



Government of Puducherry
Department of Social Welfare

Training Report Three-Day Training-2017

(March-(14,15,16)-(21,22,23)-(27,28,29))

Venue: Dept-of Women And Child Welfare,
Saram,Puducherry.



In-Service Training and sensitization Of key functionaries

Empowering Persons With Disabilities Strenthens Human Solidarity For Everyone:

Facilitated by Satya Special School



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1. Introduction


This report concerns the "In-Service Training and Sensitization of Key Functionaries of Central and State Governments, Local Bodies and other Service Providers on Empowering Persons with Disabilities" an activity undertaken by Department of Empowerment of Persons with Disabilities in cooperation and collaboration with Rehabilitation Council of India – (RCI) Puducherry. The task assigned to RCI to implement the scheme at national level and state level. The RCI as a Nodal agency in collaboration with Social Welfare Department, Puducherry and Satya Special School (NGO), Puducherry worked together towards promoting and protecting the rights of persons with disabilities. Rehabilitation Council of India, Department of Empowerment of Persons with Disabilities, and Social welfare department, over the years have been the instruments of social change that has its anchor in the changing realities of our society in many ways. In order to maintain the topicality of its schemes and programmes and to remain responsive to the needs of society, the ministry has been revamping and redesigning programmes that best fulfill emerging requirements.

2. Background and objective

A reasonable effort has been taken by the Govt. of India. As the 12th five year plan of Govt. of India has recognized the inadequate awareness and sensitivity amongst various stakeholders as a major challenge, it was felt that there is an urgent need to train various stakeholders to create awareness on the rights and entitlements of PwDs, provisions in various schemes, developmental programmes, ways and means to access their specific entitlements and those that they are entitled to as equal citizens. Hence, the government has made provision to train and to sensitize key functionaries through DEPwD. Thus, it has been envisaged to achieve the above said objective by organizing short term training programmes at block level. Accordingly, Department of Empowerment of Persons with Disabilities developed the training programme as a new Central Sector Plan Scheme. The training workshop was attended by the key functionaries dealing with disability sector viz. (Social Welfare, Health, Women and Child Development at Block level).

3. Objectives of the training workshop

- To train and sensitize 120 Anganwadi workers (one of the key functionaries) on disability related matters.
- To ensure enlightened, efficient and committed key functionaries to further the cause of empowerment of PwDs.
- To Raise awareness on disability related legislations, development programmes.

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- To create awareness and sensitize towards prevention, early identification, intervention, rehabilitation and mainstreaming of persons with disabilities
 - To obtain feedback about the quality of delivery of the Schemes/Programmes of the Government.

4. Structure of the workshop

This was a three day workshop. The workshop was planned to take place in three phases. The first phase of training was held from 14th to 16th March. The second phase of training was held from 21st to 23rd March. The third phase of training was held from 27th to 29th March. There were three different batches of trainees attended the workshop. The training sessions were conducted covering three different groups of participants. Each Phase comprised of 40 Anganwadi workers as participants. Each phase had three days of workshop. The same no of participants attended the all three days of workshop. In total 120 Anganwadi workers from Bahoor, Villianur, Ariyankuppam, Uzhavarkarai communes participated in the training workshop.

The first day of the workshop covered the presentation of the different eminent and experts of the disability sector outlining the cover view of the Government Policies, Schemes (State & Central) & Acts, Rights and Entitlements, Concepts and Characteristics of various disabilities. Final presentation of first day covered the Inclusion and accessibilities of the disabilities.

The second day covered the presentations of disability identification, Intervention & Prevention; Checklist to identify persons with various disabilities; screening tools for identification and referrals, intervention and strategies and prevention measures; importance & procedures for disability certification; various schemes of central/state government for PwDs.

The third day covered the presentations of the Govt. Policies, Schemes & Acts, Rights & Entitlements; over view of various Acts; Assessment and medical certification, ICD-X, DSM-V; Concept and necessity of inclusion with relevant example; need based accessibility options; treatment; Rehabilitation Resources/facilities; Employment options; Reservations in employment. The final session of the third day covered with sharing of experiences & submission of feedback.

Annexure A - The Agenda of the workshop is attached at the end of the report

4.1 Participation

Participants of the workshop were the Anganwadi workers. Since this workshop was organized in close coordination with the Social Welfare Department, the Anganwadi workers were invited from all communes in Puducherry. The cadre of participants was persons already in the women and child development brackets in their respective villages who regularly come in contact with the community. It is hoped that, on returning to their stations, they can influence people in general to learn about the importance of inclusion and accessibility of the disabled persons and promoting their rights. They could therefore influence essential management of information and knowledge sharing with the target people particularly the parents of persons with disabilities/special needs.

The successful implementation of any program depends upon the knowledge, attitude and practice among functionaries. Hence, implementation of this scheme as well depends on the key functionaries such as Anganwadi workers. Mainly the participants were the Anganwadi workers from in and around Puducherry commune. The Anganwadi Workers (AWWs) are a front line community health worker assigned to work for identifying the children with disabilities in the community and creating awareness among the public about the various rehabilitation facilities along with discharging the ICDS services. The AWWs are the most important functionaries of the various responsibilities in the community.

The AWW is also an agent of social change, mobilizing community support for better care of young Children. AWWs are formally trained for non-formal, pre-school education which caters to the developmental needs of children between 3 and 6 years of age, primary health care and first-aid to children under 6 years and pregnant and nursing mothers, supplementary feeding of children of ages 0-6 years, referral services for severely malnourished children, and assisting health staff in immunization. The role of AWWs has been valued as the most dedicated and committed public servants who can develop grass-root contacts.

The AWWs who are the main resource person and whose knowledge and skills do have a direct impact on the implementation of the various governmental schemes. Hence, the trained Anganwadi workers will be able to perform better in providing the basic services regularly, properly and effectively. The Anganwadi worker assumes an important role, since she is in close and continuous contact with the beneficiaries. Young children, especially from rural and urban slum areas spend their precious time in Anganwadi Centre with AWWs.

For a detailed list of the workshop participants, please refer the **Annexure B** at the end of the report.



4.2 Documentation

The workshop was divided into day wise sessions, there were 8 – 13 presentations altogether, 3 presentations from the regional experts were made and general feedback presentation of the workshop participants were made after a detailed half a day field visits to VTC on employability scope for persons with disabilities and accessibility perspectives.

Day wise distribution and delivery of the presentations were as under:

- Batch 1** 13 presentations on various topics and instructional session Including field visit.
- Batch 2** 13 presentations on various topics and instructional session Including field visit.
- Batch 3** 13 presentations on various topics and instructional session Including field visit.

The presentations were the principal starting points for deliberations which, together with the working interactive discussions, resulted in conclusions leading to shared understating of the importance of incorporating the disability concerns into the overall policy making management and the alternative activities through Central Sector Plan Scheme i.e., training the key functionaries and service providers to be more aware of the rights and entitlements of PwDs, provisions in various schemes, development programmes, ways and means to access their specific entitlements. Essentially, the presentations were not designed in terms of specific modules and packages but their structures and contents ensured that the end result would give a clear understanding of capabilities of persons with disabilities and know how we can work together to create and inclusive environment etc at work place in and around Puducherry state focusing on the development of mechanisms to envisage an inclusive environment that includes policy making systems for welfare of the persons with disabilities, prevention of disabilities through early interventions, empowering persons with disabilities through training and sensitizing the key functionaries and service providers. Details of the presentations by the presenters are given in the following parts of the report.

4.3 Organization of the workshop

The training workshop was organized on the basis of three main conspectuses; as under:

- a) The Presentations and interactive discussions were based among the workshop participants especially dealing with the inclusive environment and its dimension and concerns of disabilities while dealing with understanding of Govt. Policies, Schemes and Acts, Rights and Entitlements; concept and characteristics of various disabilities ; inclusion and accessibility.
 - b) Field visit to VTC - vocational training center to find out and learn how they prove their skills when proper training and opportunities given to them and suggest way forward to work together towards creating inclusive environment for them.
 - c) Sharing of experiences and submission of feedback of the workshop participants to take it forward to influence the challenges faced in the implementations of the Central Govt. schemes, policies at the grass root level.
- The presentations and interactive discussions during the training workshop were designed to give overview of various Acts concerning disabilities; Concept and characteristics of various disabilities; issues in creating inclusive environment and accessibility

5. Main focus of the workshop

The focus of the workshop was to create awareness on the rights and entitlements of PwDs, provisions in various schemes, developmental programmes, ways and means to access their specific entitlements and that they are entitled to as equal citizens. The workshop emphasized on the awareness requirement of the key functionaries responsible for the implementation of the schemes/programmes. Hence, it was further emphasized on the need to increase sensitization and awareness levels of especially those who are involved in the implementation of schemes and programmes and delivery of services. The Workshop was therefore intended to widen the purview of the cause of empowerment of PwDs and subsequently the whole approach to inclusive environment and management of proper implementation of disability related legislation, development programmes, various schemes & programmes with inclusion and accessibility dimension fully mainstreamed in society at all levels. Capacitating the workshop participants in assessing the challenges associated with the implementation of the Govt scheme was also on agenda list.


6. Proceedings of the workshop

6.1 Opening of the workshop

Following the traditional way of organizing an event is quite ritual in itself which gives participants of the event the joy and peace of heart to begin with positive energy. Obviously, the workshop adapted the way and it began with lighting of lamp by the chief guests the Honorable Minister for Social Welfare, Mr. Kandasamy; Mrs. Meenakumari, Director, DSW and Mrs. Chitra Shah, Director, Satya Special School Puducherry.

The workshop was opened with Welcome address: **Mrs. Sarojini**, Deputy Director, Directorate of Social Welfare extended a warm welcome to the dignitaries and the participants of the workshop. She briefed about the purpose and the relevance of the workshop. She said she was immensely pleased to welcome all those gathered for the workshop. In her address she said it was a great opportunity for having come together to share and understand the importance of creating an inclusive society for the persons with disabilities for which the In-Service training to the key functionaries was the need of the hour. She said the In-service Training would be very much beneficial to the participants to reach out the community. There are many welfare schemes planned by Central and State Governments and those schemes should effectively reach out to the target group. She insisted the key functionaries (the Anganwadi workers) should come forward to know about schemes and the benefits entitled since they are in the right place and have regular contact with the community. Thus, encouraged them to actively take part in the training workshop and make use of the opportunity to learn better the concepts and knowledge on the schemes, policies and relevant acts and contribute towards creating an inclusive society for the persons with disabilities. She also appreciated RCI, and the Disability Wing for the effort taken in coordination with Satya Special School which is actively contributing to the welfare of the disabled community.





Understanding Models of Disability: Mrs. Chitra Shah , Director of Satya Special School, Puducherry, an integrated specialty center based in Pondicherry that works to empower children with special needs introduced disability models its relevance to the workshop to the participants. She recalled saying that how disability was understood and conceived in those days and that with great intension turned into charity model that began when the victims of the Second World War needed the service for their rehabilitation. And that followed by various institutions and NGOs to care for the disabled persons in the charity and medical model. But, she was of the opinion that there needs to be a shift from the charity model to the rights model/social model that looks at the disability as a consequence of environmental, social and attitudinal.

And that's where she said about how Satya came in to the frame of serving the children with special needs. She said Satya began its journey towards creating an inclusive society for the children with Special Needs by rehabilitating them through special education and it so happened in 2003. Well, You may have your doubt as to what triggered the birth of the Organization was a 13 year old girl with disabilities who was found tied and locked up in a badly ventilated room for 8 hours a day. Her mother who is a labourer had no means or support to look after the girl leading to this dire situation. Sadly this mirrors the condition of so many children and adults with disabilities across India, who may be the most ignored section of our society today. And for the child and the mother she wanted to do something hence she referred the situation to the Nallam clinic and there the child received special education and therapeutic services, she added.

Fuelled by the desire to 'reach the unreachable', Satya was set up to serve as an integrated centre for disability rehabilitation in Pondicherry. Apart from providing free and quality rehabilitation services to the socioeconomically weak and the underprivileged, Satya is working tirelessly towards making CWSNs as independent as possible and alleviating the social stigma that affects these individuals and their families. She said the professional staff team consisting of Special Educators, Physiotherapists, Occupational therapists, Developmental Pediatrician, Neurologist, Yoga, Sports and Music therapists are the great source/strength of Satya today. Consultations for medical interventional facilities are also provided by various medical institutions established in Puducherry district. One of the medical institutions in Puducherry has tied up with Satya for medical and general health check up of the children we keep serving. Apart from rendering Special Education and Therapeutic services to these children, Satya Special School is also stepping forward to provide inclusive education wherein the children are mainstreamed and treated equally on par with others in the community.

