

PROJECT PROPOSAL

Applicant	People's Participation
Contact	<p style="text-align: center;">Sri Dipankar Mitra 101 & 102, Sarada Apartment, Ground Floor, Library Para, Station Road (North), Dankuni, Hooghly, W.B-712311. India</p> <p style="text-align: center;">Email: peoplesparticipation@gmail.com Website: http://www.peoplesparticipation.org Mob.: 91+9339126219</p>
Theme:	‘Special Educational Needs & Disabilities of Children’
Main Activities:	Training Center: Day Care Center: Vocational Center: Mainstreaming: Parents committee: Networking and lobbying, advocacy:
Geographical Area	Chanditala Block-I & II along with Dankuni Municipality of Srirampur Sub Division in Hooghly District, West Bengal, India.
Target Group:	50 Special Children
Duration:	Primarily 01 year
Total Cost:	18,75,400/-
NGO Contribution	2,00,000/-

PART A : ORGANIZATION PROFILE

Name of Applicant: **People's Participation**

Full Address:

101 & 102, Sarada Apartment, Ground Floor, Library Para, Station Road (North), Dankuni, Hooghly, W.B-712311. India

Key Person's Name: Dipankar Mitra

Mobile: 919339126219

Email: peoplesparticipation@gmail.com

Website: <http://www.peoplesparticipation.org>

Status: **Non-Government Organisation**

Registration No. & Date:

S/1L/33019
21st November, 2005

Place: West Bengal Societies Registration Act XXVI of 1961. Place at – Kolkata; Govt of West Bengal. India. Office of the Registrar of Firms, Societies and Non-trading Corporations- W.B. WBIIDC Building, 2nd Floor, Plot No- 10, Block- DJ, Sector- II, Kolkata- 700091.

Key persons of the organization and the proposed project:

Name	Position	Project Key Person (Tick)	Mobile Nos.
Mr. Dipankar Mitra	Secretary	✓	9339126219
Ms Samita Goswami	President		
Mr. Himanshu Das	Treasurer		

Organization Vision and Objectives:

Who are we: We take the opportunity to project this organization as a representative of the under privileged/weaker section of the society for their continuous up gradation in all spheres for last thirteen years.

All disadvantaged groups e.g. women, children, aged and others irrespective of their castes, creeds, colours, status etc. have the inherent capacity to take responsibility and make choices about their lives. In fact, they are able to articulate and access their rights and emerge as leaders facilitating positive social change. *People's Participation (PP)* sees itself as a facilitator enabling this change. It believes that access to information and knowledge about the world and the changing political, social and economic structures contribute to the target groups having greater control over their lives. A culture of silence prevents the disadvantaged groups from articulating their dreams and aspirations as well as to express the pains of violations they have experienced. People's Participation hopes to create a culture of questioning that strengthens their abilities to challenge and change the structures that keep them silent. A collaborative and collective process that connects individuals and organization with each other enhances learning in a mutually beneficial way. People's Participation aims to draw on this synergy to help reach common goals.

People's Participation activities spread to several Districts in West Bengal and assistant has come from the local authorities, eminent personnel and citizens. Committed individuals from every lifestyle have chipped in. Since its inception, the goal of the *People's Participation* team has been to ensure that people gets their rights and is living in a healthy environment. Since 2005 *People's Participation* has organized thousands of people in different areas to become human rights facilitators, catalyzing life style changes within their communities. *People's Participation* has developed a unique model based on Peoples' rights to participation and development wherein they act as agents of change by forming groups and spreading awareness within their localities.

As we look back on another year and reflect on achievements and obstacles, let us reiterate the key elements that make *People's Participation* unique—its replicable and strong foundation, a broad vision

encompassing an inclusive geographical approach, a complete coverage, coupled with close links and co-operation with the Government.

VISION of ‘People’s Participation’ :

We are committed to social justice, sustainable development and human rights. The right to communicate freely is a basic human right and a necessity for sustainable development. Access to information is essential to informed decision-making at all levels. We are committed to the dissemination of information and promotion of sustainable development initiatives, in response to the needs of underrepresented and marginalized sectors of society.

For bridging the data gap and improving information availability we are committed to develop and establish an ideal medium for the Participation and exchange of a trusted and accurate source of quality information. Empowerment of the vulnerable section of the disadvantaged section; to provide basic Education, Health, Training, Recreation to the down trodden people and empowerment of women and adolescent girls of the Society. To secure “Food-Shelter- Work” for all’ is our dream.

Mission: Our mission is to utilize the available resources in such a way that their uses can lead to substantial improvement in the quality of life of the people with whom work is being done.

