careful assessment and family visit, she becomes regular in batch wise sessions (ALA) in the learning centre. Now a day Mubassira shows remarkable changes in her daily activity. She becomes friendly with other mates, and sometimes she goes to call other friends to join in the centre. Now Mubassira is in level 13. She can read fluently, can solve the normal mathematics. She used to do homework. Her overall performance in the centre is very good. Her parents are very happy to see her performance and changes. We wish her bright future.







## COMMUNITY BASED COMPUTER LEARNING CENTRE

In August, 2019, community centres have been opened in 6 communities namely Tantkanali, Andharthole, Jagdalla, Kashibedya and Khasbahar. The centres support 564 youths coming from the nearby villages. It provides quality computer skills to the underprivileged children by promoting the education initiatives of an individual as well as in community level. This programme is supported by LittleBigHelp, Denmark.

### Objectives of the programme :

- ☛ Giving the opportunity to those children who are underprivileged and skilled them with the information world.
- ☛ Promoting the practice habit of students in computer skills for better understanding and learning.

### Achievements of Students :

- ☛ Learnt the uses of the mouse and have good hand control.
- ☛ They have clear idea of input and output device and about the keys of the keyboard.
- ☛ They have clear concept of paint and can use the tools appropriately for drawing and colouring following the instructions of the teacher.
- ☛ Takes interest in learning MS-word and use the correct procedure for creating a new document.
- ☛ Learnt the application of font, font style, size, colour and underline after inserting a document in MS-Word.
- ☛ They have also learnt to insert tables properly for inserting data in rows and columns.
- ☛ They have also learnt the work of alignment- left, middle, right and justify.
- ☛ They regularly attend the centre and finds importance of learning in the centre.

Centre wise details of Students of Community Based Computer Learning Centre				
Tantkanali Community Learning Centre	No. of Villages Covered	No. of Students		
		Total	Male	Female
	13	74	35	39
Khasbahar Community Learning Centre	No. of Villages Covered	No. of Students		
		Total	Male	Female
	9	69	31	38
Jagdalla Community Learning Centre	No. of Villages Covered	No. of Students		
		Total	Male	Female
	14	97	62	35
Andharthole Community Learning Centre	No. of Villages Covered	No. of Students		
		Total	Male	Female
	27	100	40	60
Dhulkumari Community Learning Centre	No. of Villages Covered	No. of Students		
		Total	Male	Female
	16	138	61	77
Kashibedya Community Learning Centre	No. of Villages Covered	No. of Students		
		Total	Male	Female
	10	86	38	48
<b>TOTAL</b>	<b>89</b>	<b>564</b>	<b>267</b>	<b>297</b>



**A Summarised yearly performance report :**

Sl. No.	Activities	Method	Coverage
1	Weekly Worksheet preparation		
1.1	Andharthole Community Computer Learning Centre	Online	437
1.2	Dhulkumari Community Computer Learning Centre	Online	474
1.3	Jagadalla Community Computer Learning Centre	Online	380
1.4	Kashibediya Community Computer Learning Centre	Online	499
1.5	Khasbahar Community Computer Learning Centre	Online	479
1.6	Tantkanali Community Computer Learning Centre	Online	336
2	Student Counseling	Online & Offline	320 (Online)
3	Parents Counseling	Online & Offline	320 (Online)
4	Career Counseling	Online & Offline	12 online career counseling sessions have been conducted (Offline)
5	Centre based Class		
5.1	Andharthole Community Computer Learning Centre	Offline	226
5.2	Dhulkumari Community Computer Learning Centre	Offline	250
5.3	Jagadalla Community Computer Learning Centre	Offline	197
5.4	Kashibediya Community Computer Learning Centre	Offline	444
5.5	Khasbahar Community Computer Learning Centre	Offline	421
5.6	Tantkanali Community Computer Learning Centre	Offline	261
6	Quarterly Evaluation	Online & Offline	436 (Online) & 390 (Offline)
7	Awareness cum sensitization	Offline	398 Participants
8	Home Visit	Offline	64