Thus, recalling the various services provided by Satya Special School, she very much felt happy to speak to the workshop participants and encouraged them to actively participate in the 3 days workshop and to make use of the contents workshop fruitfully so that our children/adults with special needs and the family members do get benefit of the various schemes and policies and thus become part of the mainstream society, she added.

Chief Guest Address: the Honorable Minister for Social Welfare, **Mr. Kandasamy**. He appreciated and extended his warm welcome to all the workshop participants, presenters and experts, representatives of the implementing agencies, academia, and community members for taking interest to participate in the training. In his opening address he clearly expressed the special interest of the Govt. in taking efforts to mainstream people with disabilities through such noble initiative. He invited the workshop participants to better understand the contents of the workshop such as concept and characteristics of various disabilities and the relevant legislations, schemes and development programmes in order to be equipped themselves to disseminate and reach out the benefits of schemes implemented by the Government. He said the participants (Anganwadi workers as one of the stakeholders) would be the right channel to reach out to people especially the persons with various disabilities and their families and care takers so that they would benefit of the various schemes and development programmes leading to social inclusion.

6.2. Presentations of the Day 1

6.2.1. Presentation 1, 2 and 3

As explained earlier, the first was dedicated for the presentation by the Rehabilitation Council of India (RCI) and Directorate of Social Welfare experts of the subjects; a brief detail of every presentation is also summarized below:

Presentation 1: Rehabilitation Council of India (RCI), National Trust by Mrs. REENU PAUL



Mrs. Reenu Paul, (RCI) SNAC Coordinator, briefed about the purpose of the training programme and the role of RCI in implementing the training workshop. She said the XII plan of Govt. of India recognized inadequate awareness and sensitivity amongst various stakeholders as a major challenge. Hence, it was felt that there is urgent need for in service training amongst the various stake holders to create awareness about the rights and entitlements of PwDs, provisions in various schemes, developmental programmes, ways and means to access tier specific Entitlements and those that they are entitled to as equal citizens, she added.

Therefore, she said, in order to realize the above said intention, the Govt. of India has made a provision for the training and sensitization of the key functionaries of Central/ State Govt. under a provision for training and sensitizations of key functionaries of Central/State Govt. Under the 12th Five year plan through DEPwD, This is envisaged to be achieved by organizing short term training programmes through workshops at State/District/ Block level or regular basis.

Accordingly, she said, Department of Empowerment of Persons with Disabilities (DEPwD) has developed a new Central Sector Plan Scheme i.e., "In –Service Training and Sensitization key Functionaries of Central and State Governments, Local Bodies and Other Service Providers" w.e.f 29th December, 2014. This scheme will be implemented for the remaining part 12th Five Year Plan for the financial year 2015-16 & 2016 – 17. The DEPwD has assigned the responsibility of Nodal Agency to Rehabilitation Council of India to implement the said scheme at National level.

She said this training is meant for the key functionaries dealing with disability sector viz. Social Welfare, Education, Health, Women and child development, Doctors, Teachers, and officers / officials at Panchayath / District / Block level. Apart from these, key functionaries especially those who are involved in implementation of scheme and programmes and delivery of services relating to PwDs shall also be sensitized under the scheme. She further explained about RCI as below;

<p>Objectives</p> <ul style="list-style-type: none"> ✓ To regulate the training policies and programmes in the field of rehabilitation of persons with disabilities ✓ To bring about standardization of training courses for professionals dealing with persons with disabilities ✓ To prescribe minimum standards of education and training of various categories of professionals/ personnel dealing with people with disabilities ✓ To regulate these standards in all training institutions uniformly throughout the country 	<p>Objectives</p> <ul style="list-style-type: none"> ✓ To regulate the training policies and programmes in the field of rehabilitation of persons with disabilities ✓ To bring about standardization of training courses for professionals dealing with persons with disabilities ✓ To prescribe minimum standards of education and training of various categories of professionals/ personnel dealing with people with disabilities ✓ To regulate these standards in all training institutions uniformly throughout the country
<ul style="list-style-type: none"> ✓ To collect information on a regular basis on education and training in the field of rehabilitation of people with disabilities from institutions in India and abroad ✓ To encourage continuing education in the field of rehabilitation and special education by way of collaboration with organizations working in the field of disability. ✓ To recognize Vocational Rehabilitation Centres as manpower development centres ✓ To register vocational instructors and other personnel working in the Vocational Rehabilitation Centres 	<p>What is Rehabilitation Council of India?</p> <p>It is a statutory body of the Ministry of Social Justice & Empowerment, Govt. of India for :-</p> <ol style="list-style-type: none"> 1. Regulate & monitor services given to PwDs. 2. To standardise syllabi & to maintain a Central Rehabilitation Register of all qualified professionals / personnel working in the field of Rehabilitation & Special Education. 3. The act also prescribed punitive action against unqualified persons delivering services to PwDs.



She also presented and briefed about National Trust:

She said The National Trust is a statutory body of the Ministry of Social Justice and Empowerment, Government of India, set up under the “National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities” Act. The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities, it is working towards Empowering Abilities and Creating Trust amongst the persons with disabilities and therefore they would become and considered part of the mainstream society, he added.

She said, the National Trust envisions an inclusive society which values human diversity and enables and empowers full participation of Persons with Disability to live independently with dignity, equal rights and opportunities. The National Trust’s vision statement reflects a very changed India for all Indians and is based on human rights, i.e. UNCRPD, approach. The vision statement focuses NT as being a leader in the disability sector in India. As laws focusing on Persons with Disability are changing, focused leadership needs to be established. Working through local and regional registered organizations and local level committees, the National Trust must make its vision and focus clear throughout the country.

She further said the National Trust works towards providing opportunities for capacity development of Persons with Disability and their families, fulfilling their rights, facilitating and promoting the creation of an enabling environment and an inclusive society. The National Trust’s mission, or fundamental purpose, is to create an enabling environment, i.e. providing opportunities for Persons with Disabilities through comprehensive support systems which can also be done by collaborating with other Ministries, etc., which will lead towards development of an inclusive society.

She said the following are the objectives of the National Trust;

- to enable and empower persons with disability to live as independently and as fully as possible within and as close to their community as possible;
- to facilitate the realization of equal opportunities, protection of rights and full participation of persons with disability;
- to extend support to its registered organizations to provide need based services; and
- To evolve procedures for appointments of guardians and trustees for persons with disabilities.

• Early Intervention and School Readiness Scheme

This is an early intervention and school readiness scheme for children up to 10 years with the disabilities covered under the National Trust Act.



- **Day Care**

A day care scheme for persons with autism, cerebral palsy, mental retardation and multiple disabilities, above 10 years for enhancing interpersonal and vocational skills

- **Respite Care**

A scheme to provide respite home for orphans, families in crisis, Persons with Disabilities (PwD) from BPL, LIG families with at least one of the four disabilities covered under the National Trust Act.

- **Group Home for Adults**

This scheme provides housing and care services throughout the life of the person with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities.

- **NIRAMAYA- Health Insurance Scheme**

This scheme is to provide affordable Health Insurance to persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities.

- **Caregiver training scheme**

A scheme to set up Caregiver Cells (CGCs) for training and creating skilled workforce of caregivers to care for Person with Disabilities (PwD) and their families.

- **Educational support**

A scheme to encourage people with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities for pursuing educational/ vocational courses.

- **Aids and Assistive Devices**

This is a scheme to setup additional resource centers in each city, to collate and collect the Aids, software and other form of assistive devices.

- **Marketing Assistance**

A marketing scheme to create viable & wide spread channels for sale of products and services produced by persons with autism, cerebral palsy, mental retardation and multiple disabilities:

- **Awareness, Community Interaction and Innovative Project**

This scheme supports Registered Organizations (RO) of The National Trust to carry out activities for increasing the awareness of The National Trust disabilities.

Presentation 2: “Overview of the Various Acts (Govt. Policies, Schemes (State & Central) & Acts Rights & Rehabilitation” by Mrs. RATHNA

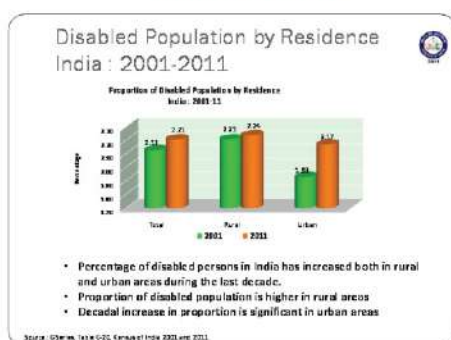


Mrs. RATHNA, Assistant Director, Directorate of Social Welfare summarized that according to Census 2011 over 26 million people in India are suffering from one or the other kind of disability. This is equivalent to 2.21% of the population, she said. Among the total disabled in the country, 14.9 million are males and 11.8 million are females. In India, the females with disabilities face more difficulties than males leading to social exclusion. She also figured out the disabled population by type of disability as per the 2011 censuses.

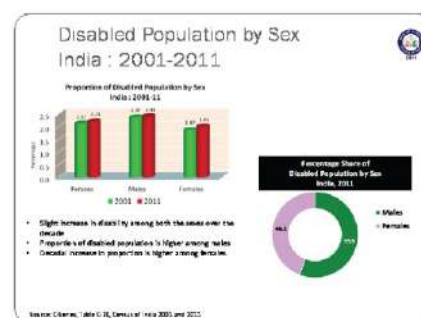
Type of disability according to 2011 censuses

Disabled Population by Type of Disability India : 2011			
Type of Disability	Persons	Males	Females
Total	26,810,557	14,986,202	11,824,355
In Seeing	5,032,463	2,638,516	2,393,947
In Hearing	5,071,007	2,677,544	2,393,463
In Speech	1,998,535	1,122,896	875,639
In Movement	5,436,604	3,370,374	2,066,230
Mental Retardation	1,505,624	870,708	634,916
Mental Illness	722,826	415,732	307,094
Any Other	4,927,011	2,727,828	2,199,183
Multiple Disability	2,116,487	1,162,604	953,883

Disabled Population by Residence India: 2001-2011



Disabled Population by Sex/Gender India – 2001 - 2011



She
also
briefed
the
history
of
Discrimination
faced
by

She also briefed the history of Discrimination faced by persons with disabilities.

- Persons with disabilities faced discrimination, disadvantage and deprivation
- They live in poverty
- 2/3 of the disabled persons live in developing countries
- The effects of World War II made to rehabilitate the soldiers who were disabled due to the War
- In the late 19th century Self-advocacy movement was initiated by persons with disabilities
- During 1990 India ratified UNCRPD
- Article 10 of the UNCRPD guarantees the right of life of persons with disabilities

Accordingly she said it is the duty of the Govt. to do the needful to meet out the requirements of the persons with disabilities in India; consequently each state government is taking effort to fulfill the needs of the people with disabilities. In Pondicherry the Govt. has initiated to implement the relevant schemes. And in order to further strengthen the capacity of the key functionaries such training is given, she added.

Scope of the training: She said the training was about changing attitudes towards persons with disabilities, from being recipients of society's charity to holders of rights and entitlements. It is our attitude that will define their future inclusion in mainstream life. She further emphasized that it is not only the policies of the Govt. that will make the biggest difference in disabled persons' lives; it is our attitude that will make their lives fulfilling or forever hopeless, she added.

She also said why inclusion is considered as an obligatory for the persons with disabilities. She said it is because there is the International recognition of paradigm shift from welfare to rights of persons with disabilities. Moreover, India is a signatory to international Agreements/treaties. And there is an emerging international climate of human rights against discrimination and appreciation of diversity. Because, inclusion reduces Isolation and Prejudices, enhances one's understanding. Inclusion is morally right, to provide equal opportunities, linked to the international IMAGE of a nation. Inclusion increases contribution of marginalized groups making the social fabric richer. The Domestic Laws – 3 and Constitution of India (14, 16, 21 A) speaks about and emphasizes on the Inclusion of the persons with disabilities in to mainstream society through necessary schemes and development programmes and ensure the benefits reach out to the final beneficiaries by strengthening the capacities of the key functionaries and the various stakeholders, she added. She also spoke about understanding the process of Inclusion. And finally she briefed on the various Acts pertaining to disabilities; definitions given in the Acts; the legislative frame work; International treaty in disability; the rights of persons with disabilities; the types of recognized disabilities; how the concept of CBR works out for the inclusion.