OBJECTIVES of us:

a) to promote sympathy, fellow feelings and unity among the followers of different faith so as to evolve a sense of social and religious toleration.

b) to enlistment the child rights for the poor children, in regard their education, primary health, nutrition and vocational trainings.

c) to work for the women’s various issues- as against dowry custom, domestic violations, education, **mental health etc.**

d) gender sensitization programmes, human rights awareness programmes, programmes against addictions and more awareness programmes as and when required against social evils among the different communities.

e) rehabilitation programmes for the beggars/Vagrants.

f) rehabilitation programme for the old men and women.

g) to do all social welfare activities including public health and other development works in the communities.

h) to promote and encourage advancement of literacy, cultural, political and religious education.

i) to work on a major population health issue (communicable, non-communicable and sexually transmitted diseases) as STD/HIV and AIDS through preventive actions, awareness, early detection, screening and management involving establishment of charitable hospitals, with medical staffs, health workers and volunteers.

j) to work against human trafficking, to prohibit this trade from the root, create awareness among the community people against this social evil.

k) to work for the “poorest of the poor” community in our society to establishment their food and work rights.

l) to do all such acts, deeds, matters and things as may be deemed incidental or conducive to the forgoing objects.

m) Awareness building and protection of environment. To build a pollution free society.

n) to work on communal harmony and peace building among different caste, class and religion.

o) to work on Yoga therapy to cure diseases and to spread yoga concept through awareness building.

p) to promote the interest of consumers and their rights through awareness building and other in depth programmes, to link up activities with State and Central Govt when required.

q) work with old aged people, their legal rights, **mental and physical health issue.**

r) women are the most vulnerable section of our society; so we will work with the interest of women. There are different issues; as dowry system, education, vocational training, mental and physical health, HIV & AIDS related issue, domestic violence, Domestic Help and other marginalized society in urban and rural areas.

s) to protect the children rights through providing education, nutrition, sports and other activities and also charitable dispensary.

t) to work with the youths on their vocational training, life skill education, training, awareness on social and cultural development, education and community library & Charitable dispensary.

u) sports & Games will be the other important activities to protect our society from social evils.

v) celebration of special days, like Independent Day, Rabindranath Tagore Birth Day Celebration Etc.

w) to work for the interest of different sex people (Lesbians, Eunuch, by sexual & other).

x) to do all kind of social and economic studies and research.

y) offering human Rights Education to the general people and make them aware on human rights issues.

z) to work on adult education programme to eradication illiteracy among the adult people.

Z-1) to work for the beggars to bring them under the scanner of the Govt ambit.

Z-2) to organize Cultural Programme, to protect our culture, to organize seminar, workshop, rallies and meetings.

Z-3) work for the betterment on rural development through awareness programmes, training, research, livelihood etc.

Z-4) work closely to protect our democracy through awareness building on 'Caste your Vote' programme. Good Governance, Law and civil Society, economic reform and development and International relation.

Z-5) work on Urban poverty thematic issue as and when required.

Z-6) to establishment of Backward Classes people's rights with the co-operation with State & Central Govt.

Z-7) work for SC/St/Minority peoples' betterment through vocational training, education, life skills, Awareness building workshops etc.

Z-8) organizing workshops, seminars, meetings, rallies for the interest of the poor and marginalized people of the society.

Z-9) to maintaining libraries and reading rooms.

Z-10) to open orphanage and family planning centers.

Z-11) to impart academic and vocational training education.

Z-12) to encourage the use of scientific and technological advancement while conserving the balance on the natural environment for the good of the people.

Z-13) to render relief to the sufferings in times of famine, flood, draughts, earth quake and other natural calamities.

Z-14) to do all social programmes through ‘Corporate Social Responsibility’s grants.

Z-15) to do all such social, economic activities for the betterment of Indigenous people.

Z-16) to work on people awareness, save water issue, research on water, production and purify water for the common people.

Z-17) to work on physically and mentally challenged people and children on rehabilitation, treatment and other way to reintegrate them in the larger society.

Z-18) to organize for self establishment of S.C., S.T., O.B.C., Minority and other backward classes people by establishing skill and technical etc. and to work on communal harmony and peace building among different caste, class and religion in free of cost.

Z-19) to eliminate their prevailing bad social customs, superstitions and black magic, Witch hunting, illiteracy, dowry system, child marriage, fanaticism etc.

Z-20) to work for adult education for the illiterate women and men to upgrade their social status.

Z-21) to provide help/shelter/ old age homes facilities for old people, **children and mentally & physically challenged persons for their welfare.**

Z-22) to work with the youths on awareness on social and cultural development, education and community library & charitable dispensary.

Z-23) to open found, establish, promote, set up, run, maintain, assist, support and/or aid and help in the setting up the different kinds of research activities/ Programmes / Projects without profits.

Z-24) to establish and run various Welfare Centers to against addiction, welfare of senior citizens, physically and mentally handicapped persons and overall human development.

Z-25) to propagate the need for tree plantation / pollution control and environmental awareness.