## **Community Based Computer Learning Centre few Photographs**



*Home Based Activities through online Classes*



*At Tantkanali Learning Centre*



*At Khasbahar Learning Centre*



*At Jagdalla Learning Centre*



*At Andharthole Learning Centre*



*At Dhulkumari Learning Centre*



*At Kashibedya Learning Centre*



## SABLA – KANYASHREE CONVERGENCE PROGRAMME

SABLA – Kanyashree Convergence Programme supported by ICDS was initiated in 4 Blocks viz. Ranibandh, Khatra, Sarenga and Simlapal from October, 2019 keeping in view the following objectives :

1. Capacity building of the adolescent girls following integrated training module (Learning Games for Girls) at the Girls' Group (Kishori Samooh) level.
2. Support CDPO in conducting AWWs training programme following specified training module.
3. Facilitate organizing Adolescent Health Check-up (Kishori Diwas) quarterly basis at the AWC/Sub-Centre/Village level on VHN Day.
4. Ensure distribution and follow up for filled up Kishori Cards from all the adolescent girls at AWC level with support from AWW.
5. Ensure and support AWWs to maintain proper and update record of convergence work.
6. Support CDPO at the project level generating monthly progress report.
7. Attend all kind of convergence meeting at Block and GP level to review the issues relating Adolescent Girls.
8. Ensure special attention to Out-of-School Adolescent Girls (11-18 years) link them with available support and services in the programme area.
9. Facilitate the ICDS project to monitor and implement Nutrition services like SNP to 11-14 years out-of-school AGs, weekly, IFA supplementation along with bi-annual de-worming for all 10-19 years AGs (OOS).
10. Support all kind of innovations with Adolescent Girls being implemented in the project area, document those and share with CDPO, facilitate in scaling up those innovations across the programme area.
11. Submit monthly programmatic and financial report to the CDPO against the monthly work plan.
12. Support in all kind of documentations work.
13. Participate at the Block and District level monthly review meeting.

### Activities 2020-21 :

Block	Activity	No. of Event	No. of Participation
Counseling Programme on -			
Khatra - I	Nutrition & Health Education	132	1976
	Life Skill Education	119	1846
	Adolescent Reproductive Sexual Health	115	1945
	Exposure Visit	14	476
	Kishori Diwas	40	326
Simlapal	Nutrition & Health Education	121	1768
	Life Skill Education	117	1967
	Adolescent Reproductive Sexual Health	109	1343
	Exposure Visit	7	245
	Kishori Diwas	25	361
Ranibandh	Nutrition & Health Education	186	2603
	Life Skill Education	154	1646
	Adolescent Reproductive Sexual Health	145	2113
	Exposure Visit	8	242
	Kishori Diwas	56	786
Sarenga	Nutrition & Health Education	98	1473
	Life Skill Education	107	1591
	Adolescent Reproductive Sexual Health	93	1462
	Exposure Visit	16	322
	Kishori Diwas	37	674





**Work from Home Activity :**

Block	Activity	No.
Khatra - I	Number of WhatsApp group AG group formed	5
	Total reach to AG through WhatsApp group	177
	1:1 reach to AG through phone call	168
	Number of AG referred for service linkage through phone	60
Simlupal	Number of WhatsApp group AG group formed	7
	Total reach to AG through WhatsApp group	197
	1:1 reach to AG through phone call	251
	Number of AG referred for service linkage through phone	35
Ranibandh	Number of WhatsApp group AG group formed	8
	Total reach to AG through WhatsApp group	167
	1:1 reach to AG through phone call	234
	Number of AG referred for service linkage through phone	47
Sarenga	Number of WhatsApp group AG group formed	6
	Total reach to AG through WhatsApp group	96
	1:1 reach to AG through phone call	172
	Number of AG referred for service linkage through phone	43