She also briefed about the Role of Anganwadi workers in Implementation of persons with disability Acts as below

- **Awareness generation**
- **Education**
- **Identification**
- **Inclusion**
- **Early intervention**
- **Guidance and support to use Central and State Govt. schemes.**
- **Maintenance and Supply of data.**

Thus, the presentation was well organized, the speaker exhibited knowledge of content in her presentation. The Figures and Tables were well designed and used effectively. The contents were very much relevant and useful for the participants. The speaker spoke clearly and was easy to understand.

Presentation 3: Understanding State Government Schemes by Mrs. V. Sarojini

Mrs. Sarojini, Deputy Director, Directorate of Social Welfare briefed and summarized the State Government Welfare Schemes meant for persons with disabilities in Pondicherry state of Union Territory. She said there were about 20 welfare schemes being implemented by the government.

But there is still lack of information about the schemes and not reached the people specially persons with disabilities and the family members and care takers. So, there is need to disseminate and communicate to the target people in the community, hence, this sort of training and sensitization would definitely help the workshop participants very much in understanding the purpose of the training and the contents of the training equipping them to reach out the community since they are the main contact persons in the community.

She said the Anganwadi workers would do it rightly because they are the only people who can do it as they are supposed to guide and support the people with disabilities to use central and state government schemes. She said the Anganwadi Workers (AWWs) are a front line community health worker assigned to work for identifying the children with disabilities in the community and creating awareness amongst the public about the various rehabilitation facilities along with discharging the ICDS services (Johnsey, et.al. 2013). The AWWs are the most important functionaries of the various responsibilities in the community, she added, hence, she encouraged and motivated the participants to better make use the training course and serve the needy people in the community and work towards creating an inclusive society. Some of schemes were explained to the participants as below



கிடைக்கும் உதவி

1993 ஆம் ஆண்டு கொண்டு வரப்பட்டது.

மாநாத்திர நிதி உதவித்தொகையாக

40% 65% ரூ.1500/

65% 85% ரூ.2000/

85% 100% ரூ.3000/

60 வயது முதல் 79 வயது வரை ரூ.2,200/

80 வயதிலிருந்து ரூ.3,300/

வழங்கப்படுகிறது

தகுதிகள்

1. ஆண்டு வருமானம் ரூ.75,000/ இருத்தல் வேண்டும்
2. கை, கால் ஊனம், காது கேளாமை மற்றும் வாப்போசைம், கண் பார்வை குறைவு: 40% மற்றும் அதற்கு மேல் இருக்க வேண்டும்
3. மனவளர்ச்சி குன்றியவர் : பி.வி 69 மற்றும் அதற்கும் குறைவாக இருக்க வேண்டும்
4. ஐந்து வருடத்திற்கு குறைவாகக் குடியிருக்க வேண்டும்.

கிடைக்கும் உதவி

2002 ஆம் ஆண்டு கொண்டு வரப்பட்டது.

மாற்றுத்திறனாளிகளுக்கு மாத்தோறும் இலவசமாக 15 கிலோ அரிசி வழங்குதல்.

தகுதிகள்

1. மாற்றுத்திறனாளி கண்டிப்பாக மாநாத்திர நிதி உதவி பெறுபவராக இருத்தல் வேண்டும்.
2. ஆண்டு வருமானம் ரூ.75,000/க்குக்கும் குறைவாக இருத்தல் வேண்டும்.
3. ஐந்து வருடத்திற்கு மேல் குடியிருக்க வேண்டியவராக இருத்தல் வேண்டும்.
4. ஊனத்தின் அளவு : 40% மற்றும் அதற்கு மேல் இருத்தல் வேண்டும்.

கிடைக்கும் உதவி

1980 ஆம் ஆண்டு கொண்டு வரப்பட்டது.

கீழ்க்கண்டவாறு மாற்றுத்திறனாளி மாணவ/மாணவியர்களுக்கு கல்வி உதவி தொகை ஆண்டு ஒன்றிற்கு வழங்கப்படுகிறது.

1 முதல் 5ஆம் வகுப்பு வரை ரூ.1000/

6 முதல் 8ஆம் வகுப்பு வரை ரூ.2000/

9 முதல் 12ஆம் வகுப்பு வரை ரூ.3400/

இளங்கலை பட்டப்படிப்பு ரூ.5000/

இளங்கலை தொழில்சார்ந்த பட்டப்படிப்பு ரூ.6800/

முதுகலை பட்டப்படிப்பு ரூ.6800/

தகுதிகள்

1. ஆண்டு வருமானம் ரூ.75,000/ இருத்தல் வேண்டும்.
2. ஐந்து வருடத்திற்கு மேல் குடியிருக்க வேண்டியவராக இருத்தல் வேண்டும்.
3. ஊனத்தின் அளவு : 40% மற்றும் அதற்கு மேல் இருத்தல் வேண்டும்

கிடைக்கும் உதவி

2003 ஆம் ஆண்டு கொண்டு வரப்பட்டது.

மாற்றுத்திறனாளிகளுக்கு மோட்டார் பொருத்தப்பட்ட மூன்று சக்கர வண்டி இலவசமாக வழங்கப்படுகிறது.

தகுதிகள்

1. மாற்றுத்திறனாளி கண்டிப்பாக மாநாத்திர நிதி உதவி பெறுபவராக இருத்தல் வேண்டும்.
2. 65% மேல் இரண்டு கால்கள் பாதிக்கப்பட்டவராக இருத்தல் வேண்டும்.
3. ஆண்டு வருமானம் ரூ.75,000/ இருத்தல் வேண்டும்.
4. மாற்றுத்திறனாளி வேலை செய்பவராக / கல்வி பயிலுபவராக இருத்தல் வேண்டும்.
5. ஐந்து வருடத்திற்கு மேல் குடியிருக்க வேண்டியவராக இருத்தல் வேண்டும்.
6. இத்துறையின் மூலமாக போக்குவரத்து பயணப்படி பெறாதவராக இருத்தல் வேண்டும்.

கிடைக்கும் உதவி

2007 ஆம் ஆண்டு கொண்டு வரப்பட்டது.

பத்தாம் வகுப்பு பொதுத்தேர்வில் அதிக மதிப்பெண் பெற்று முதல் மூன்று

இடங்களை பெறும் கண்பார்வையற்ற மாணவர்களுக்கு

முதல் பரிசு ரூ.20,000/

இரண்டாம் பரிசு ரூ.15,000/

மூன்றாவது பரிசு ரூ.10,000/ ஊக்கத்தொகையாக வழங்கப்படுகிறது.

தகுதிகள்

1. கண்பார்வையற்ற மாணவ / மாணவியராக இருத்தல் வேண்டும்.
2. ஐந்து வருடத்திற்கு குறைவாகக் குடியிருக்க வேண்டியவராக இருத்தல் வேண்டும்.
3. தமிழ் மொழியை கட்டாய மொழியாக படித்திருக்க வேண்டும்

கிடைக்கும் உதவி

திருமண ஊக்கத்தொகை ரூ.50,000/ (வரக்கத்தொகையாக ரூ.20,000/ மும் தேசிய சேமிப்பு பத்திரமாக ரூ.30,000/ வழங்கப்படும்.

தகுதிகள்

1. ஆண்டு வருமானம் ரூ.75,000/ இருத்தல் வேண்டும்.
2. வயது ஆண்கு 21ம் , பெண்கு 18ம் இருத்தல் வேண்டும்.
3. ஊனத்தின் அளவு : இருவருக்கும் 40% மற்றும் அதற்கு மேல் இருத்தல் வேண்டும்.
4. குடியிருப்பு : இருவரும் புதுச்சேரி மாதிலத்தை சேர்த்தவராக இருத்தல் வேண்டும்.
5. தமிழியலுக்கு முதல் திருமணமாக இருத்தல் வேண்டும்.
6. திருமணத்தை பதிவு செய்தல் வேண்டும்.
7. திருமணம் நடந்த 120 நாட்களுக்குள் விண்ணப்பிக்க வேண்டும்

Thus, the presentation was indeed useful to the workshop participants. She said the information is key to sound planning and management. The presentation was developed to provide information on the various policies and schemes of the central and state governments in India. It is intended as a useful resource for the participants. This approach is a gradual shift in the thinking of the key stakeholders and the community to rights based approach is a welcome move, she added. The presentation was well organized. The contents were very much relevant and useful for the participants. The speaker spoke clearly and was easy to understand. The speaker exhibited knowledge of content in her presentation.

Presentation 4: Understanding Right to Education Act by Mr. V. Dharshnamurthi

Mr. V. Dharshnamurthi, Vice-President, Puducherry Science Forum, briefed about the RTE Act. He said it was important to better understand about the features of the RTE. He also appreciated the organizing body to have chosen the appropriate department people to come attend the training course since it is very much relevant to these people. He said the right to education is a human right which every human being is entitled to and can thus claim merely by virtue of being human. It is enshrined in the Universal Declaration of Human Rights (UDHR), and subsequently in many binding international agreements as well as in domestic laws. The Constitution of India has given this right the status of a human right.

He said, the Right to Education Act, 2009, guarantees Free and Compulsory Education to all children between the ages of 6-14 years covering the elementary cycle of education in a neighborhood school. Further it guarantees education of a specified standard, subscribing to norms of school infrastructure, hours of instructional time and days of school functioning, pupil teacher ratios and teacher quality. The Act does not specifically cover children below the age of 6. However, it says that the "local authorities" may provide free and compulsory education at the pre-primary stage.



He said, by “compulsory” it is meant that it is entirely obligatory on the State to provide free elementary education to every child in the 6-14 years age group and ensure not just admission, but attendance and completion of the elementary cycle of schooling as well.

He also noted that as per the RTE Act No child in the age group 6-14 years can be refused admission in school. She would be enrolled in a class “appropriate to her age”. By this is meant that if she is 10 years old she will be admitted to class 4. The Act makes it the responsibility of the school to provide her with “special training” in the school premises to enable her to come up to her age appropriate class. In other words, a 10 year old has the right to be enrolled in class 4 while she attends remedial classes provided by the school in the same premises till she is able to be mainstreamed. This could take 3 months to 2 years.

Moreover, The Act guarantees the completion of elementary education. It means therefore that the child can continue to study till she has completed class 8, irrespective of her age at that time and even if it exceeds 14 years.

Presentation 5: Understanding Early Intervention by Mrs. Rajamani.



Mrs. Rajamani, Senior Special Educator summarized that early intervention refers to planned and organized efforts to enhance the development of children who have been screened for disabilities. She said it focuses on children from birth to three years of age. She clearly explained the main objective of the early intervention was to help the parents & family members

to become the first & best teachers by providing support, training and guidance to the family. And to foster the child development, in all areas by providing appropriate stimulation, education and therapy is very much important, she added. To provide health and nutrition inputs to the child and to detect early, and prevent secondary disabilities in new born children.

She also further explained the various steps in Early Intervention as mentioned below

Steps in the EI process



Screening and identification of disability:

She said it is the first level of assessment and it is the process of collecting basic information regarding the child to decide whether there is any chance of the child having the disability. The Apgar test is usually given to a baby twice: once at 1 minute after birth, and again at 5 minutes after birth. Sometimes, if there are concerns about the baby's condition or the score at 5 minutes is low, the test may be scored for a third time at 10 minutes after birth. (Appearance-skin coloration, pulse -heart rate, grimaces response-medically known as "reflex irritability", activity and muscle tone, respiration-breathing rate and effort).

She further explained how to go **identify child's interventional needs**; she said more intensive and detailed assessment is to be conducted to identify the child's specific intervention needs. This is done thro' functional and developmental assessment, she added.