Z-26) to work towards maintaining social and communal harmony; peace building and religious tolerance.

Z-27) to make every possible effort to provide the relief the situation arising out of natural calamities/disasters

Z-28) to work against financial fraud by Awareness Programme.

Transparency and Accountability: We strive to develop our programmes with the involvement of the communities we claim to work with. This makes transparency a dual responsibility for us- we are as accountable to you, our donor and we are equally responsible to the communities we work with. This will be visible in the way we report back- while we send updates, event reports, and regular reports to our funders, we also ensure that the money we spend on a community is known to them.

Organizational Infrastructure (Staff strength, Facilities etc.)

More than 50 volunteers, 6 regular staffs/consultants, educated and experienced advisors and members, own computer with laser printer, Data card(4G), Pen drives, By Cycle, Digital and still cameras, DVD, Tape recorders, Chairs & tables, Show cases along with “Four rooms, two bathroom & toilets, one kitchen, one open verandah, two side exits lane, total roofs, stairs etc at Mallickpara, Monoharpur, Ward No-07, Dankuni Municipality, J.L No-98, Revision Settlement -630 No and L.R Settlement under Khatian No : 1518/3; Revision Settlement 132 No and L.R Settlement 56 No Daag (2 Kattha land) along with pucca roofs, floors, proper sewerage system, water web, Municipal Water connection, latrine chambers, in North side 8 feet common public passage and 6 feet common passage at Rights side of the property, 1325 Sq ft areas in total”

Details of Major Projects in the Past 3 years:

- ⊗ Beggars’ Rehabilitation project; Physical inability issues is a cross cutting issue here.
- ⊗ Conflict Resolution :(Peace building & Communal Harmony)
- ⊗ Protection of Environment & water
- ⊗ Cultural Programmes
- ⊗ School Awareness programmes on ‘Good Touch-Bad Touch’, reproductive health, anti-trafficking, environment, health issue
- ⊗ Community Development programmes in slums
- ⊗ Women Empowerment Programme through: Adult Education for Women; Domestic Workers Programme, Domestic Violence Issue, Leadership Programme and capacity building, livelihood issue.
- ⊗ Youth Development through Career & Academic Counseling, Football Tournament for Youth, Celebration of Special Days, Road Safety, Vote for Democracy Camp, Right to Information Camp, Awareness Against Alcoholism & Tobacco Control, Vocational Training for Youth
- ⊗ Awareness on consumer right
- ⊗ Children Education their rights/Child Laborers
- ⊗ Programme for Elderly People
- ⊗ Human Right Awareness Programme and Human Right Education Course
- ⊗ Awareness on Solar Issue
- ⊗ Strengthening Bengali Language
- ⊗ Financial Literacy Programme
- ⊗ Livelihood
- ⊗ Others

Whether registered u/s 12A of the Income Tax Act, 1961: Yes/No. If Yes, please provide the Registration No. and date of registration:

- 80 G Regd No.: CIT/Kol-XX/80G/11/2011-12/345-347
- 12AA Regd No.: CIT/Kol-XX/12AA/11/2011-12/232-234
- FCRA No: 146990118

Details of any other Registration/Exemptions.

- ± PAN No: AABAP0558Q
- ± TAN NUMBER: CALP12311F
- ± Unique ID Issued by NGO Partnership System: WB/2009/0016473
- ± Guide Star Number (GSN): 7161
- ± Enlisted in District Consumer Forum.
- ± Enlisted in District Information Cultural Office; Hooghly
- ± Enlisted by District Social Welfare Office under D.M- Hooghly
- ± Enlisted with ICPS, Hooghly
- ± Vigilance Committee Member of SC/OBC Department under SDO- Sreerampore; Hooghly District in West Bengal, India.
- ± Member of Janai BDGGH School on Workplace Harassment Act under Vishaka Guideline
- ± Engagement with Others

Whether accounts are duly audited by a Chartered Accountant: Yes/ No. If yes, provide name and address of Auditor:

- ✚ **Name :** Mr Sumantra Kumar Dasgupta
- ✚ **Address:** Sumantra Kumar Dasgupta & Associates in collaboration with Thakur & Co.
1/D - Ram Narayan Motilal Road, Kolkata-700014
- ✚ **Qualification of the Auditor:** C.A

☎ Networking with:

- ± Amnesty International.
- ± Activist of 'Freedom United'; International
- ± School for Fundamental Research.
- ± Pollution Control Board.
- ± People's Union for Civil Liberties; Kolkata
- ± District Consumer Board
- ± Hooghly and North 24 Pgs District DCPS
- ± Hooghly District Information & Cultural Department
- ± Vigilance Committee Member of SC-OBC Sub Division office; Sreerampore; Hooghly District, W.B
- ± Networked with 'Chandannagar Police Commissionerate' in 'Operation Ananda'; to recover and rehabilitation the missing children of West Bengal

Awards/ Recognitions/ Fellowships:

- Φ Received 'Indian Achievers Award for Social Services' in 2009 and 2015;
- Φ Award received from Barrackpore Police Commissionerate as a Trainer.
- Φ Received 'Certificate of Participation' from West Bengal Biodiversity Board'
- Φ Received ACTIVITY Badge from FREEDOM UNITED in 2018
- Φ Received Award from 'National Financial Educators' Day'

Two references with telephone nos. (Must be notable persons who know the applicant professionally for at least 3 years).