**Glimpses of Activities**

AW



*Exposure Visit*



*Kishori Diwas Celebrating*



*Orientation Programme*



*National Children's Day Celebration*





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# **DIVISION**

# **LIVELIHOOD**

DISABILITY  
DIVISION - Empowerment of Persons with Disabilities



## SKILL TRAINING SUPPORTED BY BRIDGE & ROOF

### **Objectives :**

1. To develop foundation skills – the ability to read, understand and use written materials and basic numerical information is an important basic skill for the daily life, as is the ability to understand social rights and obligations.
2. To develop core skills for work – employability skills i.e. skill, knowledge and competencies will be enhanced to secure and retain a job, progress at work and cope with change.
  - 2.1 Communication skill – listening and understanding, asking questions, using literacy and numeracy in work setting, negotiating, sharing information, being assertive and empathizing.
  - 2.2 Team skill – working with people with different ages, gender race, religion, ethnicity, culture and type of disabilities, working as both an individual and as a part of a team, knowing how to define one’s role in a team, identifying the strength of other team members etc.
  - 2.3 Problem solving and decision making skills – identifying and solving problems both independently and in teams and developing practical solutions.
  - 2.4 Initiative and enterprise skills – adaptive to new situations, being innovative and creative, identifying opportunities not obvious to others and translating ideas into action.
  - 2.5 Planning and organizing skills – managing time and priorities, being resourceful, establishing goals, planning the use of resources, evaluating alternatives, predicting risk, collecting and organizing information, understanding basic business systems and other relationships.
  - 2.6 Self-management skills – having a personal vision and goals, evaluation and monitoring own performance, articulating own ideas and vision, taking responsibility, being on time, being efficient and being self confident.
  - 2.7 Learning skills – managing own learning, being willing to learn on the job and off the job, using various methods to learn (e.g. mentors, peers etc.) and applying learning.
3. To develop technical skills – it will equip the children with Disabilities to undertake a particular task.
4. To develop entrepreneurial and business management skills – these skills are required to succeed in a small business. It includes book keeping, risk assessment, market analysis, planning, goal setting, problem solving, information gathering etc.

### **Beneficiaries List :**

Sl. No	Name of Trade	Category										Total
		C.P		M.R		H.I		OH		Total		
		M	F	M	F	M	F	M	F	M	F	
1	Cutting & tailoring	3	3	5	1	8	8	0	2	16	14	30
2	Jute Product	3	0	7	2	2	1	0	0	11	4	15
3	Artificial Jewellery	0	3	0	6	0	1	0	0	0	10	10
4	Soft Toys	0	0	7	1	2	0	0	0	9	1	10
<b>Total</b>		<b>6</b>	<b>6</b>	<b>19</b>	<b>10</b>	<b>12</b>	<b>10</b>	<b>0</b>	<b>2</b>	<b>36</b>	<b>29</b>	<b>65</b>

### Activity Photographs





## SHREE – SALES OUTLET



The District Administration of Bankura has kindly allocated a Marketing Outlet called “Shree” situated in the compound of the office of the District Collectorate, to Bikash Special School in order to sale the products of SHGs. This marketing outlet is run by us. It is very much helpful in the domain of economic rehabilitation of Persons with Disabilities. We are thankful to the District Administration for this support for the cause of Disabilities in the District.

## KARMATIRTHA

Two stalls have been allotted for the PwDs at Ailakandi Karmatirtha by the District Industries Centre, Bankura. Various products of SHG of PwDs displayed in these Stall. PwDs run these stalls. It is a great help for the rehabilitation of Persons with Disabilities.



Sribash Karmakar (CP) and Ananda Mal (CP) are working at Karmatirtha



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**DIVISION**

**PUBLIC HEALTH**

DISABILITY  
DIVISION - Empowerment of Persons with Disabilities





## ROGI SAHAYAK KENDRA

The main objective is to provide the accurate information available under health facilities and avail them without delay. We are responsible for the 3 Rogi Sahayak Kendra in Bankura District.

### Objectives:

- Provide correct and appropriate information to the patients in a friendly approach.
- Provide guidance to the specific services to the patients.
- Ensure optimum functioning of Rogi Sahayak Kendra.
- Provide knowledge on different NRHM schemes to the mothers on JSSK.