Steps in Early Interventions:

Aims of EI

To provide children with an environment that promote their development in all areas-

- Physical development
- Motor
- Communication and language
- Personal care
- Cognitive
- Social and emotional

objectives

- ✓ to help the parents and family members providing and guidance to the family.
- ✓ To foster the child development in all areas by providing appropriate stimulation, education and therapy to minimize delays and help the child reach development milestones.
- ✓ To provide health and nutrition in puts to the child,
- ✓ To detect early and prevent secondary disabilities

Steps in planning stimulation activities

- Observe the child carefully to assess what he can do, what she cannot will respect to the various development
- Make a note of what things she is just beginning to do and which

Role of play in development

- Play promotes cognitive development
- Concepts and properties of objects
- Understands cause and effects
- Learn to anticipate events
- Development of their reasoning skill
- Develop problem solving

6.3. Presentations of the Day 2

6.3.1.Presentation 1, 2 and 3

The second day was dedicated for the presentation by the experts of the subjects; a brief detail of every presentation is also summarized below:

Presentation 1: Understanding Disabilities

by Ms. Sai Lakshmi

Ms. Sailakshmi, Principal, Satya Special School, Pondicherry briefed about the concept of characteristics of disabilities. She briefed about what is disability; early intervention; causes of disability. She explained to participants saying a disability is any continuing condition that restricts everyday activities. She said the Disability Services Act (1993) defines 'disability' as meaning a disability:

- which is attributable to an intellectual, psychiatric, cognitive, neurological, sensory or physical impairment or a combination of those impairments
- which is permanent or likely to be permanent
- which may or may not be of a chronic or episodic nature
- which results in substantially reduced capacity of the person for communication, social interaction, learning or mobility and a need for continuing support services.

With the assistance of appropriate aids and services, the restrictions experienced by many people with a disability may be overcome, she added.

She said children with learning disabilities are a heterogeneous group. These children are a diverse group of individuals, exhibiting potential difficulties in many different areas. For example, one child with a learning disability may experience significant reading problems, while another may experience no reading problems whatsoever, but has significant difficulties with written expression.

She also said the learning disabilities may also be mild, moderate, or severe. Students differ too, in their coping skills. Some learn to adjust to LD so well that they 'pass' as not having a disability, while others struggle throughout their lives to even do 'simple' things. Despite these differences, LD always begins in childhood and always is a life-long condition, she added.

Over the years, parents, educators, and other professionals have identified a wide variety of Characteristics associated with learning disabilities.





The following ten frequently cited attributes:

- Hyperactivity
- Impulsivity
- Perceptual-motor impairments
- Disorders of memory and thinking
- Emotional lability
- Academic difficulties
- Coordination problems
- Language deficits
- Disorders of attention
- Equivocal neurological signs

There are nine identified learning and behavioral characteristics of individuals with learning disabilities, she added

- Disorders of attention
- Reading difficulties
- Poor motor abilities
- Written language difficulties
- Oral language difficulties
- Social skills deficits
- Psychological process deficits

Disability

Disability is the difficulty to function due to the loss caused by impairment

Ex: not able to see, not able to walk, not able to think.

Concept and Characteristics of Disability

Impairment:

Impairment is missing or defective part of the body.

Ex: Impairment of the eyes, ears, limbs, brain etc.

Early Identification

It means recognizing the problems at the earliest

What to do after recognizing the problems ?

After recognizing the problems it is important to refer the child to the concerned specialist who will try to examine the child

Suggest treatment

Plan long-term management

Provide information and guidance.

Various causes Pre-natal Causes

- No or poor antenatal checkups
- Abortions repeated, attempted, threatened
- Poor health status of the mother
- Diabets
- RH-incompatibility
- Convulsions (Fits)
- Maternal infections
- STD (sexually transmitted diseases)
- Physical trauma and injury
- Emotional stress/trauma
- Drugs.
- Irradiation
- Addiction to Tobacco/nicotine Alcohol
- Harmful medication
- Multiple pregnancies
- Maternal Mental illness
- System Pathology (Heart, kidney, liver diseases)
- Bleeding during pregnancy
- Hypoxia (lack of oxygen)
- Nutrition
- Metabolic errors
- Infections
- Teratogens

Characterstics

- Continuous water discharge from the eye
- Redness of the eye
- Abnormal movment of the eye
- Problem in movement and no fixed sight of small images
- Difficulty in reading small letters
- Complaints of headache and complaints of eye infection
- Problem of adjusting both eyes in seing. Using only one for seeing.
- Clumsy movement of eye
- Problems in mobility and orientation
- Eye lids are alway red .
- Keeps the books or objects close to the eye.
- Instead of copying from the black board, copies from the notebooks of his class mates.
- Moves his head abnormally forward and backward to see distant object.
- Generally feel the things by touch
- Development of language is generally not proper.

Mangement

- Braille textbooks
- Embosed Diagrams
- Tactile Pictures
- Models of object
- Special Devices like Abacus, Tyler frame, Geometry kit, Braille slate, stylus
- Orientation and mobility training
- Sensory training
- Parent counselling
- Vocaitional training
- Special education.



Presentation 2: Understanding Screening, identification and intervention prevention by Ms. Sai Lakshmi

Ms. Sailakshmi, Principal, Satya Special School, Pondicherry briefed early identification, services, supports, and intervention for young children, birth through 4 years, who demonstrate delays in development that may place them at risk for later identification as having a learning disability (LD). Such delays include atypical patterns of development in cognition, communication, emergent literacy, motor and sensory abilities, and/or social-emotional adjustment that may adversely affect later educational performance.

Early identification: She said the purpose of early identification is to determine which children have developmental problems that may be obstacles to learning or that place children at risk. Development in infants, toddlers, and preschoolers is characterized by broad variability in rates and patterns of maturation. For some children, differences and delays in abilities are temporary and are resolved during the normal course of development.

For other children, delays may persist in different domains of functioning, necessitating the child's referral for targeted screening and/or comprehensive evaluation. At present, no clear distinction can be made in the early years between the children whose problems may persist from those who will make adequate progress with time. Therefore, young children who demonstrate difficulties in early development may or may not be at risk for LD; nevertheless, screening, evaluation, enhanced learning opportunities, and possibly intervention services should be provided. It is not in the child's best interest to "wait and see" or hope that the child will "grow out of" his or her problems. Conversely, it is important to guard against the premature identification of a disability, especially if high quality learning opportunities have not been provided, she said.

The **Identification** process includes (1) screening, (2) examination for the presence of risk indicators and protective factors, (3) systematic observations, and, if indicated, (4) a comprehensive evaluation. An effective early identification program must take into account the numerous biological, environmental, and cultural factors that may influence the course of a child's development. Information from the identification process is the basis for making decisions about the need for further services and supports, she added.

Screening: She said the purpose of screening is to determine if additional evaluation is required and in what developmental domains. She said we should have a system to identify, locate, and evaluate all children with disabilities (birth-21 years), who need early intervention or special education services. So, screening tools are not intended for diagnosis, placement, and educational planning. Careful consideration of reliability, validity, standardization, cultural and linguistic sensitivity, and relevance of screening instruments and procedures is required for appropriate selection, use, and interpretation, she added.



Teaching Learning Materials – (TLM) Preparation of Teaching Learning Material - (TLM for Management of children with special needs in Schools

Ms. Sailakshmi, Principal of Satya Special School explained about the preparation and how to use the TLM for teaching children with special needs, in the field of special education. She said TLM is a commonly used acronym that stands for "teaching/learning materials." She said Activity-based learning employs a variety of teaching/learning materials and focus on student interaction to learn new concepts.

She briefed to the participants about the preparation or procuring Teaching Learning Material. She said the Teaching Learning materials should enhance the learning skills of the children with disability focusing on their specific needs. Teaching Learning materials should also encourage contacts between students and faculty, develop reciprocity & cooperation, and encourage active learning, prompt feedback, emphasize time on task, communicate high expectation and should respect diversity of talent and learning in students, she added. The Teaching Learning material used should not only be appropriate according to the need of the child but also according to:

- Child's IQ level
- Chronological age
- Sex or Gender
- Culture
- Family background etc.

She further said The teacher should also keep into consideration the safety of the child before preparing the teaching learning material for e.g. the material should be rounded without any sharp ends while preparing it for child with loco motor disability and do not keep knife, scissor and blade openly in the classroom. The teaching learning material should provide information through multi-sensory approach i.e. audio, visual, tactile and kinesthetic

- It is helpful to break tasks down into small steps and introduce the task one step at a time to avoid overwhelming the individual. Once the student has mastered one step, the next is introduced.
- Children do better in environments where visual aides such as charts, pictures, and graphs are used as much as possible. Such visual components are useful for helping students to understand what is expected of them. Using charts to map Students' progress is very effective, for instance.

- Charts can also be used as a means of providing positive reinforcement for appropriate, on-task behavior.
- Most people are kinesthetic learners who learn by doing, by completing a hands-on tasks and appreciating the results. This is especially true for mentally retarded
- For example, a teacher who wants to teach the concept of gravity has several options: She can tell students that things are pulled towards the earth by a force .

She also explained about various types of concept making like Time concept, money concept, and picture drawing, colouring. The various concept making for teaching children and really help them learn better their required skills were highlighted. The other teaching staff in Satya had accompanied Ms. Sailakshmi and clearly described how they have adapted certain techniques to teach their children in the school. Thus she said the learning has shifted from Response Strengthening to Knowledge Acquisition to Construction of Knowledge. In this context, the duty of the teacher is to provide appropriate environment where the child will construct his knowledge by interacting with his physical and social environment. She further asked the participants to come out with the models or techniques they have adapted in their respective schools or Anganwadi centers so that it would be evaluated and give suggestions for better performance of the children and the teachers in general, she added.



EXAMPLES OF TEACHING/LEARNING MATERIALS (TLM)

- blocks
- games
- overhead projector transparencies
- posters
- samples of student writing
- flashcards
- computer software
- videos
- model clay
- visual aids

However, the above mentioned types of materials we regularly use them. But, she said there are particular materials used by the special educators in the special schools. She said teaching of different concepts to the children to understand the regular things done by the non-disabled persons in life. Such as

- Money concept
- Alphabets writing
- Time concept
- Number concept
- Drawing, colouring,

Field Visit

The field visit was arranged to VTC located in Kulapalayam. All the participants took a field trip to Satya Special School Vocational Training Center on the second day in the first phase. In the second and third phases the field visits were done by the participants on the first day itself. The purpose of the field visit was to make them (participants) realize that the persons with disabilities can also perform well as and when properly trained. They too can be economically productive citizens when opportunity is given in different trades according to their learning ability/capacity. Apart from sensitizing them on various acts and legislations and policies it was also planned in such a way that they get the field experience in disability sector. So, obviously the participants visited the Vocational Training Centre at Kulapalayam. They had witnessed firsthand experience and the day to day activities carried out in the vocational training skills Center by the children. They have understood the trials and tribulations of children with Special Needs. They witnessed the vocational training centre and saw the children participating in activities tailored to their needs. Children were learning how to make paper cups; they were learning tailoring, learning to bake cookies, learning to make jewelry, Gardening etc. These are the things participants observed during the field trip. For the visitors the vocational rehabilitation, elaborated on how students can benefit from vocational rehabilitation (VR) services: "Vocational Rehabilitation services can offer a great deal to students with disabilities to help them explore, choose, prepare for, and enter a career in their future

Objectives of Vocational Training Centre – (VTC)

- To provide need based and skill based vocational training
- To ensure involvement of the parents in the process of rehabilitation
- To create awareness on vocational training and rehabilitation among the parents/siblings
- To discuss the process of vocational training and components of job analysis
- To empower the trainees for self-advocacy
- To make Persons with Disabilities self-dependent in related trades
- To make them learn independent living skills in the community
- To make them aware about their rights

The various Trades through skill training learned by the special need children at the vocational center as below

GARDENING: The students do organic backyard gardening in the post monsoon session. All staff and students will participate in the said activity. This allows all to have an exposure to nature and learn to appreciate where the food comes from. This is also a calming activity as there is no expectation of perfection but just the ability to be one with nature.

BAKING: The students again are divided into groups will be responsible for the weekly baking class. This will entail baking things like cakes, cookies, biscuits, pies among other things. The students are taught the right procedures and methods and quality control. It will then be marketed once a certain mastery level has been achieved



CRAFT:

The students are taught specific crafts that are festival or season based. This is associated with the Youth Guidance program where they learn about different things. The association with crafts and the festivals gives the students the opportunity to experience new things and expand their knowledge base. All crafts created are displayed.