<p>Mr Saikat Sengupta</p> <p>Ex- Convener- Innovative Challenge Fund-CMU; Municipal Affairs Department; W.B.</p> <p>Present: Educationist. UNICEF Kolkata. Bikash Bhavan, 10th Floor, Salt Lake, Kolkata-700091. West Bengal. India.</p> <p>Contact: 918017952543 & 919433393638</p> <p>Email: esquirjee@rediffmail.com</p>	<p>Mr Sudhir Kumar Shaw</p> <p>Administrative & Accounts Officer Action aid International- Kolkata R.O Kolkata, West Bengal. India</p> <p>Contact: 919830091889 Email: shaw@actionaid.org</p>
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Any other information related to the organization that you consider important.

Secretary, Dipankar Mitra, an M.A in Population Studies worked for long time in Action Aid International; India Office-Kolkata Branch; CARE India-West Bengal, CINI - Asha and I/CF-KUSP; Municipal Affairs Department-W.B. As a human right activist Dipankar is working for established the rights followed Indian Constitution for the poor and deprived people in the society.

PART B : ABOUT THE PROJECT

Project in brief: This centre will provided a pathway for all round development of the children in special need by guiding them to stand on their own feet. The programme will assist them in picking up essential skills and in achieving a satisfactory level of social interaction and activities. Here students are encouraged to develop broad skills and to boost their knowledge through specially designed classrooms as well as in the field of sports, games and leisure activities. This malleable approach encourages self-reliance, provides opportunities and motivates the child to develop at her/his own place and pace. Such an approach to education which is individualized and which gives importance to each and every child, also lays emphasis on equipping the child with the active support of the family members, especially the parents. A range of services has been developed to help the students in the wider aspect of life and to make them self-reliant citizens of the world. Before the world can change its perception of 'special needs' and 'disabilities', one needs to understand what the terms mean and how children with special needs are different. Gone are the days when lack of information caused everyone to tiptoe around these conditions. In theory, the term 'special needs' is used to clinically diagnose mental, physical or psychological disabilities that give rise to functional difficulties. However, in lay terms, 'special needs' becomes an umbrella term for a staggering array of conditions. Children who are diagnosed with having special needs may be suffering from a mild learning condition to a terminal, degenerative illness.

While the term 'special needs' is helpful in identifying and providing necessary services to such children or in addressing the troubles of a stressed out family, it also comes with its own set of limitations.

It mainly refers to the limited abilities of the child and most people associate it with something tragic. Some parents spend their entire life bemoaning the fact that their child has to struggle to accomplish what others achieve easily. On the other hand, there are also parents who relish the joy of every little accomplishment. Take any two families with special-needs children and you will find an ocean of difference in terms of the challenges they face, the emotions they deal with, and their daily routines.

Although the term 'special needs' is used often, there is very little understanding about what it really means.

Here are some of the different types of special needs in children:

Sensory impairment: Any condition which entails a loss or impairment of the sensory organs. This constitutes faculties such as hearing, vision, speech and olfactory senses. While a majority of such conditions can be treated and rehabilitated, some conditions persist lifelong and might require therapy and constant support.

Developmental disabilities: Includes delayed or abnormal development. This poses an enormous set of challenges to parents in caring for and educating children. These include conditions such as Autism Spectrum Disorder, Down Syndrome and Asperger Syndrome.

Learning disability: An impairment in cognitive abilities that manifests as a certain type of learning-related disability. These differ from child to child based on the particular cognitive function that is affected; input (difficulty processing visual, audio or lingual information), integration (putting together the information and making sense of it), storage (memory-related deficit), and output (having trouble expressing the information). While dyslexia and attention deficit hyperactivity disorder (ADHD) are commonly known learning disorders, others like dyscalculia (trouble with Maths and numbers) and disgraphia (trouble with writing or processing written text) are lesser known. The biggest challenge with learning disorders is that they are harder to spot and diagnose.

Behavioural issues: Children with such issues might not respond to the forms of care and discipline that work with other children. Conditions like ADHD, ODD (Oppositional Defiant Disorder) and Conduct Disorder (CD) are again difficult to identify and diagnose since many of these children are initially assumed to be 'difficult' or 'temperamental'. Often, these problems are sparked off or magnified by disruptive family dynamics that may involve alcohol, violence, etc.