### Details of RSK Services :

There are 3 Rogi Sahayak Kendras, running under the 3 Block Primary Health Centres of Bankura, namely – Anchuri BPHC, Sarenga BPHC & Raipur BPHC. The patients get medicinal & health related supports from here at the same time get medical-related information from this RSKs. Instead of this, they get a benefit of different medical insurances. Following figure will illustrate the patient details of the 3 BPHCs in 2018-19, where, it can be seen that

### Details of RSK Patients in 2020-21

SI. No.	Name of BPHC	Swasthya Sathi Beneficiaries	
		Admitted	Discharged
1.	Anchuri BPHC	263	263
2.	Sarenga BPHC	214	214
3.	Raipur BPHC	341	341



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# DIVISION

# SPECIAL EVENTS

DISABILITY  
DIVISION - Empowerment of Persons with Disabilities



## INDEPENDENCE DAY

The 74<sup>th</sup> Independence Day celebration was organized on 15<sup>th</sup> August, 2020 by the students with immense gratitude towards the patriots who sacrificed for their last breath for the nation. The celebration was started with flag hoisting following the National Anthem 'Jana Gana Mana'. Few of the students performed Patriotic song in front of audience and the program was concluded with the National song, 'Vande Mataram', evoking the feeling of patriotism among the participants.



## INTERNATIONAL DAY FOR PERSONS WITH DISABILITIES



The International Day for Persons with disability was held on 3<sup>rd</sup> December, 2020, aiming to promote an understanding of disability and mobilize support for dignity, rights and well-being of persons with disabilities. In this Year, a rally was organized named 'Work For Inclusion' in the wake on how society can strive for inclusively through the removal of physical and attitudinal barriers for people with disability. 187 took participation on the street rally including students, teachers, parents and the Secretary and slogans were delivered to encourage their abilities.

## MEDICAL CAMP FOR DISABILITY CERTIFICATE

A Special Medical Camp for issuing of Disability Certificate was organised on 28<sup>th</sup> December, 2020 in collaboration with Bankura Sammilani Medical College & Hospital. 150 person with Disabilities have participated in the camp and no. of Disability Certificate was issued.



The Dignitaries viz. Superintendent of B.S. Medical College & Hospital, Sub Divisional officer, Bankura



Sadar, District Social Welfare Officer, Head of Physical Medicine, Psychiatry, ENT, Orthopaedics, Clinical Psychologist etc. were present on that day and encouraged the Children and parents to go ahead in the future.

EDUCATIONAL TOUR

## REPUBLIC DAY



The Republic Day was celebrated on 26<sup>th</sup> January, 2021 in grandeur manner with ceremonious approach at our Special School Campus. Students of special school participated in the celebration along with their guardians. The beginning was with flag hoisting by the Secretary of the organization followed by the National Anthem and Chanting of prayer. Next a brief lecture was delivered by the Secretary on our diverse nation and enthralled the audience with inspirational stories and reiterated the need for being resolute in our path to achieve our goals. Finally, all assembled bowed to our national song, Vande

Mataram, a perfect tribute to our motherland.



## GRAMEEN MELA

The Grameen Mela, supported by NABARD, was organised by Kenduadihi Bikash Society at its own campus where all the SHG groups of Persons with Disabilities participated from 27<sup>th</sup> January – 29<sup>th</sup> January 2021.

### Dignitaries Present :

1. Ms. Sima Halder, Addl. District Magistrate (Dev), Bankura
2. Mr. Raju Mishta, Addl. District Magistrate (ZP), Bankura
3. Mr. Prasanta Mandal, Addl. District Magistrate (Education), Bankura
4. Mr. Somnath Bhattacharya, DDM, NABARD, Bankura
5. Mr. Samir Kumar Panda, GM, DIC, Bankura
6. Mr. Zafuruddin Molla, Jt. BDO, Bankura - I
7. Dr. Prof. Tarun Kumar Pathak, MSVP, Bankura Sammilani Medical College & Hospital
8. Mr. Uday Chand Mallick, Chairperson, Child Welfare Committee (CWC), Bankura
9. Mr. Sujoy Makar, AYJNISHD (D), RC, Kolkata
10. Ms. Rukmini Ghosh, Programme Officer-East, IIMPACT
11. Dr. Dilip Khatua, Head Physical Medicine, Bankura Sammilani Medical College & Hospital
12. Uday Sankar Chattopadhyay, PO(IC), DCPU, Bankura

Grameen Mela was inaugurated with the lighting ceremony done by **Ms. Sima Halder, Addl. District Magistrate, Bankura followed by the speech delivery of the Honorable guests and a cultural programme of the students of Centre for Special Education.** After that, all the honorable dignitaries were escorted to each and every stall. They



**ADM (Dev) is Lighting the Lamp**



**ADM (Dev) is Delivering her Inaugural Speech**

were overwhelmed to see those finished products and cheered them with best wishes.