AMBA computer

unit provides need based programme for every individual. The instructor herself has been a student of OLS and hence is in a better position to understand the needs and skills of the students as well as to guide and educate them in a manner that is best for their understanding. The Computer Unit imparts training on basic computer applications, and advanced software in programming and designing. Basically this unit equips the trainees in skills to prepare letters, drafts, databases, charts and graphs, invoices, presentations etc. Apart from this, some fundamentals on computer hardware are also taught in this unit. Depending on the ability of internalizing and being able to use whatever is taught, the trainees are also provided with higher technical skills in web designing and programming.

Parents Teachers Interaction:

Parents-teachers interaction is carried out on a regular basis. During the interactive sessions Skill Instructor, Special Educator and Placement Officer have elaborate discussions and opinion sharing on rehabilitation of their wards. Discussions regarding Nirmaya health insurance schemes i.e., social security schemes and other schemes of National Trust and the State also take place. In order to ensure meaningful participation of the parents and building of rapport with the teachers, outings and picnics are organized for parents and students as well along with staffs.

6.4. Presentations of the Day 3

6.4.1. Presentation 1, 2 and 3

Presentation 1: Inclusion and Accessibility by Mr. Manickam

Mr. Manickam, Programme Supervisor from CIAI, addressed the participants and emphasized on the need to be aware of Inclusion. He was requested to speak about social inclusion and share the experiences of Community Based Rehabilitation (CBR) program that CIAI and Satya Special School have been implementing in the semi-urban and rural villages of Pondicherry for 6 years now. He said it was right time to deconstruct their prejudice, myths and misconceptions towards disability and to sensitize their key role in social inclusion of children / person with disabilities at the village level.

He said the work shop was more of focussing on the awareness about disability and it was very essential to make the participants have sufficient knowledge and information about it. On the other hand the main purpose of the work shop was also to sensitize the participants on the point of view of inclusion. Hence, he asked the participants whether they know or heard about Inclusion. They said they knew about disability, heard of types of disabilities and they are in to integrating the children with special needs in the Anganwadi centers, they answered.

He appreciated the participants for they knew about it earlier. However, he wanted them to become more aware of the inclusion that was an obligatory to be promoted in the community for which the Anganwadi teachers/workers as primary stakeholders of this noble initiative must be ready and willing to support for the cause. He emphasized the Anganwadi teachers must take the great responsibility forward in order to create the friendly environment that suits the people with disability

especially the children with special needs. He also asked the participants to come forward with suggestions to follow up with actions or trainings further required for them so that they can have better perspective about disability and try their level best to promote an inclusive society.

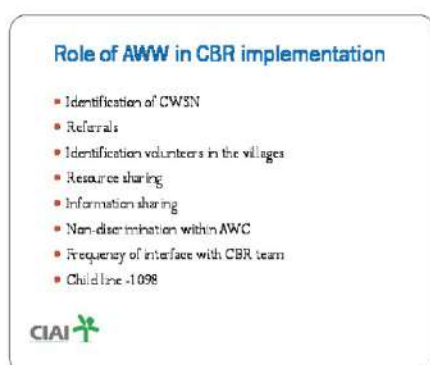
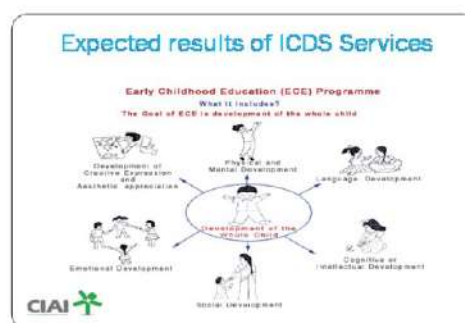
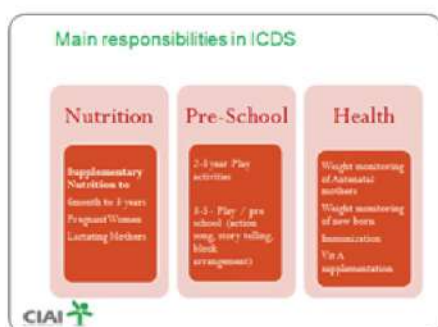
while he was briefing about the partnership between CIAI and satya special school he mention about the CBR concept. he said 2 Village Rehabilitation Centres (VRCs) were established through CBR program and about 200 children with different disabilities have been rendered specialised services as per the specific needs. Their parents were given continuous psychosocial support in caring children and other support to enhance the livelihood of the families. Now parents have progressively recognised the immense value of the centres and its services to improve the child's condition. However the program faced challenges like making the parents to accept the child's condition and to send the children to the VRCs without fail. After listening to the program experiences the Anganwadi workers assured to extend their cooperation to the program in the CIAI-Satya operational villages. They told that this training has increased their understanding of disability and its types, its uniqueness that requires integrated approach. They also guaranteed that they will implement learnt techniques in early-detection, facilitate the access to the appropriate government schemes and to contribute to make social inclusion a reality.

Thus, he said the Anganwadi worker in the community is considered as an agent of social change, who can mobilize community support for better care of young children with special needs and the people with disabilities on the whole. So, the AWWs are formally trained for non-formal, pre-school education which caters to the developmental needs of children between 3 and 6 years of age, primary health care and first-aid to children under 6 years and pregnant and nursing mothers, supplementary feeding of children of ages 0-6 years, referral services for severely malnourished children, and assisting health staff in immunization. In this way the role of AWWs has been valued as the most dedicated and committed as public servants who can develop grass-root contacts. Therefore, they are the main resource person in the community and whose knowledge and skills do have a direct impact on the implementation of the various governmental schemes. Hence, the trained Anganwadi workers will be able to perform better in providing the basic services regularly, properly and effectively. The Anganwadi worker assumes an important role, since she is in close and continuous contact with the beneficiaries. Young children, especially from rural and urban slum areas spend their precious time in Anganwadi Centre with AWWs.



In the aspect of promoting and protecting the rights of persons with disabilities the AWWs have to play special role in building an inclusive and accessible society for the children with special needs. The following roles and responsibilities he had mentioned that they will have to keep in mind while they discharge their duties on daily routine basis, he added

- To identify the disability among children during her home visits and refer the case immediately to the nearest PHC or District Disability Rehabilitation Centre.
- To make home visits for educating parents to enable mothers to plan an effective role in the child's growth and development with special emphasis on new born child.
- To weigh each child every month, record the weight graphically on the growth card, use referral card for referring cases of mothers/children to the sub-centers/PHC etc., and maintain child cards for children below 6 years and produce these cards before visiting medical and Para-medical personnel.
- To organize supplementary nutrition feeding for children (0-6 years) and expectant and nursing mothers by planning the menu based on locally available food and local recipes.
- To provide health and nutrition education and counseling on breastfeeding/ Infant & young feeding practices to mothers. Anganwadi Workers, being close to the local community, can motivate married women to adopt family planning/birth control measures



Presentation 2: Understanding Employment of the persons with Disabilities by Mr. Arun Kumar

Mr. Arun kumar, Project Manager, Youth4job, Puducherry, summarized about the youth4job organization. He said the organization is a Not for Profit Organization which sets up placement- linked skilling centers for youth with disability. Youth enrolled are with Locomotor, speech & hearing disability youth with low vision and youth with blindness. Most of the youth are from rural areas and all are from poor families. Y4J also helps companies build an inclusive workforce.


He said the work is important for two reasons as below

- SKILL FOR INDIA - Y4J helps skill the most vulnerable and unreached to help the country meet its demographic dividend
- MAKE IN INDIA - Impact studies of Y4J work shows a 15% productivity increase in the manufacturing sector when companies hired youth with disability

He said the Objectives of the Y4J as below

- To Sensitize 1 million community members on ability in disability by 2020
- To be a 1 stop shop offering companies customized solutions to build an inclusive workplace
- To Sensitize 100,000 company representatives
- To Train 20,000 PwDs and connect them to Jobs by 2020





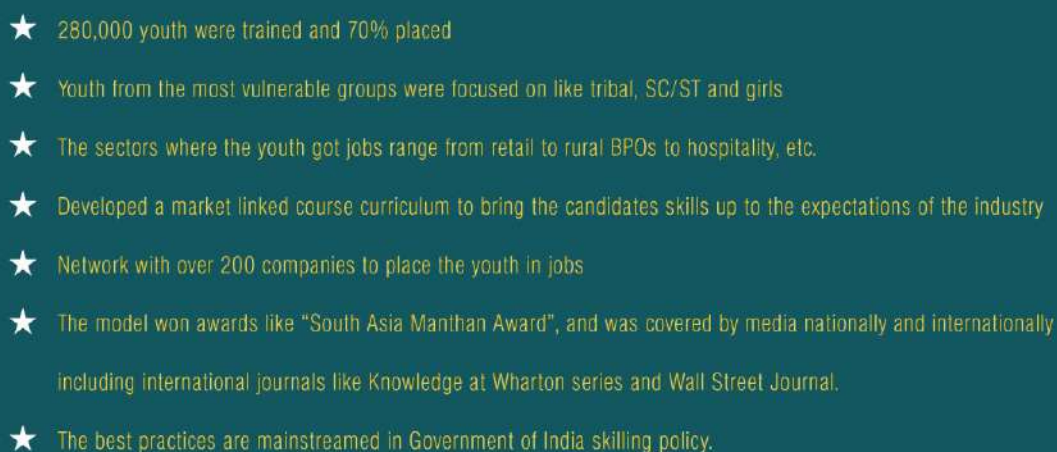
He further explained the kind of work the organization is doing for the youth with disabilities. He said the team has Setup Centre for Persons with Disability Livelihoods. (CPDL) is a pioneering PPP with a vision of enabling the Persons with Disability (PwD) to avail better livelihood opportunities by market linked trainings and jobs in the organized sector. The initiative aims to make inclusive employment of the PwDs the norm in companies by triggering to several orders of magnitude, direct employment of this community by corporate India as employees of choice who bring enormous value to their businesses by way of quality work, productivity gains and lower attrition.

CPDL has trained 2500 PwDs with 70% of them successfully gaining employment in organized sector quality jobs where 25% of them are girls. All of them are rural underprivileged PwD youth with over 40% disability. The employed youth's incomes ranged from Rs.45,000 to Rs.100,000 per annum, all of them are first white collared job member of the family. Families and youth were transformed by this experience

The sectors in which youths with disabilities the (trained people) got jobs are telecom, BPO, manufacturing, hospitality, retail, etc., and the companies who recruited were ADFC (HDFC Bank's BPO), Tata Business Support Services (TBSS), Symphony Technologies, Hinduja Global Business Solution among the BPOs, Tata Teleservices, Airtel, Vodafone among the telecom and Shahi Export, Gitanjali Gems and Jewellery among the manufacturing. .

He further said,

Y4J team has built from scratch the Jobs Mission of the Rural Development Department, Govt. of A.P. for underprivileged unemployed rural and tribal youth and took it to scale. The key highlights of the project was


- 
- ★ 280,000 youth were trained and 70% placed
 - ★ Youth from the most vulnerable groups were focused on like tribal, SC/ST and girls
 - ★ The sectors where the youth got jobs range from retail to rural BPOs to hospitality, etc.
 - ★ Developed a market linked course curriculum to bring the candidates skills up to the expectations of the industry
 - ★ Network with over 200 companies to place the youth in jobs
 - ★ The model won awards like "South Asia Manthan Award", and was covered by media nationally and internationally including international journals like Knowledge at Wharton series and Wall Street Journal.
 - ★ The best practices are mainstreamed in Government of India skilling policy.

Presentation 3: RCI, National Trust by Mr. Arun Aloysius Magesh

Mr. Arun Alloys Mahesh, Administrator, Vidya Sudha, briefed about the National Trust and its mission to the people with disabilities. He said The National Trust is a statutory body of the Ministry of Social Justice and Empowerment, Government of India, set up under the "National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities" Act

The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities, it is working towards Empowering Abilities and Creating Trust amongst the persons with disabilities and therefore they would become and considered part of the mainstream society, he added.





He, the National Trust envisions an inclusive society which values human diversity and enables and empowers full participation of Persons with Disability to live independently with dignity, equal rights and opportunities. The National Trust's vision statement reflects a very changed India for all Indians and is based on human rights, i.e. UNCRPD, approach. The vision statement focuses NT as being a leader in the disability sector in India. As laws focusing on Persons with Disability are changing, focused leadership needs to be established. Working through local and regional registered organizations and local level committees, the National Trust must make its vision and focus clear throughout the country.