Mental and psychological conditions: Delayed mental development, mental retardation fall under the bracket of intellectual disorders in children whereas persisting conditions such as anxiety, chronic depression, mood swings are classified as psychological disorders. While children with intellectual disorders have early symptoms that can be diagnosed easily, psychological disorders take longer to be detected and thus, tend to sneak up on parents.

Medical conditions: This bracket includes children suffering from debilitating chronic conditions such as heart disease, muscular dystrophy, cancer, cystic fibrosis and congenital conditions such as dwarfism, immunodeficiency diseases, cerebral palsy, etc. These children may suffer from long bouts of extremely poor health, interspersed with numerous tests, hospital stays and prolonged medication. These factors have a severe impact on a normal childhood and take a heavy toll on both the parents and the children.

While each one of these conditions is markedly different from another, there is a great deal of similarity between the parenting concerns of special-needs children — identifying, diagnosing and treating the condition coupled with the need to find the right kind of support, schooling and home environment. Parents of special-needs children are special themselves; they are stronger, braver and more resilient

than others, doing the best they can for their ‘special’ children.

The designation “children with special needs” is for children who may have challenges which are more severe than the typical child, and could possibly last a lifetime. These children will need extra support, and additional services. They will have distinct goals, and will need added guidance and help meeting academic, social, emotional, and sometimes medical milestones. Persons with special needs may need lifetime guidance and support while dealing with everyday issues such as housing, employment, social involvement, and finances. A **special** school is a school catering for students who have **special** educational **needs** due to learning difficulties, physical disabilities or behavioural problems. **Special** schools may be specifically designed, staffed and resourced to provide appropriate **special** education for **children** with additional **needs**.

For children with special needs, early intervention is an important step towards helping the child fulfil his or her full academic, emotional, and social potential. Early intervention refers to a process during which the developmental abilities of the child are evaluated. If necessary, a program is developed that contain services (individualized on the basis of the child’s specific needs) that will help to further enhance the child’s developmental skills and encourage developmental growth. Typically, families with special needs are on a lifetime journey that is both emotionally and financially challenging. Families of children with special needs may experience a myriad of emotions upon diagnosis, including anger, grief, loss, and denial. It is important to remember to be patient with yourself, as these emotions are a natural part of the process. With time comes acceptance, and then you and your family can focus on beginning the process of helping your child with special needs achieve their fullest potential.

Within Chanditala Block-I & II along with Dankuni Municipal area there are not any single ‘Special Children Schools nor any Day Care Centre’. Due to this reason most of the guardians do not caring their children for treatment for further advancement in life. And other caring guardians use to visit Bonohoghly NILD (Divyangjan) and ‘Ashray’ (A parent Organisation) at Hindmotor. It is very much expensive and time wasting for their children training due to daily high cost of conveyance and journey along with their child.

We have visited 18 High Schools and 14 Primary Govt Schools in Chanditala Block-I & II along with Dankuni Municipality to collect data on this issue. Those schools could not recruited any special educators till date.

Non-Residential Day Care Centre:

Considering students overall development we will take into account all form of extracurricular activities together with academic education which is imparted in the manner where we provide a proper balance of practical as well as theoretical learning.

Based on the information above, we can conclude that many special children in the Chanditala Block- I & II along with Dankuni Municipality in Hooghly district do not get the appropriate support. This project would like to contribute to the improvement of the current support. People’s Participation will work with other NGOs and Govt Organisations in the area, as well as provide additional support. The project will focus on caregiving and promoting awareness of the existing benefits, offer support and influence the Government policy.

PP’s outreach team will visit the villages in the district to assess the community services and villagers. They will identify the special children and determine what their initial needs are. Then the outreach team will decide what the best provision will be and who will provide those provisions.

Based on the assessment of the current situation, we need to provide additional support. PP’s vision is to build a Special Education Center. The center will include special education, rehabilitation and vocational training. A future residential facility will also be available.

Target Group:

The target group for the disabled support program will be children in the age of 02 -18 with a mental and/or physical disability in Chanditala Block- I & II along with Dankuni Municipality in Hooghly district, West Bengal, India, who live in poor needy families that cannot afford (medical) care for their children. But Zero rejection is the principal of the center as we maintained Child rights.

Goal:

The overall goal of the ‘**Day Care Support Centre for Special Children**’ project is to improve the quality of life for **Special Children** in poor families in Chanditala Block- I & II along with Dankuni Municipality in Hooghly District, West Bengal, India.