All the 10 stalls were well

decorated with the handmade crafts by the group members of Self Help Groups with Disabilities. The main attraction of the Mela this year was the production of handicrafts made out of Jute Diversified Products. In the first two stalls, bags made of jute of various designs were displayed and on the other jute mats, key rings, wall hangings, etc. In other eight stalls Products were Greetings Card, Conch cell Items, Clay Models; petticoat, Ghamcha, baby frock, kameez, cloth

bag, bamboo products; Gems & Jewellery – Earrings, Necklace, Bracelet, etc. They sold different products at the Mela.

## HEARING AID DISTRIBUTION



An identification and distribution camp for Hearing Aid was organised on 28<sup>th</sup> & 29<sup>th</sup> January, 2021 in collaboration with Ali Yavar Jung National Institute of Speech & Hearing Disabilities. Total 87 no. of persons with Speech & Hearing Disabilities have received the Hearing Aid after Audiological test. The Addl. District Magistrate (Zilla Parishad), Bankura visited the camp and encouraged the initiative.







## SABLA MELA

District Level SABLA Mela was arranged in Bankura from 1<sup>st</sup> February to 7<sup>th</sup> February, 2021 at Zilla Parishad Auditorium, Bankura from 2 am to 8 pm. The fair was arranged with a motto to promote women empowerment, by giving them a scope to earn. Different women SHG groups of Bankura participated in this fair. The SHG group of our Special Children attended it, with one of their stalls. The Honorable District Magistrate of Bankura, visited our stall and congratulated for the effort of our children. Various handmade products were displayed in the stall areas follows – Greetings Card, Jute Products, Baby Frock, Petticoat, Wooden crafts, key ring, handbag, etc.



## QUILT DISTRIBUTION



This year Bikash received 350 Quilts from Church Auxiliary for Social Action (CASA), Kolkata which were distributed among the students of the Special School on 5<sup>th</sup> February 2021. In presence of Mr. Alope Ghosh, CASA. He handed over quilts to the students and they were also very happy to receive the quilts. Vote of thanks was given to CASA on behalf of the organisation for his precious time for the children of Special School.

## LIFT AT SPECIAL SCHOOL



A lift has been installed at the Special School. The construction for lift room was supported by Honb'le MP, Bankura, from his MPLADS fund. Honb'le MP, Dr. Subhas Sarkar, inaugurated the lift on 15<sup>th</sup> February, 2021. The lift will be verymuch helpful in creation of barrier free environment for the Persons with Disabilities of Bikash Special School.

## ELECTION AWARENESS CAMP



Students of Special School participated in a Rally on awareness creation for “Vote for all” organized by the District Administration, Bankura. “We must and it was apply our voting Rights” – said Jhuma – a girl with Disability – was the slogan of the people with Disabilities.



## COVID-19

### Activities related to fight against COVID-19 –

- Cooked food distribution to 350 Persons with Disabilities for 75 days i.e. April 15 to June 30, 2020.
- Dry Ration distribution through Mid Day Meal.
- Awareness generation about COVID-19 protocol amongst the Community people.
- Distribution of Mask among the Children with Disabilities.
- Booklet on Govt. Guideline of COVID-19 among the Community people.