He also said the National Trust works towards providing opportunities for capacity development of Persons with Disability and their families, fulfilling their rights, facilitating and promoting the creation of an enabling environment and an inclusive society.

The National Trust's mission, or fundamental purpose, is to create an enabling environment, i.e. providing opportunities for Persons with Disabilities through comprehensive support systems which can also be done by collaborating with other Ministries, etc., which will lead towards development of an inclusive society. He said the following are the objectives of the National Trust;

- to enable and empower persons with disability to live as independently and as fully as possible within and as close to their community as possible;
- to facilitate the realization of equal opportunities, protection of rights and full participation of persons with disability;
- to extend support to its registered organizations to provide need based services; and
- To evolve procedures for appointments of guardians and trustees for persons with disabilities.

Early Intervention and School Readiness Scheme

This is an early intervention and school readiness scheme for children up to 10 years with the disabilities covered under the National Trust Act.

Day Care

A day care scheme for persons with autism, cerebral palsy, mental retardation and multiple disabilities, above 10 years for enhancing interpersonal and vocational skills

Respite Care

A scheme to provide respite home for orphans, families in crisis, Persons with Disabilities (PwD) from BPL, LIG families with at least one of the four disabilities covered under the National Trust Act.

Group Home for Adults

This scheme provides housing and care services throughout the life of the person with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities.

NIRAMAYA

Health Insurance Scheme

This scheme is to provide affordable Health Insurance to persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities.



Caregiver training scheme

A scheme to set up Caregiver Cells (CGCs) for training and creating skilled workforce of caregivers to care for Person with Disabilities (PwD) and their families.

Educational support

A scheme to encourage people with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities for pursuing educational/ vocational courses.

Aids and Assistive Devices

This is a scheme to setup additional resource centers in each city, to collate and collect the Aids, software and other form of assistive devices.

Marketing Assistance

A marketing scheme to create viable & wide spread channels for sale of products and services produced by persons with autism, cerebral palsy, mental retardation and multiple disabilities:

Awareness, Community Interaction and Innovative Project

This scheme supports Registered Organizations (RO) of The National Trust to carry out activities for increasing the awareness of The National Trust disabilities.

He also spoke about the various Acts and legislations:

Acts in DISABILITY

- ◆ The Mental Health (MH) Act -1987
- ◆ The proclamation made in the Economic and Social Commission for Asia and Pacific (ESCAP) Conference held in Beijing 1992
- ◆ Rehabilitation council of India (RCI) Act - 1992
- ◆ Persons with Disability (PwD) Act -1995
- ◆ The National Trust (NT) Act -1999
- ◆ UNCRPD - UN Convention On The Rights Of Persons With Disabilities - 2007
- ◆ National Policy for PwDs - 2006
- ◆ Rights of PwDs-2016

RCI Act -1992

- ◆ RCI Act came into force on 22 June 1993....was amended in 2000
- ◆ Act came into force in response to:-
 - the need to have Uniformity and
 - ensure minimum standards and quality of education and training in the field of disability
- ◆ Act responds to Human Resource Development needs in the sector of disability

Rehabilitation council of India (RCI)

- ◆ Is a Autonomous & Statutory Body
- ◆ Comes under MoSJ&E, Govt., of India
- ◆ Implementing Authority in the country

RCI - Objectives

- ◆ Regulate the Training Policies and Programs in the field of rehbn .of pwds
- ◆ Prescribe minimum Standards of Education & Training of various categories of Professionals
- ◆ Regulate Standards in all training institutions to bring out Uniformity throughout the country

Available mechanism for the disabled in India:



Presentation 4: Sign Language by Mr. Arulappan,

Sign Language Specialist Mr. Arulappan, briefed about sign language. He said a sign language is a language which chiefly uses manual communication to convey meaning, as opposed to spoken language. This can involve simultaneously combining hand shapes, orientation and movement of the hands, arms or body, and facial expressions to express a speaker's thoughts. So, sign languages share many similarities with spoken languages, which depend primarily on sound, and linguists consider both to be types of natural language, he added.

Although there are some significant differences between signed and spoken languages, such as how they use space grammatically, sign languages show the same linguistic properties and use the same language faculty as do spoken languages. They should not be confused with body language, which is a kind of non-linguistic communication, he added.

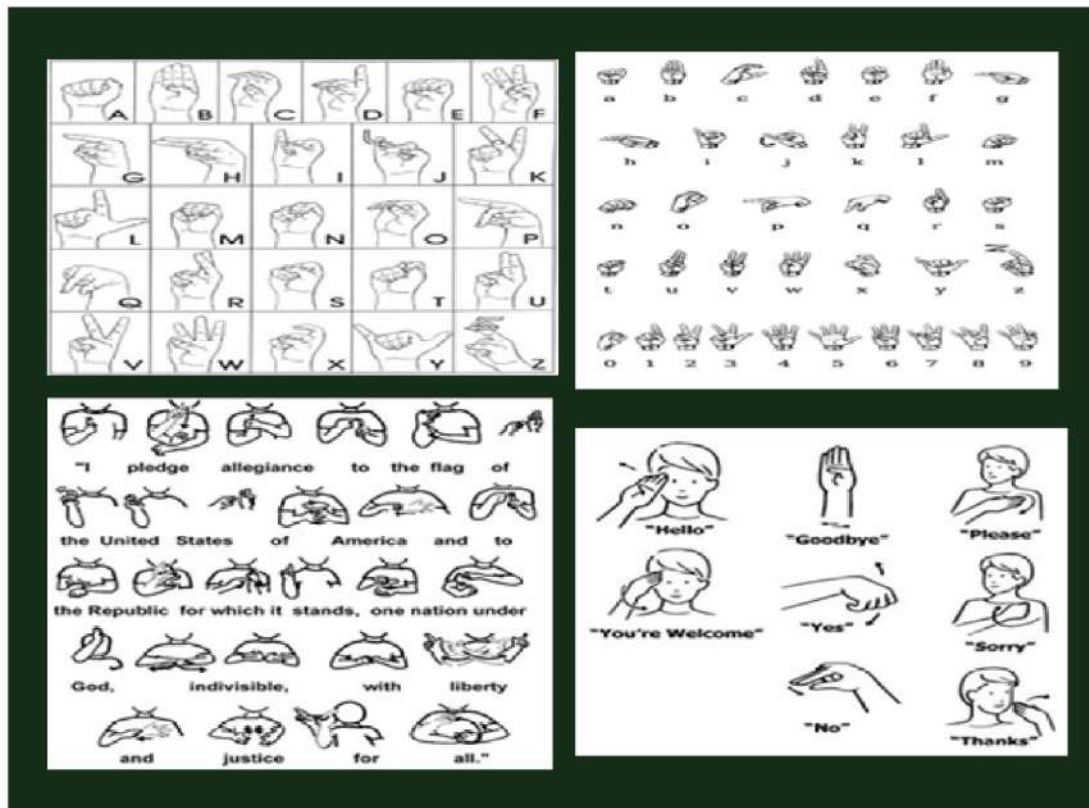
He also spoke about the origin of the sign language. He said wherever communities of deaf people exist; sign languages have developed, and are at the cores of local deaf cultures. Although signing is used primarily by the deaf, it is also used by others, such as people who can hear but cannot physically speak, or have trouble with spoken language due to some other disability - augmentative and alternative communication, he added.

He said, it is not clear how many sign languages there are, in the world. He said, there is a common misconception that all sign languages are the same worldwide or that sign language is international. But, each country generally has its own, native sign language, and some have more than one. As per the 2013 edition of Ethnologue lists there are 137 sign languages, he said. Some sign languages have obtained some form of legal recognition, while others have no status at all, he added.

He said the sign language will be very much useful and important to use while we come across people with speech and hearing impairment. So, he insisted all the workshop participants especially the Anganwadi workers learn the sign language alphabets so that they can easily manage with persons with speech impairment when they come to Anganwadi centers to receive monthly pensions and other entitlements as appropriate.



Hence, he also briefed about the sign language alphabets such as from A to Z.



He taught the workshop participants how to do sign language alphabet which will be very important, he said you may use it to understand new words and eventually it will help you master reading and writing English language, although English language is not widely used across the state in the community it is easy to understand the signs of alphabets, he added. The sign for alphabet in sign language is actually three signs, strung together one after another, 'A, B, C'.

1. "A" is like a fist, but with the thumb up alongside your curled index finger, palm facing out.
2. "B" is a flat open hand pointed up with your fingers and thumb close together.
3. "C" looks like a C, palm facing in, fingers together and curled down, thumb curled up.


That's how you sign alphabet, he added.

Understanding Accessible Puducherry by Sheik Sharif, Satya Special School

Mr. Sheik Sharif briefed the situation of the accessibility to persons with disabilities in Puducherry. He said India has an estimated 70 million disabled people. Most of them remain confined to their homes due to complete lack of accessible infrastructure. Any attempt to travel, enter buildings, parks, shops etc can be impossible, unsafe or humiliating. They, therefore remain unseen, unheard, unaccounted and are rightly called an invisible minority. Accessibility has been one of the most neglected issues in the disability sector in India and is probably one of the crucial factors that can free up the potential and availability of opportunities for disabled people.

The Disability Act (Equal Opportunities, Protection of Rights and Full Participation) was passed by the Indian Parliament in 1995. The Act mandates non-discrimination in transportation and the built environment. However, there has not been much progress so far on these aspects, in India. Access and Accessible refer to the freedom of choice to enter approach, communicate or make use of a situation or environment without assistance and undue difficulties.





He said even though there are legislations meant for the persons with disabilities and their welfare it still remains in the paper, it is not yet properly implemented, therefore still the persons with disabilities especially the children with special needs face crucial term. It is the duty of the government to ensure they get access to all facilities as the other citizens of the nation. They have no access to transport, buildings, hotels, schools, hospitals, various departments of government and private institutions. So they are separated, isolated, their rights are denied. Hence, there is an urgent need to raise awareness on accessibility among various stake-holders and to ensure they enjoy accessibility at every space as they other citizens of the nation.

He further said today after 13 years of service rendered to children with special needs Satya has initiated its journey towards achieving the ambition of making Puducherry Accessible to all people with various disabilities. As a first step Satya Special School organized a Workshop on ACCESSIBLE PUDUCHERRY A STEP TOWARDS AN INCLUSION on 21st October 2016 at Convention cum Cultural Center, Pondicherry University (A Central University).

The workshop objectives were focused as below:

1. To create awareness on accessibility among various stake-holders
2. To explain Current status on accessibility in Puducherry
3. To draw Road map towards an inclusive Puducherry

At the end of the workshop it had developed an Accessibility Improvement Action Agenda, to serve as a 'starting kit' for the next steps, he added.

Presentation 5: Vocational Training by

Mr. Gunasekar

Mr. Gunasekar spoke about Inclusion of people with disabilities in Vocational Training. He said the inclusion of people with disabilities should become our duty.

Inclusion of People with Disabilities in Vocational Training: He said it is to ensure human rights of the disabled youth by providing them with opportunities to rise up with confidence and self respect and be stake holders of the national economy.

For this purpose they should be enrolled into a productive rehabilitation process in order to develop their talent through vocational training and consequently integrate them in to the society. These days, it is very difficult for an ordinary person to get a good job, so it could be easily realized, how difficult it would be for physically and intellectually challenged people to get a good job. These initiatives are taken now a day to give them economic rehabilitation, he added.

And it has been proved possible. He said today NGOs like Satya Special School in Puducherry is offers vocational training programmes and services for children with needs aged 15 and above, to enhance their employment prospects. Its wide range of supportive services further prepares students to integrate into society, he added.

He said the Vocational Training Centre will have production for the purposes of imparting training for work readiness and independent living of the persons with disabilities in the community. This will help persons with disabilities to become economically self-sufficient and the production work would also provide the participants with an employment experience to improve their work capacity, quality and speed. The ultimate aim of any education and training is gainful employment. In the same way the vocational education is also remains the same. This is true with every individual including the intellectually challenged bearing in mind their limited abilities, he added.