- Increased and more appropriate support for Special Children’ and their families
- Increased social interaction between families with special children in villages in the area.
- Integration of special children and young adults into the wider community.
- Education and Life skills development.
- Employment through training and under Govt reservation scheme

Strategy:

The best way to achieve the goals will be through education. Challenging the children to develop themselves and by giving them a chance to come out of their isolation and mean something for their environment. This is why we want to set up a centre for special education with multidiscipline support for mental along with physical disabilities.

Outreach: Currently, the outreach team visits the families to educate them on their rights and benefits, as well as showing them how to receive the benefits.

Information and empowerment center:

In the first phase of the project we will set up a centre where parents can come for support and education about Government benefits and available provisions in the district. We will educate the parents that come individually and in groups. We will continue the workshops to give knowledge about the disabilities, possible treatment, provided facilities and benefits.

This centre will also help to make individual future plans for the children. We will help the parents make decisions about care for their child. Also this will include making a financial plan to secure future treatment and other plans.

Special Education Centre:

In order to have an effective program, People’s Participation would like to bring different disciplines under one roof. The primary focus will be on special education with additional support, such as physiotherapy and vocational training. All the disciplines will be working together for the same goal. Each child will have a specific treatment plan with individual goals that the whole team will work towards.

The Special Education Centre will comprise of 01 therapy rooms, two day-care centre, classrooms for education and training, an office and a staff room. There will be showers, two toilets and a place to wash clothes.

In the future, People's Participation would like to accommodate children who cannot live at home or who do not have a home. Although People's Participation would like the children to live with their families as long as possible, it may be more beneficial in some cases for the child to live at the centre.

The Special Education Centre will be built in a location close to a government school for the children to attend. It will be close to major bus routes so that the centre is easily accessible. Special, individually tailored education will be provided at the centres for those children who are unable to attend the mainstream schools.

Education:

The centers will provide education appropriate to the needs of the individual children. The 2-6 year old children will benefit from day-care with basic skills training such as walking, talking and small, manageable domestic tasks. Those from 6 - 13 will receive formal education, either in a local government school or, alternatively, in the center itself. A program of skills training will be available for children over 14. A long-term goal of the program is to be able to influence policy at governmental level. Through this, special needs education will be given a higher priority and changes implemented at State level enabling all children with disabilities to access appropriate support and education in their area.

Action Plan:

- ♣ In depth assessment of the area to include numbers and needs of children with disabilities and the provision available for them (with knowledge of other NGO's) in affiliation with the rehabilitation centre of Hooghly District.
- ♣ Make contact and links with other providers in the area, such as schools, clinics and homes (Government and Private).
- ♣ Set up an empowerment centre for the empowerment of special children and their parents.
- ♣ Find locations for satellite centres and recruit staff.
- ♣ Equip the families of special children with the knowledge and skills to provide targeted care for children and provide means by which the children can develop a level of independence relevant to their needs.
- ♣ Provide workshops in the villages through outreach and the satellite centres.
- ♣ Improve the accessibility of the provisions.
- ♣ Educate about the benefits and how to get them.
- ♣ Arrange transportation to provisions (hospitals, clinics and the Special Education Centre).
- ♣ Satellites will provide local support, such as outreach, education and care to those villages that are too far from the primary Special Education Centre.
- ♣ Build a Special Education Centre with a provision as complete as possible for special children and their care-takers and recruit staff for the centre.
- ♣ Sustain and expand the centre by assessing needs and program effectiveness, by provision of

People's Participation coordinators to monitor and support the centre's activities and by identifying potential community members to continue with and develop appropriate programs.

- ♣ Find financial support from the local government and local/international sponsors.

♣ Objectives:

- ♥ to provide appropriate related services to students with disabilities as needed.
- ♥ to encourage parental involvement and understanding of special education programs.
- ♥ to provide appropriate vocational services to students with disabilities.
- ♥ to provide Transition Services and develop a post-secondary school plan for each student with a disability.
- ♥ to create an effective climate for learning by sharing all available information about a child's disability pertinent to the child's performance in an educational setting.
- ♥ to provide and implement program and testing accommodations as stipulated on the IEP.
- ♥ to facilitate each student's academic progress and social development by establishing appropriate goals and providing instruction.
- ♥ to support and act as a resource for classroom teachers working with students with special needs.
- ♥ to encourage students to be aware of their strengths and weaknesses so that they can become good advocates for themselves in all settings.

Target Group (Including No. of Beneficiaries): **Primarily** 30 Special children will be engaged. The number of students will reach to 50 in one year. In second year the number will be reach at 75 to 80.

Outputs (In measurable terms):

- ♥ Primarily 30 Special Children will be admitted:
- ♥ Within one year more 20 students will be included:
- ♥ Programme activities will spread over among Chanditala Block-I along with Dankuni Municipality in first year:
- ♥ In 2nd year Chanditala Block-II will be included and number of students will increased 75+:
- ♥ Most innovative techniques will be adopted to train the students to be followed by others:

Expected Outcomes/Impact (In measurable terms):

1. A complete assessment of all organizations that provide disabled care in the area and whether the families can reach them.