### GLIMPSES OF ACTIVITIES







## VISITORS : 2020 - 21

Sl.No.	Date	Personnel Name	Comments & Suggestions
1.	28.12.2020	Susanta Kr. Bhakta SDO, Bankura Sadar	Attended Community Based Rehabilitation Programme organised by Bikash Society, very good initiative and effective for specially abled section of our society, I expect for reaching out to the backward section through this of our society for their development and rehabilitation in main stream.
2.	28.12.2020	Dr. Prof. T. K. Pathak MSVP, BSMC&H, Bankura	Attended the programme today. It was excellent and praiseworthy It's our moral duty & responsibility as a citizen of India to help and stand with Handicapped persons of our country. Wish the prosperity of Bikash Special School & the Society.
3.	28.12.2020	Dr. B. C. Bera MO, BSMC&H, Bankura	It's a great pleasure to attend Bikash, Bankura. Thanks to all members of Bikash for their dedication, devotion & determination. Hope their effort will be recognised throughout India and abroad.
4.	28.12.2020	Partha Sarathi Kar DMEEO-In-charge, Bankura	I convey my heartfelt gratitude to the secretary, Bikash Special School and all staff of the School to made the programme successful, I wish every success of the school.
5.	28.12.2020	Dulal Chandra Bhattacharya PO (NIC), DCPU, Bankura	Attend the programme of Community Based Rehabilitation of the Bikash Society. It is helpful to physically challenged children and I am pleased to see the activities.
6.	28.12.2020	Dr. Rajesh Hanur ENT Department, BSMC&H, Bankura	Attend the Rehabilitation programme of Bikash Society. I am very pleased to see that all staffs are very much cooperative. Again thanks to all staffs of Bikash Society. I am very happy.
7.	28.12.2020	Shila Rani Kundu DSWO, Bankura	I attended the disability camp organised by Bikash Society and informed the persons about the Manabik pension scheme and requested them to apply for the betterment of the Special person. It is a great work done by the Society.
8.	27.01.2021	Mr. Somnath Bhattacharya, DDM, NABARD, Bankura	The Program organised by Bikash is excellent. The products displayed by the Special Child are praise worthy. Wish all the best to the Special Children of Bikash.
9.	27.01.2021	Rukmini Ghosh IIMPACT	Excellent initiative keet-it-up.
10.	27.01.2021	Jt. BDO, Bankura - I	Very beautiful and clean environment. I am so happy.
11.	27.01.2021	Prasanta Mandal ADM (Edu.), Bankura - I	I am happy to see the Grameen Mela organised by Bikash. My wishes to this organisation.
12.	27.01.2021	Sima Halder ADM (Dev.), Bankura	The products of Special Children is highly qualitative. My cordial wishes to Bikash for rendering service for the mainstream of the Children with Disabilities.
13.	27.01.2021	Samir Kr. Panda General Manager, DIC, Bankura	Today's Grameen Mela is very nice. Wish all the best for this organisation.



14.	<b>28.01.2021</b>	Raju Mishra ADM (ZP), Bankura	Bikash Society has been doing transformational work for the Persons with Special abilities. It was a pleasure to visit the institution at the time of the mela and their national collaborative camp. I thank them and wish them all the best.
15.	<b>29.01.2021</b>	Sujay Makar AYJNISHD (D) RC, Kolkata	Well organised diagnostic cum fitment camp.
16.	<b>29.01.2021</b>	Dr. Prof. T. K. Pathak MSVP, BSMC&H, Bankura	Grameen Mela is an excellent idea and well organised with quality products at different stalls. I convey my best wishes to all members of Bikash Society for grand success of this encouraging programme.
17.	<b>29.01.2021</b>	Debashis Guha Programme Director, LBH	Bikash is doing a commendable job for the Special Schildren. Wish them all successes in future.
18.	<b>28.02.2021</b>	Uday Ch. Mallick Chairperson, CWC, Bankura	Visited Bikash Special School Children are mothered by this Institution. All the best for future endeavour.