Evaluation / Feedback


Feedback from Evaluation forms was extremely positive. The presentation and the inputs given by the resource persons were highly valued. Participants appreciated for being able to clarify doubts with the experts. Participants much admired the activities /sessions carried out through out the days. After listening to the program experiences the Anganwadi workers assured to extend their cooperation to the program in They have told that this training has increased their understanding of disability and its types, its uniqueness that requires integrated approach. They also guaranteed that they will implement learnt techniques in early-detection, facilitate the access to the appropriate government schemes and to contribute to make social inclusion a reality. Participants appreciated and thanked for the opportunity given to them. They recommended and suggested for continual awareness rising on developmental programmes, related legislations, government schemes and programmes for the benefits of PWDs and the society.



Valedictory Function

The Valedictory function was held on the final day of the workshop on May 29th 2017 from 04.00 to 05.00 pm at the same venue where the workshop took place. It was presided over by the chief guest Mr. Kandasamy, Honorable Social Welfare minister. The other guests Mrs. Meena Kumari, Director DSW and Mrs. Chitra Shah Director Satya Special School, Mrs. Sarojini (DD) DSW and Mrs. Rathna (AD) DSW of Puducherry were present on occasion. Mrs. Meena Kumari Director of social welfare Department delivered the valedictory speech and spoke about the importance of training and the stake holder's





role and responsibilities towards creating inclusive society. In her closing address, she appreciated the efforts of the RCI, Dept of social welfare, Satya Special School in organizing very useful and much needed workshop. She was of the view that this workshop had presented many examples of how the disability concerns are playing a key role in creating making an inclusive society.

Among others who attended the Valedictory function were the distinguished resource persons, participants and invitees. Earlier the function started with a prayer song by the prayer group followed by the welcome and introductory speech by Mrs. Sarojini, Deputy Director of Directorate of Social Welfare. The Director of Social welfare presented shawl and mementoes to the Chief Guests and the Resource persons. Mrs. Sarojini felicitated the program. An important ceremony of the occasion was the distribution of the Certificates to the participants on successful completion of the workshop.

The Certificates were distributed by the chief guests. There was a time of sharing where the participants shared their experiences in the three days workshop. Another important event of the occasion was the exhibition of the TLM materials prepared by the special educators of Satya Special School. Mrs. Chitra Shah Director Satya Special School delivered her valedictory speech. She insisted on the need for attitudinal change amongst the community, the duty bearers and officials of various Govt dept. She said there should be change from the model of working on the charity mode to social model i.e., the attitudinal change towards equal rights and empowerment of the person with disabilities.

Vote of thanks

Mrs. Vijaya Chandrasekhar, trainer at Satya Special School presented formal vote of thanks. She thanked dignitaries, chief guests for presiding over the function and their valuable contribution to the workshop. She thanked the extended support of RCI, Dept of Social Welfare and Disability wing, women and child development wing officials and all other involved in the successful organization of this training workshop. She also extended her gratitude to the training workshop participants for their sincere efforts, attention and fruitful interactive sessions that contributed greatly towards the success of the workshop. She also thanked Director, principal and Satya staff team for their kind cooperation in making the event success.

**GOVERNMENT OF PUDUCHERRY
DEPARTMENT OF SOCIAL WELFARE
&
SATYA SPECIAL SCHOOL
In-service Training and Sensitization of key Functionaries
(Grass Root Level Workers)**

Venue: Department Of Women and Child Development

Date: 14.03.2017 to 16.03.2017

PROGRAMME SCHEDULE

DAY-1

Time	Topic	Resource Person
9.00 to 9.30	Registration And Distribution Of Kit	Mrs. Vijayachandrasekaran Co-ordinator- Satya Special School
9.30 to 10.00	Ice breaking session	Mrs. Elizabeth Satya Special School
10.00 to 10.30	Inauguration	
10.30 to 11.30	RCI, National Trust	Mrs. Reenu Paul
11.30 to 11.45	Tea break	
11.45 to 12.45	PWD act UNCRPD, New RPWD, Inclusion Work Place, Roll Of Family And Community	Mrs. Rathna , Department of Social welfare
12.45 to 01.15	Right to Education Act	Mr. Dhaknamurthy Vice- president Pondicherry science forum
1.15 to 2.00	Lunch	
2.00 to 3.00	State Govt Schemes	Mrs.V.Sarojini , Deputy Director-DSW
3.00 to 3.15	Tea Break	
3.15 to 4.30	Early Intervention	Mrs Rajamani , Senior special Educator

DAY-2

Time	Topic	Resource Person
9.30 to 10.30	Disability	Ms. Bora Sai lakshmi (principal of satya special school)
10.30 to 11.30	Screening Identification and Intervention and Prevention	Ms. Bora Sai lakshmi (principal of satya special school)
11.30 to 11.45	Tea break	
11.45 to 01.00	TLM preparation	Ms. Bora Sai lakshmi (principal of satya special school)
01.00 to 2.00	Lunch break	
2.00 to 4.30	Filed visit.	Satya special school

DAY-3

Time	Topic	Resource Person
9.30 to 10.30	Inclusion & Accessibility	Mr. Manikam CIAI & Mr.Bala Narayana Swamy
10.30 to 11.00	Sign Language	Mr. Arullapan Sign language specialist
11.00 to 12.00	NHFDC/Disability certification	Corporation and DDRC
12.00 to 12.15	Tea break	
12.15 to 01.00	Employment	Mr. Arun Kumar - youth for jobs
01.00 to 2.00	Lunch	
2.00 to 3.00	Vocational Training Center	Mr. Dass – VRC
3.00 to 3.15	Tea Break	
3.15 to 4.00	Exhibition	Participants
4.00 to 5.00	Feed back and Participants Certificate Distribution	Vijayachandrasekarn Co-ordinator-satya special school

**GOVERNMENT OF PUDUCHERRY
DEPARTMENT OF SOCIAL WELFARE
&
SATYA SPECIAL SCHOOL
In-service Training and Sensitization of key Functionaries
(Grass Root Level Workers)**

Venue: Department Of Women and Child Development

Date: : 21.03.2017 to 23.03.2017

THIRD PHASE-PROGRAME SCHEDULE

DAY-1

Time	Topic	Resource Person
09.00 to 09.30	Registration And Distribution Of Kit	Co-ordinator- Satya Special School
09.30 to 10.00	Welcome & Introduction of the Training	Mrs. Vijayachandrasekaran satya special school
10.00 to 11.30	PWD act UNCRPD, New RPWD, Inclusion Work Place, Roll Of Family And Community	Mrs. Rathna , Asst. Director Department of Social welfare
11.30 to 11.45	Tea break	
11.45 to 12.30	Right to Education Act	Mr. Dhaknamurthy - Vice- president, Pondicherry science forum
12.30 to 01.30	RCI, National Trust	Mr. Arun Alloys Mahesh - MSW- Ramachandra Medical College, Chennai.
1.30 to 2.00	Lunch	
2.00 to 3.00	State Govt Schemes	Mrs.V.Sarojini , Deputy Director-DSW
3.00 to 3.15	Tea Break	
3.15 to 4.30	Sign Language	Mrs.Arullapan , Sign Language Specialist Youth for job

DAY-2

Time	Topic	Resource Person
9.30 to 11.30	Field visit	Vocational Training centre -Kutlappalayam-Satya special school
11.30 to 12.30	Employment	Mr. Arun Kumar - project Executive youth for jobs
12.30 to 01.30	Lunch	
01.30 to 02.30	Disability / Early Intervention & Detection	Ms. Bora Sai lakshmi (principal of satya special school)
02.30 to 03.30	Screening Identification and Intervention and Prevention	Ms. Bora Sai lakshmi (principal of satya special school)
03.30 to 03.45	Tea break	
03.45 to 4.30	Teaching techniques and strategies	Ms. Bora Sai lakshmi (principal of satya special school)

DAY-3

Time	Topic	Resource Person
9.30 to 11.00	Inclusion	Mr. Manickam CIAI
11.00 to 12.00	NHFDC/Disability certification	Mr. Arul Pragasam Corporation and Mr. Arumugam DDRC
12.00 to 12.15	Tea break	
12.15 to 1.00	Accessibility	Mr. Sherif Satya Special School
01.00 to 01.30	Lunch	
01.30 to 3.00	Vocational Training Centre	Mr.Gunasekar -NIPMED-chennai
3.00 to 3.30	Preparation of Exhibition	Participants
3.30.00 to 4.00	Selection of the best TLM Materials	Chief Guest
04.00 to 5.00	Distribution of Certificates and Valedictory	Chief Guest

**GOVERNMENT OF PUDUCHERRY
DEPARTMENT OF SOCIAL WELFARE
&
SATYA SPECIAL SCHOOL
In-service Training and Sensitization of key Functionaries
(Grass Root Level Workers)**

Venue: Department Of Women and Child Development

Date: : 27.03.2017 to 29.03.2017

THIRD PHASE-PROGRAME SCHEDULE

DAY-1

Time	Topic	Resource Person
09.00 to 09.30	Registration And Distribution Of Kit	Co-ordinator- Satya Special School
09.30 to 10.00	Welcome & Introduction of the Training	Mrs. Vijayachandrasekaran satya special school
10.00 to 11.30	PWD act UNCRPD, New RPWD, Inclusion Work Place, Roll Of Family And Community	Mrs. Rathna , Asst. Director Department of Social welfare
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12.30 to 01.30	Lunch	
01.30 to 02.30	Disability / Early Intervention & Detection	Ms. Bora Sai lakshmi (principal of satya special school)
02.30 to 03.30	Screening Identification and Intervention and Prevention	Ms. Bora Sai lakshmi (principal of satya special school)
03.30 to 03.45	Tea break	
03.45 to 4.30	Teaching techniques and strategies	Ms. Bora Sai lakshmi (principal of satya special school)

DAY-3

Time	Topic	Resource Person
9.30 to 11.00	Inclusion	Mr. Manickam CIAI
11.00 to 12.00	NHFDC/Disability certification	Mr. Arul Pragasam Corporation and Mr. Arumugam DDRC
12.00 to 12.15	Tea break	
12.15 to 1.00	Accessibility	Mr. Sherif Satya Special School
01.00 to 01.30	Lunch	
01.30 to 3.00	Vocational Training Centre	Mr.Gunasekar -NIPMED-chennai
3.00 to 3.30	Preparation of Exhibition	Participants
3.30.00 to 4.00	Selection of the best TLM Materials	Chief Guest
04.00 to 5.00	Distribution of Certificates and Valedictory	Chief Guest

Register of participants for
"In-Service Training and Sensitization of Central and State Governments, Local Bodies and Other Service Providers"
Financial Year : 2016 – 2017

Name & Address of the Implementing Agency : Department of Social Welfare Department,
 No. 1, Main Road, Saradhambal Nagar, Puducherry
 - 605005
Batch : I / II / III

Name of the Sponsorship Department : Department of Women & Child Development
 Puducherry
Date : 27/03/2017
Venue : Training Hall, DWCD, Puducherry.
to 29/03/2017

Sl. No. (1)	Name of the Participant (2)	ICDS (3)	Designation (4)	Contact Number (5)	E-Mail ID (6)	Signature (7)
1	G. NAHIDAPARVEEN	V	WDMC	9789667887		C. Nahida parveen
2	A. ARUNA	I	AWW	9656689288		A. Aruna
3	P. KAVITHA	I	AWW	8428466768		P. K. K.
4	V. SATHIYA	I	AWW	9500581016		V. Sathya
5	A. AKILA	I	AWW	9092181504		A. Akila
6	J. J. TRISSAMMAL	I	AWW	8115055054		J. J. Trissamma
7	P. MEENAKSHI	I	WDMC	7639592033		P. Meenakshi
8	V. BAKKTALAKSHMI	I	AWW	9952754887		V. Bakktalakshmi
9	M. MUGUNDAMBAN	V	WDMC	9790527731		M. Mugumban
10	R. NAGALAKSHMI	I	AWW	8940628602		R. Nagalakshmi