2. Effective coverage of provision in the area.

3. An empowerment centre for education of parents and mediation between provisions.

4. A Special Education Centre will exist with the following provisions:

- ✚ Medical Care, Physiotherapy and mental support.
- ✚ Day-care and rehabilitation for the children ages 2-18.
- ✚ Early intervention centre.
- ✚ Vocational training for children.

- ✚ Resource centre for school going children, separate from the day-care.
- ✚ Utilization of disability aids, such as crutches, braces and wheel chairs.

5. A sufficient amount of satellites with the following provisions:

- ❖ Day-Care for children who live too far away from the primary centre or who do not need specialized treatment.
- ❖ Education to families about specific disabilities and how to deal with them.
- ❖ Personalized support for the families with disabled children.

6. Families with special children are financially and mentally supported to take care of their child at home.

7. Children develop and are challenged to do so by their environment.

8. All special children in Chanditala Block-I & II and Dankuni Municipality have access to the provisions needed.

9. The local staffs that understands and maintains the goals guarantees sustainability.

Location Description

Hooghly district is one of the district of the state of West Bengal in India. The district is named after the Hooghly River. The head quarter of the district are at Chinsurah (Chuchura). There are four sub-division in the district namely Chinsurah Sadar, Chandannagar, **Sreerampore** and Arambag. The great river Ganga flows through this district and enhances its importance. The district is a rich Zone both in agriculture and industry in West Bengal.

Sreerampore Sub – Division consists of five municipalities (Sreerampore, Uttarpara Kotrung, Konnagar, Rishra and Baidyabati) and four community development blocks: **Chanditala-I**, **Chanditala-2**, Jangipara and Sreerampore –Uttarpara.

About Chanditala-I Block:

Chanditala-I is a Block in Hooghly District of West Bengal State, India. Chanditala-I Block Head Quarters is Chanditala-I town. It belongs to Burdwan Division. It is located 33 KM towards South from District headquarters Hooghly-Chinsurah. 26 KM from State capital Kolkata towards East.

Chanditala-I Block is bounded by Chanditala-II Block towards East, Domjur Block towards South, Singur Block towards North, and Jagatballavpur Block towards west. Monoharpur City, Howrah City, Konnagar City, Bally City are the nearby Cities to Chanditala-I.

This Place is in the border of the Hooghly District and Howrah District. Howrah District Domjur is South towards this place.

Howrah, Kolkata, Alipore, Shankarpur (Sankarpur), Raichak are the nearby Important tourist

destinations to see.

Bengali is the Local Language here.

List of Villages in Chanditala-I:

Ainya, Bhagabatipur, Chanditala-I, Gangadharpur, Haripur, Krishnarampur, Kumirmore Masat, Nababpur, Shiyakhala.

About Chanditala-II Block:

Chanditala-II is a Block in Hooghly District of West Bengal State, India. Chanditala-II Block Head Quarters is Chanditala town. It belongs to Burdwan Division. It is located 30 KM towards South from District headquarters Hooghly- Chinsurah. 19 KM from State capital Kolkata towards South.

Chanditala-II Block is bounded by Chanditala-I Block towards west, Bally-Jagacha Block towards South, Srirampur-Uttarpara Block towards East, and Konnagar Block towards East. Monoharpur City, Konnagar City, Bally City, Panihati City are the nearby Cities to Chanditala-II.

This Place is in the border of the Hooghly District and Howrah District. Howrah District Domjur is South towards this place.

Howrah, Kolkata, Alipore, Shankarpur (Sankarpur), Raichak are the nearby Important tourist destinations to see.

Bengali is the Local Language here.

List of Villages in Chanditala-II :

Baksa, Barijhati, Begumpur, Chanditala, Garalgachha, Janai ,Kapasaria, Monaharpur, Mrigala, Naiti, Panchghora and Dankuni Municipality.

Innovative / Challenging elements in the project:

There are not any special education center within Chanditala Block-I & II along with Dankuni Municipality for the Special Children. Children use to visit Bonohoghly NILD (Divyangjan) and 'Ashray' (A parent Organisation) at Hindmotor. So it is as innovative as a new initiative will be started for the targeted beneficiaries.

Sustainability, Replicability & Withdrawal Strategy:

There is a need to provide this service in the targeted areas for the interest of the 'Special Children'; no one is working here for their support, some individual Special Educators are providing training to the beneficiaries' against high fees. In coming future some services will be 'fee based' and other support agencies will come forward; except this the parents committee will be trained and empowered to train other students to make sustain this center for their own interests.

Involvement of Community / Other Stakeholders:

Parents committee will form, Municipality and BDOs will be involved; other centers and Bonohoghly NILD' will be involved with this center. Other funding agencies and CSR grant will be collected to sustain the center.

Limitations & Risks:

- Non-Instructional Responsibilities.
- Lack of Support.
- Dealing With Multiple Disabilities.
- Handling Death.
- Handling the Problems of an Inclusive Classroom.
- Professional Isolation.
- Lack of Support from Parents.
- The Difficulty of Discipline in a Special Needs Classroom
- Budget Problems

Project Merits:

A special school is a school catering for students who have special educational needs due to learning difficulties, physical disabilities or behavioral problems. Special schools may be specifically designed, staffed and resourced to provide appropriate special education for children with additional needs.

PART D : FINANCIALS

(All Figs in Rupees)

A. EXPENDITURE

I. Capital Assets Costs (Equipment / Implements / Intangibles):		
Description	Cost (Rs)	Supporting Document
Sitting mattress-06	6000	Bills & Vouchers
Computers-02	50000	
Printer cum Photocopy machine-01	11000	
Scanner-01	4000	
Digital Camera-01	8000	
Water filter-01	24000	
Yoga and Gym training Items	30000	
Training toys/Games etc-10	20000	
Misc. Items (First Aid Box, Fans, electric equipment, Mosquito liquidators, Utensils, Cooking gas, tea arrangement etc)	40000	
I. TOTAL:	1,93,000	

II. Activity / Sub-Activity / Costs:		
Activity	Cost (Rs)	Basis
♥ Screening and admission with Zero rejection		
<ul style="list-style-type: none"> • Music • Art & Craft Work • Hand writing- • Dance • Drama- • Indoor games- 	1,20,000	Special Educator -01 10000x 12
<ul style="list-style-type: none"> ➤ Yoga training- ➤ Gym/Exercises- 	72000	Gym Teacher-01 6000 x 12
<ul style="list-style-type: none"> ✕ Reading & hand writing- ✕ Counting- ✕ Recitation- ✕ Singing- ✕ Lectures- 	163000	Exp. Teachers-02 7000 x 2 x12
<ul style="list-style-type: none"> ♣ Computer training along with games/Mind games- ♣ Uses of Calculators- ♣ Uses of Mobile Phone ♣ Cinema/Movie on issues 	96000	Computer Teacher-01 8000 x 12
<ul style="list-style-type: none"> ✚ Counselling- ✚ Story telling- ✚ Life Skill Planning- ✚ Brain storming sessions ✚ Watching Movies- 	120000	Counsellor-01 10000 x 12
❖ Vocational training-	72000	Vocational Trainers-01 6000 x 12
✓ Formation of Parents Committee & training	120000	Consultant Special Educator

<ul style="list-style-type: none"> ✓ Engage parents as volunteers ✓ Parents education ✓ Training on RPwD Act 		10000 x 12
Physiotherapy for students	120000	Physiotherapist-01 10000 x 12
Assist the trainers and teachers	192000	Volunteer-02 8000 x 2 x 12
Helping hand of office staffs and students	144000	Attendants -02 (01 Male + 01 Female) 6000 x 2 x 12
Celebrate ' <i>The International Day of Persons with Disabilities</i> ' on 3 rd December	30000	
	12,49,000	

III. Admin & Overheads:			
IIIa. Staff Cost:			
Name / Level	Total No. of Days	Total Remuneration Amount pm	Total Cost pa
Project Coordinator	26	8000	96000
Field Coordinator	24	7000	84000
Part time accountant	04 days	3000	36000
		IIIa Total:	216000
IIIb. Running Expenses – Project Staff:			
Items	Amount (Rs)	Basis	
Travel & Local Conveyance	12000	1000 x 12Month	
Boarding & Lodging			
	IIIb Total:	12000	

IIIc. Other Overheads:			
Items	Rs Per Month	No. of Months	Total (Rs)
Rent/Rates/Taxes/Insurance	x	x	x
Repairs & Maintenance	x	x	150000
Electricity / Water	2000	12	24000
Stationery & Postage	1000	12	12000
Telephone	1200	12	14400
Audit Fees		12	5000
Others (Specify)	x		
		IIIc Total:	205400
		III TOTAL	433400

IV. <u>Working Capital/Seed Money:</u>				
Do you have to provide for Working Capital or Seed Money?	Yes	x	No	✓
IF YES: Please provide reasons	Not Applicable			

Working Capital / Seed Money - Items	Amount (Rs)	Basis
XXXXXXXXXXXXXXXXXXXXXXXXXXXX		
IV. TOTAL:		

V. <u>TOTAL EXPENDITURE</u>	
	Rs.
I. Equipment / Implement	1,93,000
II. Activity Cost	12,49,000
III. Admin. & Overheads	4,33,400
IV. Working Capital / Seed Money	00
A. TOTAL EXPENDITURE:	18,75,400/-