## Meeting/Training/ Seminar/ Workshop Attended by Bikash Personnel 2020 - 21

Date	Name of the Programme	Venue	Conducted by	Attended by
08.06.2020	National Trust State Meet	Home – Google Meet	National Trust	Secretary
16.07.2020	IIMPACT ZOOM Meet	Home – Google Meet	IIMPACT	Secretary
18.07.2020	Doll Making Training	Home – Google Meet	Gift Abled	Rumpa Das Shyamali Mondal
25.07.2020	Nutrition Training	Home – Google Meet	Unicef	Pritam Bhattachatyaa Sukriya Mukherjee
29.08.2020	Crotchet Training	Home – Google Meet	Gift Abled	Rumpa Das Shyamali Mondal
07.09.2020	National Trust (Disha New Scheme)	Home – Google Meet	National Trust	Secretary
11.09.2020	Early Care Scheme National Trust	Home – Google Meet	National Trust	Pampa Ghosh
09.12.2020	Goonj	Home – Google Meet	Goonj	Secretary
10.12.2020	My Choice Foundation	Home – Google Meet	My Choice Foundation	Secretary
15.12.2020	National Trust Annual Meeting	Home – Google Meet	National Trust	Secretary
23.12.2020	Block Level Task Force Meeting and Block Level Intersectional Meeting	BDO Office Bankura – I Panchayat Samity	BPHC Anchuri, Bankura	Aparna Chatterjee
28.12.2020	Disabilities Camp	Bikash Special School	BSMCH	Team Bikash
09.01.2021	PFMS Meeting	Home – Google Meet	Ministry Skill Training	Bijoy Chakraborty Aniruddha Karmakar
23.01.2021	Madhuboni Painting Training	Home – Google Meet	Gift Abled	Sukriya Mukherjee Swati Roy Shyamali Mondal
04.02.2021	Meeting on MOSJE, Swadhara Greh Ujjauwala etc.	The Conference Hall at Jalasangrad Bhavan, Kolkata	Director of Social Welfare, GoWB	Director
05.02.2021	Kanyashree Club Meeting	DPO Office	ICDS, Bankura	Sanatan Mandal
02.03.2021- 04.03.2021	IIMPACT Meeting (PNGO Meet)	Lemon Tea Hotel, Rajarhat, Kolkata	IIMPACT	Director Bijoy Chakraborty Aniruddha Karmakar Subhra Ghosh Supriti Roy
09.03.2021	District Level Committee formation TB Comorbidity Coordination	CMOH Office	CMOH	Secretary
15.03.2021	General Meeting – IIMPACT	Home – Google Meet	IIMPACT	Secretary
23.03.2021	General Meeting – IIMPACT	Home – Google Meet	IIMPACT	Subhra Ghosh
25.03.2021	World TB Day Rally	CMOH Office	BMOH	Team Bikash



## PROFILE OF STAFF : 2020-21

### [Senior & Mid level]

Sl. No.	Name	Qualification	Designation
1.	Utsa Chakraborty	M.A., PG Diploma in Spl. Education	Principal
2.	Pampa Dey	B.A., PG Diploma in Spl. Education	PC, Disha
3.	Shampa Kundu	MSW, Diploma in Spl. Education (M.R.)	Home Supervisor
4.	Anushree Hans	M.Sc. (Psychology), Dip. In Rehab Psychology	Psychologist
5.	Aparna Chatterjee	B. A.	Asst. Teacher
6.	Aparna Pal	BA, Diploma in Special Education	Asst. Teacher
7.	Mrityunjoy Chakraborty	RCI Recognized course	Asst. Teacher
8.	Bibhas Biswas	B.A., D.Ed (Special Education)	Asst. Teacher
9.	Suprava Shit	B.A., B.Ed (Special Education)	Asst. Teacher
10.	Bikash Ghosh	B.A. , Diploma in Special Education	Asst. Teacher
11.	Jhuma Maji	B.A. (Hons.), Care Givers Course (Advance)	Asst. Teacher
12.	Bapi Mridha	B.A., B. PEd., B.Ed. (Special Education)	Games Teacher
13.	Dipika Ghosh	B.A., Diploma in Computer Application	Supervisor, Special School
14.	Bijoy Kr. Chakrabarti	B.Com (Hons.)	Accountant
15.	Aniruddha Karmakar	B.Com (Hons.)	Accountant
16.	Pritam Bhattacharria	M.Sc.	PC, CBR
17.	Sukriya Mukherjee	MSW	Supervisor, CBR
18.	Sanchari Bishnu	M.A., B.Ed. (Special Education)	Special Educator, CBR
19.	Soma Dey	B.A. (Persuing), Diploma in Special Education	Special Educator, CBR
20.	Mousumi Mahato	B.A. (Persuing), Diploma in Special Education	Special Educator, CBR
21.	Subhra Banerjee	M.A.	PC, Girl Child Education
22.	Supriti Roy	MSW	PC, Girl Child Education
23.	Trilochan Kundu	MA, MSW	Supervisor, Girl Child Education
24.	Madhuri Patra	B.A., Diploma in Tailoring	Supervisor, Girl Child Education
25.	Ganapati Pandit	B.A., DCA	Supervisor, Girl Child Education
26.	Sabyasachi Banerjee	MSW	Supervisor, Girl Child Education
27.	Antara Chatterjee	MSW	Supervisor, Girl Child Education
28.	Govinda Mondal	B.A., Diploma in Special Education	Supervisor, Girl Child Education
29.	Nilotpal Kundu	B.Tech (Computer)	Supervisor, Girl Child Education
30.	Shyamali Mondal	BA., Dip. in Cutting & Tailoring	Skill Trainer, Tailoring
31.	Aditi Banerjee	Diploma in Tailoring	Skill Trainer, Tailoring
22.	Rumparani Das	MA., Certificate in Jute Crafts	Skill Trainer, Jute Products
33.	Dr. Ashok Chatterjee	MBBS (Cal)	Medical Consultant (part time)
34.	Mamata Mondal	DPT	Physiotherapist (part time)
35.	Anuraj Karmakar	B.A. Diploma in Computer Application	Master Trainer cum Supervisor, CLC
36.	Sanatan Mondal	B.A., Diploma in Computer Application	Community Teacher, CLC
37.	Koushik Mukherjee	H.S., Diploma in Computer Application	Community Teacher, CLC
38.	Sanjib Bhui	H.S.	Community Mobilizer, CLC
39.	Barun Tewari	B.A.	Rogi Sahayak
40.	Haradhan Sutradhar	H.S.	Rogi Sahayak
41.	Gouri Sannigrahi	B.A.	Rogi Sahayak
42.	Alok Mahata	B.A.	Rogi Sahayak
43.	Supriya Kar	B.A.	Rogi Sahayak



44.	Sudip Singh Sardar	B.A.	Rogi Sahayak
45.	Banashri Gorai	MSW	PC, Sabla - Kanyashree
46.	Joydev Maji	BCA	PC, Sabla – Kanyashree
47.	Tanujit Mohanty	BA	PC, Sabla – Kanyashree
48.	Tanushree Singhababu	MSW	PC, Sabla – Kanyashree
49.	Sulekha Mahato	MA (Perusing)	FF, Sabla - Kanyashree
50.	Suchitra Mahato	BA (Hons)	FF, Sabla - Kanyashree
51.	Chayna Kundu	Madhyamik	Teacher Aid
52.	Mitu Shit	H.S., Care Givers Course	Care Giver
53.	Saraswati Bauri	Literate	Care Giver
54.	Uddhab Mondal	VIII	MPW
55.	Samir Mukherjee	Literate	Cook
56.	Reba Duley	VIII	Asst. Cook
57.	Soumen Barat	VIII	School Bus Driver
58.	Dharmadas	H.S.	Night guard
59.	Prasanta Bauri	Madhyamik	Sweeper
60.	Sukumar Maji	VIII	Sweeper



# **BIKASH**

**(A CENTRE FOR WOMEN & CHILD DEVELOPMENT)**

## **EXECUTIVE COMMITTEE**

<b>PRESIDENT</b>	:	Baisakhi Das (Chowdhury) Social Worker
<b>SECRETARY</b>	:	Uttam Mukherjee Social Worker
<b>TREASURER</b>	:	Dilip Patra Social Worker

## **MEMBERS**

Dr. Madhusudan Das	:	University Professor
Madhabi Mukherjee	:	Social Worker
Utsa Chakraborty	:	Special Educator
Pampa Dey	:	Special Educator







**Kenduadihi**

**BIKASH**

**Society**

**(Recipient of State Award in 2013 & 2019)**

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