Sl. No.	Name of the Participant	ICDS	Designation	Contact Number	E-Mail ID	Signature
(1)	(2)	(3)	(4)	(5)	(6)	(7)
11	V. PUNITHA	I	AWU	9608613979		<i>V. Punitha</i>
12	C. GEETHA	I	AWU	9092895214		<i>Geetha</i>
13	D. JAYASHREE	I	AWU	9042196441		<i>D. Jayashree</i>
14	M. SANTHI	I	WDMC	8098936338		<i>M. Santhi</i>
15	G. SUMADI	I	WDMC	9994009931		<i>G. Sumadi</i>
16	R. ZOTHILAKSHMY	I	WDMC	9994655274		<i>R. Zothilakshmy</i>
17	A. BHANUMATHY	I	AWU	8190017759		<i>A. Bhanumathy</i>
18	R. RAMANY	I	AWU	9585436536		<i>R. Ramany</i>
19	K. VENMOZHJ	I	AWU	9047340727		<i>K. Venmozhj</i>
20	R. ANJUGAM	I	AWU	8681952320		<i>R. Anjugam</i>
21	S. COUPPOU	V	WDMC	9150241864		<i>S. Coupou</i>
22	P. GOVINDHAMMAL	V	WDMC	9994754974		<i>P. Govindhammal</i>
23	A. MUNIAMMAL	I	AWU	8015064540		<i>A. Muniammal</i>
24	V. ELISABETH	I	WDMC	8940454038		<i>V. Elisabeth</i>
25	K. THAMIZHSELVI	I	WDMC	71558134105		<i>K. Thamizhselvi</i>
26	G. DHANIALAKSHMI	I	WDMC	7092043670		<i>G. Dhanialakshmi</i>
27	S. BAVANI	I	WDMC	8428411205		<i>S. Bavani</i>

Sl. No.	Name of the Participant	ICDS	Designation	Contact Number	E-Mail ID	Signature
(1)	(2)	(3)	(4)	(5)	(6)	(7)
29	B. ANBUMATHI	III	A/W	9017870927		B. Ananthan
30	G. RASHMI	V	A/W	9727870927		Shy
31	M. Jayasundary	III	A/W	9442787177		P. Jey
32	S. Nalligamthi	III	A/W	9629878196		S. Nartug.
33	S. Sanidhi	V	A/W	9787555785		S. Sali
34	P. ABIRAMI	III	A/W	8760633301		P. Abirami
35	K. VALLI	III	A/W	9159348299		K. Valli
36	D. ANITHARAJ	III	A/W	9003584234		D. Anitharaj
37	V. VEERAMANI	III	A/W	9566727916		Veer
38	R. Ganga			9626397750		
39						
40						

Sl. No.	Name of the Participant	ICDS	Designation	Contact Number	E-Mail ID	Signature
(1)	(2)	(3)	(4)	(5)	(6)	(7)
11	S. Saba	III	AWW	9092226919	-	S. Saba
12	V. KARISELVI	III	AWW	8124473026	-	V. Kariselvi
13	P. Venkta	V	AWW	9787690444	-	P. Venkta
14	T. Nagarani	III	AWW	9894629396	-	T. Nagarani
15	L. Ramani	V	AWW	9597024434	-	L. Ramani
16	M. REGINA	V	AWW	8870649292	-	M. Regina
17	R. PRIYA	III	AWW	9092123995	-	R. Priya
18	K. PooVrodi	IV	AWW	9092502355	-	K. PooVrodi
19	F. Vengila	III	AWW	9095111787	-	F. Vengila
20	P. Nethiya	III	AWW	9943332342	-	P. Nethiya
21	K. DHANAM	III	AWW	9894692788	-	K. Dhannam
22	L. VIJAYALAKSHNI	III	AWW	9585858261	-	L. Vijayalakshni
23	M. Sundarya	II	AWW	965537566	-	M. Sundarya
24	B. NARMATHA	III	AWW	9597789117	-	B. Narmatha
25	S. Rajeswari	IV	AWW	8682950362	-	S. Rajeswari
26	P. Asha	III	AWW	9585833123	-	P. Asha
27	V. Satya	III	AWW	7639099568	-	V. Satya
28	M. Dharmalakshmi	III	AWW	8840149195	-	M. Dharmalakshmi

Register of participants for
"In-Service Training and Sensitization of Central and State Governments, Local Bodies and Other Service Providers"
Financial Year : 2016 – 2017

Name & Address of the : Department of Social Welfare Department, Batch : 1 / II / III
 Implementing Agency No. 1, Main Road, Saradhambal Nagar, Puducherry – 605005
 Name of the Sponsorship : Department of Women & Child Development Date : 21/03/2017
 Department Puducherry to
 Venue : Training Hall, DWCD, Puducherry. 23/03/2017

Sl. No.	Name of the Participant	ICDS	Designation	Contact Number	E-Mail ID	Signature
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	R. Olinathi	III	AWW	7639697898		R. Olinathi
2	M. Valli	III	AWW	9943421776		M. Valli
3	G. Vishnu Prinja	III	AWW	9443040424	g.p185223@gmail.com	G. Vishnu Prinja
4	R. Nandiswamy	IV	AWW	9944182814		R. Nandiswamy
5	B. NALINI	III	AWW	9944389981		B. NALINI
6	A. KAMBALADEVI	III	AWW	9944840470		A. Kambaladevi
7	M. THILAGAM	V	AWW	994720872		M. Thilagam
8	D. Nisha	III	AWW	9124191079		D. Nisha
9	M. VIJAYALAKSHMI	IV	AWW	7708329192		M. Vijayalakshmi
10	K. JALPANA	Ph. V Zone I	AWW	9444241346		K. Jalpana

Sl. No.	Name of the Participant	ICDS	Designation	Contact Number	E-Mail ID	Signature
(1)	(2)	(3)	(4)	(5)	(6)	(7)
29	H. Kanimoyhe	ICDS-IV	Anganwadi worker	9715434341	-	M. Kanimoyhe
30	S. SELVI	ICDS-IV	Anganwadi worker	7708974751	-	S. Selvi
31	G. ARUNBOUNALAR	ICDS-IV	Nuthiya	9003606708	-	G. Arunbounalar
32	P. NADHIYA	ICDS-IV	Muchelkott	-	-	-
33	G. Sangeetha	ICDS-IV	Kaimuramman	9843600801	-	P. Nadhiya
34	G. Sangeetha	ICDS-I	Koil	8608683627	-	G. Sangeetha
35	B. Sitta	ICDS-I	Anganwadi worker	962907194	-	B. Sitta
36	V. Janani	ICDS-IV	Anganwadi worker	8122382440	-	V. Janani
37	B. Mohasurani	ICDS-IV	Anganwadi worker	9649341570	-	B. Mohasurani
38	S. Pushpanathy	ICDS-IV	Anganwadi worker	8300128091	-	S. Pushpanathy
39	D. JOTHILAKSHMI	ICDS-V	Anganwadi worker	9944893646	-	D. Jothilakshmi
40	N. Jaya Chitra	ICDS-V	Anganwadi worker	9894094304	-	N. Jaya Chitra

Sl. No.	Name of the Participant	ICDS	Designation	Contact Number	E-Mail ID	Signature
(1)	(2)	(3)	(4)	(5)	(6)	(7)
11	J. RATHIGA.	ICDS-IV	MPWDC	8124706777	-	J. Rathiga.
12	M. EZHILARASI	ICDS-IV	MPWDC	9418836485	-	M. Ezhilavarasi.
13	K. VELVISY	ICDS-IV	Anganwadi worker	9790130923	-	K. Velvisy
14	B. KALAI VANY	ICDS-IV	Anganwadi worker	8428528060	-	B. Kalany
15	M. DEVI	ICDS-IV	Anganwadi worker	8124779582	-	M. Devi.
16	N. DEVI GA	ICDS-IV	Chief anganwadi worker	9486623124	-	N. Jaewiga
17	S. PREMA	ICDS-IV	MPWDC	9789440565	-	S. Prema
18	V. KALAI SELVI	ICDS-IV	Anganwadi worker	9976261859	-	V. Kalai Selvi
19	K. Cathayee Angamallu	ICDS-IV	Anganwadi worker	9624529750	-	K. Cathayee - ka
20	F. ALP HONGARASI	ICDS-IV	N.P.W.D.C	99941654261	-	F. Alphonse
21	G. Venmathy	ICDS-IV	MPWDC	9865848670	-	G. Venmathy
22	M. Kalai Vany	ICDS-IV	MPWDC	9944390907	-	M. Kalany
23	A. Trajammisetti	ICDS-IV	MPWDC	9894960830	-	A. Trajammisetti
24	N. Hemalatha	ICDS-IV	Anganwadi worker	9488918502	-	N. Hemalatha
25	S. Jayasutha	ICDS-IV	MPWDC	9843997246	inysushiva@gmail.com	S. Jayasutha
26	R. Madhukshini	ICDS-IV	Anganwadi worker	9911709163	-	R. Madhukshini
27	R. UMA	ICDS-IV	Anganwadi worker	9944317025	-	R. Uma
28	N. SUGUNA	ICDS-IV	Anganwadi worker	9585128729	-	N. Suguna. N.

**Register of participants for
"In-Service Training and Sensitization of Central and State Governments, Local Bodies and Other Service Providers"
Financial Year : 2016 – 2017**

Name & Address of the : Department of Social Welfare Department, Batch : I / II / III
Implementing Agency No. 1, Main Road, Saradhambal Nagar, Puducherry – 605005
Name of the Sponsorship : Department of Women & Child Development Date : 03/03/2017
Department Puducherry to : 03/03/2017
Venue : Training Hall, DWCD, Puducherry.

Sl. No.	Name of the Participant	ICDS	Designation	Contact Number	E-Mail ID	Signature
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	G. HARY	SARADHAMBAL IN PUDUCHERRY	HPNDC	9655363898		B. Jy.
2	C. AMBIGIA	Indira Nagar T. Pongu	MPWDC/Natar	9789197849		C. Ambiga
3	A. UHANAHEESWAR	Dupayyapet T. Pongu	Angamandiwota	98274185		A. M.
4	T. THAMIL DEVI	ICDS - N Kumarapalayam	WDNC	9952744288	niakomilal@gmail.com	S. Jy.
5	A. VALLIAMMAL	ICDS - N Kumarapalayam	WDNC	9842374433		J. Valli
6	G. ANOUSSOUYA	ICDS - N	WDNC	9092674472		G. Anousouya
7	R. LATEHOUNY	ICDS - IV	WDHC	9442516076		R. Lateh
8	R. DIJANADARAYE	ICDS IV	MPWDC	9047126033		R. DiJanadaraye
9	D. Anandhi	ICDS IV	MPWDC	9943414106		D. Anandhi
10	M. SUMITHA	ICDS - IV	MPWDC	9787845844		H. Sumitha


Sl. No.	Name of the Participant	ICDS	Designation	Contact Number	E-Mail ID	Signature
(1)	(2)	(3)	(4)	(5)	(6)	(7)
28	M. VASUMATHI	I	WDMC	9150014930		
39	A. DEVAKI	I	AWLI	8531039517		A. Devaki
30	Y. KALAYARASSY	V	WDMC	8754285557		Y. Kalay
31	R. KALAIVANI	V	WDMC	9789266653		R. Kalave
32	V. SATHYA	V	AWLI	9655970567		V. Sathya
33	R. MALARVIZHY	V	AWLI	9789180255		R. Malavizhy
34	K.R. KALPANA	V	AWLI	9994729518		K.R. Kalu
35	R. GAYATHRI	V	AWLI	9789374234	email 2 gou @ gmail com R. Gayathri	
36	M. SAMMYA	V	AWLI	9362010871	Sammypaaly @ gmail com K. S. S. C.	
37	R. ILAYARASI	V	AWLI	9944965884		R. Goum
38	S. JAYALAKSHMY	I	AWLI	8508274305		S. Jayal
39	V. VENDAMUTHAMMA	I	WDMC	9751420341		V. Vendamuthamma
40						

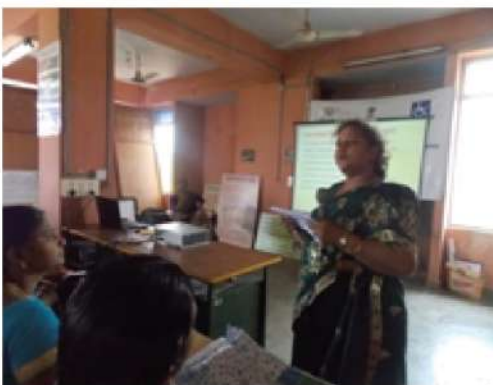
Photo Gallery

Inauguration:



Presentation







Field visit:





Feed Back:





Valedictory:

