



## AMAR SEVA SANGAM

10-2-163 Sulochana Gardens  
Tenkasi Road, Ayikudy – 627 852. Tamil Nadu. India



### Proposal for providing Inclusive Education in Siva Saraswathi Vidyalaya Higher Secondary School

at

Amar Seva Sangam, Ayikudy, Tamil Nadu

Submitted to

**Submitted by,**

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## 1. About Amar Seva Sangam

### 1.1. Genesis

[Amar Seva Sangam](#) (ASSA) is a premier organization in the field of Women empowerment, Gender equity and disability management focusing on rural areas, located in Ayikudy Village in Tenkasi District in South Tamil Nadu, about 160 kms from Madurai.

Our approach is to establish a centralized resource center to act as a catalyst for change in the development of physically and mentally challenged. We do this by involving the village community in the process.

Sri **S. Ramakrishnan**, while in his 4<sup>th</sup> year engineering, injured his spine while attending the last round of Naval officers' selection test and became a quadriplegic. He established ASSA in 1981, the year for the Disabled and named it after his Doctor and mentor Air Marshal Dr. Amarjit Singh Chahal of Defense hospital. Shri Ramakrishnan is the President of ASSA.

Sri **S. Sankara Raman**, a Chartered Accountant and a wheelchair user, affected by muscular dystrophy joined ASSA in 1992. He is the Secretary of ASSA.

Together they aspire to build an equitable society where *disability is not a constraint, but only a condition* that can be managed to reach the full potential of the person for the benefit of our concerned.

### 1.2. Vision of Amar Seva Sangam

To establish a valley for the Disabled, whereby physically / mentally challenged persons live in a pro-active society where equality prevails irrespective of physical, mental or other challenged with the rest of the society. It is a futuristic vision whereby Amar Seva Sangam plays the role of an enabling agent to get the physically/mentally challenged "equality of status, equality in opportunities and equality in access". It is a society where people are identified as differently abled.

### 1.3. Mission of Amar Seva Sangam

To empower the disabled citizens by establishing a "Valley for the Disabled" as a Rehabilitation and Development Centre for the region and developing models for self- help initiatives by integrating the disabled individuals with the society for improved living conditions in the villages.



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## 2. Activities at Amar Seva Sangam

### 2.1. Institution based rehabilitation

Amar Seva Sangam has established many initiatives over the years to rehabilitate physically challenged people in many ways as described below:

#### 2.1.1. Rehabilitation

- Home for physically challenged poor children with free accommodation, food, clothing, medical care, appliances and education.
- Day care Centre for Special children to train them on self-care and hygienic activities and basic literacy. Early intervention programs to enable identify such children at a very young stage and then to rehabilitate them using modern techniques. Their parents are so trained to help the children after discharge.
- Calliper making unit to make mobility aids to the needy free of cost and later free maintenance.
- Medical testing unit to evaluate persons with disabilities, particularly Women with Disabilities, offer physiotherapy services, refer where necessary to specialized hospitals for corrective surgeries
- Post-acute care Centre for the Spinal injured offering rehabilitation and medical intervention along with vocational training. Spinal cord Injured Post-Acute Care Centre Paraplegia and Quadriplegia patients are provided Post-Acute care like Physiotherapy, medical support, nursing and counselling. After ensuring mobility, they are given vocational training for skill development depending on their physical condition and educational background.

#### 2.1.2. Education

- Running an inclusive Nursery, Middle and Higher Secondary school where local poor children as well as physically challenged children staying at ASSA are provided quality education.
- Running special study Centre of IGNOU and Alagappa University for higher learning to conduct diploma, degree and post graduate courses.
- Running Institute to conduct diploma programs in Rehabilitation.

#### 2.1.3. Skill development of Disabled through Vocational Training

Free vocational training for skill development in the areas of Computer operations, Advanced Information Technology, Typewriting, Notebook making and book binding, Tailoring and garment making, Handicrafts, Cell phone servicing, Servicing of home appliances and Soft skill training and the proposed Industrial Training Institute.



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### 2.1.4. Employment to Physically Challenged

We believe that,

- Physically challenged areas productive and reliable as other employees
- Most of them only need minimal and basic adjustments at work
- They can work successfully in a wide range of jobs
- They should be treated with the same respect and dignity as any other employee

As a pioneer organization in caring for the differently able, we give preference to physically challenged people for most of our jobs. We currently have 49 physically challenged employees in our rolls out of the total staff strength of 361.

In addition, we also have 3 full time Spinal injured volunteers who have been successfully rehabilitated after treatment in our Post-Acute care Centre of Spinal injured.

### 2.1.5. Vocational Training & Employment Generation activities

Besides rehabilitation, Amar Seva Sangam provides vocational training to individuals with physical challenges so that they can pursue their livelihood after leaving our campus. Vocational training is offered depending on the physical and mental capabilities of the person in appropriate sections.

#### ➤ **Tailoring**

The tailoring section was started in 1999 with only four physically challenged students. We have now trained more than 686 physically challenged people in tailoring and employed more than 50 people in our garment making unit.

#### ➤ **Handicrafts/Toys/Paintings**

Physically challenged people are trained in making handicrafts, toys, greeting cards, paintings. So far, more than 294 people have been entrained.

#### ➤ **Typewriting**

Typewriting Centre registered with Department of Technical Education, Tamil Nadu provides training to rural poor and physically challenged students to get employable skills. Due to a recent regulation of Tamil Nadu making data entry jobs in government mandatory, many data entry operator aspirants have joined our senior grade typing classes. We have trained more than 315 students so far in Junior and senior type writing skills.

#### ➤ **Computer / Information Technology**

Established a 25 seat state-of-the-art computer Centre with support from Infosys Foundation, Microsoft, and Cognizant technologies to provide computer education to physically challenged and rural students. We offer Diploma courses



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in MS office, Tally, DTP, 6 months and 1 year courses in CCA and summer courses. So far more than 1835 students have been trained and many have successfully secured employment in private, public and Government institutions

### ➤ **Home Appliances Servicing**

Home Appliance Service Training Courses conducted for repair of Mixie, Grinder in collaboration with MSPVL Polytechnic, Pavorchatram under Govt. of India's Community Development through Polytechnics Scheme. So far more than 112 people have been trained by the institution.

### ➤ **Cell Phone Servicing**

Cell phone servicing provides a huge employment opportunity with the reach of cell phone in the country. So far more than 50 people have been trained.

### ➤ **Gold Appraiser Training**

Gold Appraiser Training conducted by Amar Seva Sangam in collaboration with P.A.C. Ramaswamy Raja Polytechnic, Rajapalayam. More than 10 people have been trained in Gold appraiser training.

#### 2.1.6. Industrial Training Institute

This is a new skill development initiative under the name **Amar Seva - Saradambal ITI** which is established to provide training on the following courses. We have already successfully trained 24PWDs and all of them have got campus placements in various parts of this country. The following courses are offered,

- a) Computer Operator & Programming Assistant (COPA) – one year course for visually impaired and other disabilities
- b) Desktop & Publishing Operator (DPO) - one year course for visually impaired and other disabilities
- c) Cutting & Sewing (C&S) - one year course for visually impaired and other disabilities
- d) Smartphone Technician-cum-App Tester (SPAT) – 6 month course

#### 2.1.7. Foster Parent Centre for Person's with Intellectual Disabilities

As per the 2011 census, 2.2% of Indian households have individuals with some form of a disability. Mental disabilities constitute roughly 10% of this number and have unique challenges such as lack of lifelong care, inadequate trained manpower, poor early intervention and little to no government support.

The innovative program is to reap the full potential through this program to reduce the apprehension of the parents about what after them for their wards:



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1. A 'Parent Association' comprising of a maximum of 7 nos, with a min of 5 nos of foster parents is formed to manage the centre.
2. Amar Seva Sangam is the resource centre providing infrastructure rehab caregiving daily living needs of the wards including food, Accommodation, Recreation, etc and lifelong safety net for the wards for their dignified life.
3. A Rotating Core Parent Group (CPG) is formed to manage the affairs of the centre by the parents themselves on a rotational basis and who acts as a foster parent to develop independent living capacity of the wards and to act as a protection and a common approach to all the wards.
4. Empowering mildly retarded children/adult as group leaders.
5. Sustainability by sharing of the running expenditure by the parents.

### 2.2. Village Based Rehabilitation Initiative (VBRI)

Our activities extend outside our premises also. Mainly it is in the form of Village based rehabilitation initiatives where we have formed Self-help groups and also established Respite centers in villages for day care of physically and mentally challenged.

#### 2.2.1. VBRI for Early Intervention.

An innovative, technology-based High Impact program for developmentally delayed children under the age group of 6. So far more than 45000 children are screened and more than 1100 children have been provided with doorstep rehabilitation with highly successful outcomes which is being replicated with the partnership of Azim Premji Foundation and State Government of Tamilnadu to be covered throughout the state over a period of next few years.

#### 2.2.2. VBRI for children with disabilities (7 to 14 age group)

Home based rehabilitation with technological support for children after they graduate from the early intervention program mentioned above and those who are already in this age bracket who have missed the early intervention. In addition to the Home-Based support, Parents Managed Respite Centre are formed for parents own initiative and involvement in the rehabilitation of their children with the ownership vesting with them for long term support and care for severely and profoundly disabled children with multiple disabilities, cerebral palsy, autism and mental retardation. So far more than thousand children have benefited and the ultimate aim is to make them inclusive in the society and get them enrolled in the regular School.

#### 2.2.3. VBRI for empowerment of Persons with Disabilities and Women

This is the program for developing persons with disabilities, particularly Women with Disabilities into self-advocating persons to showcase their abilities and get them fully included in the society. This involves mobilizing the persons with





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disabilities, particularly Women with Disabilities in the villages into self-help groups and enabling them with rehabilitation, education, skill development and work for their livelihood and employment. Wherever such persons with disabilities, particularly Women with Disabilities have severe and profound disabilities or intellectual challenges then provide such persons with adequate social security net and ensure lifelong care-giving and support systems. The major initiative includes savings and microfinance as well as linkages with banks for loans for their livelihood purposes and for their daily family requirements. So far more than 15000 people with disabilities have benefited in this program with more than 4500 members in self-help groups

### 3. Centre of Excellence

We are establishing a Centre of Excellence in Development and Rehabilitation for Children with Disabilities to scale the impact of our model and technology by building partnerships with NGOs, Governments and Corporate for technology development, continuous innovation, training, and collaborative research, to reach millions of Children with Disabilities and families globally to provide them with rehab solutions so that no Child is denied of schooling experience because of disabilities.

We have established a Multi-Purpose Training Centre and a team of professionals and academicians and technocrats to provide **Training and Support, Technology, Partnership Development, Monitoring, Evaluation and Learning.**



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### 4. Proposal

#### Proposal for providing Inclusive Education in Siva Saraswathi Vidyalaya Higher Secondary School at Amar Seva Sangam.

##### 4.1. Project Background

Our Nursery school was setup in 1981 It was upgraded to Middle school in 1991 and then elevated to the status of a high school in 2009. In 2015, we have commenced our Higher Secondary school operations. We cater to over 715 students inclusive of children with various physical and mentally challenges. Inclusive education is more important and are very essential for the children with disabilities to cope up with other students.



School Building



School Building

#### **Vision**

No child is denied of schooling experience because of disability.

#### **Mission**

Provide inclusive education to children with disabilities in rural settings.

#### **Guiding Principles**

1. Participatory classes with normal children, physically challenged and Special children
2. Provide Free education for Physically challenged and Special education including stay
3. Charge affordable fee considering the weak economic background of rural parents
4. Focus on all round development of children with extracurricular activities beyond academics

#### **School Profile:**

- Nursery School – have classes from Play school, LKG, UKG
- Primary School - have classes from I Std to V Std
- High School – have classes from VI Std to X Std
- Higher Secondary School – Plus 1 commenced from academic year 2015-16 with 31 students in three groups



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- Medium of Instruction – Tamil
- Profile of Parents' background – Rural Lower and economically backward

### Student and Teachers / Staff strength

School	Total	Boys	Girls	Physically Challenged	Teaching Staff	Non-Teaching Staff
Nursery School	153	87	66	Nil	9	4
Primary School	183	102	81	15	12	3
Higher Secondary School	344	176	168	53	18	7
<b>Total</b>	<b>680</b>	<b>365</b>	<b>315</b>	<b>68</b>	<b>39</b>	<b>14</b>

- **Student Performance**
  - X Std Pass – 100% for the past 10 years since 2011-12
  - XII Std Pass – 100% for the past 7 years since 2016-17
- **Infrastructure**
  - Nursery School – 12 Class Rooms; Head Master Room 1; Staff Room 2; Store Room 2
  - Primary and Hr. Sec. School – 25 Class Rooms; Head Master Room 2; Sports Room 1; Library 1; Lab 4
  - Well-stocked library with more than 7000 books and a host of periodicals
  - Well-equipped laboratory
  - Number of Toilets - 35
  - Play ground with Football ground
- **Extra Curriculum:**
  - Yoga
  - Bharathanatnam
  - Eco Club
  - Sports
  - Cultural activities
  - Scout & Guide
  - Various Club activities



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## School Tuition Fee structure

Fees Structure 2023-2024						
Class	New Students Admission Fee	Computer Fee	Lab Fee	Special Fee	Tuition fees	Total Fees (Per Year)
					I <sup>st</sup> Term & II <sup>nd</sup> Term	
LKG	100	-	-	400	3,000	3,500
UKG	-	-	-	200	3,000	3,200
I	100	-	-	200	3,000	3,300
II	100	-	-	200	3,000	3,300
III	100	-	-	200	3,000	3,300
IV	100	-	-	300	3,000	3,400
V	100	-	-	300	3,000	3,400
VI	100	250	-	300	3,600	4,250
VII	-	250	-	300	3,600	4,150
VIII	-	250	-	300	3,600	4,150
IX	-	250	-	300	4,200	4,750
X	-	-	-	300	4,200	4,500
XI	200	-	500	500	4,800	6,000
XII	-	-	500	500	4,800	5,800

The fee structure is based on the current economic level of rural parents and is much lower than the fee charged by schools in the neighboring areas.

### 4.2. Problem Statement

Sivasaraswathi Vidyalaya School is committed to providing quality education in an environment that sees no boundary between the physically abled and the disabled. At the school and on campus at Amar Seva Sangam, the children are not seen as disabled, but rather as “differently abled”. Every effort is made to nurture both their mental and physical development to maximize their individual potential.

However, some of the major challenges in providing inclusive education are,

- **Attitudinal barrier** for working with children with disabilities.
- **Understanding disability** as human diversity and everyone has equal rights to education and life.
- **Engaging children with disabilities** in a meaningful way in the classroom is a challenge.
- **No holistic perspective** – work only on education. Play, socialization, and extracurricular activities are not considered.
- **Limited proved theory** or approaches for inclusive education.
- **Little motivation** to try different approaches.
- **Conventional method** of teaching practices.
- **No Collaborative work** between the special teachers and normal teachers.
- Challenges in **current curriculum**.



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- **Accessibility** and Classroom adaptations.
- **Lack of awareness** about teaching strategies for every condition of disability for a single general school teacher.

### 4.3. Current Status in Tenkasi District

- Total number of differently abled children in Tenkasi district (SSA Scheme)- 2120
- Total number of Special Educators in Tenkasi district (SSA Scheme)- 41
- Total number of Physiotherapist in Tenkasi district (SSA Scheme)- 9

#### The key questions are,

- How are we able to bring full participation of children with disabilities in regular school settings?
- How we can bring the schooling experience to different kinds of disabilities providing equal opportunity for disabled children?

### 4.4. Our Inclusive Education Practice,

- Assessment of the Children to know their skill levels.
- Assessed at different ages
  - Preparedness (by 6 yrs)
  - Academic 1 (7 to 10 years)
  - Academic 2 (11 to 14 years)

#### 4.4.1. Why Inclusive Education?

- Mainstream teachers and Special educators work collaboratively to adapt curriculum.
- Curriculum should be adapted to accomplish the needs of the diverse learners in education.

#### 4.4.2. What is Inclusive Education?

Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded – not only children with disabilities, but speakers of minority languages too. - UNICEF

#### 4.4.3. Our Approach

##### Curriculum Followers

- Curriculum followers receiving no/very minimal support from the Special educators and maximum support from the Regular Teachers.
- They will be attending the classes regularly.
- They will be following regular curriculum.

##### Adapted Curriculum Followers

- Adapted curriculum followers receiving maximum support from the Special Educators and minimal support from the Regular Teachers.

- They attend the classes regularly.
- Adapting curriculum and giving level based worksheets.

### Substitute Curriculum followers

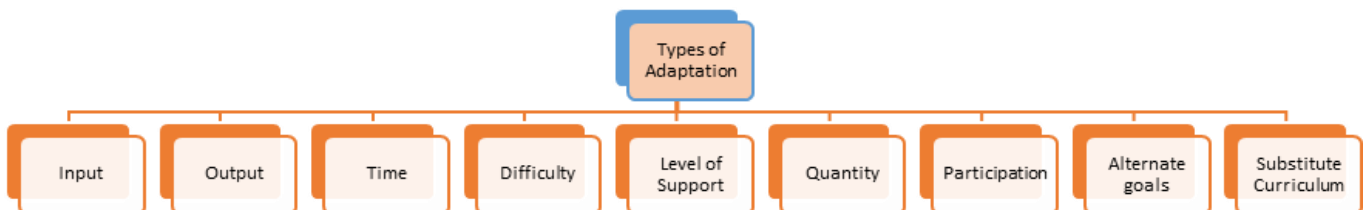
- They follow partially Inclusion Approach
- They attend Special school for 4 days and regular school for 2 days
- They receive maximum support from the Special educator and minimal support from the regular teacher.

#### 4.4.4. Our Strategy

- Assessment of the Children to know their skill levels.
- Assessed at different ages
- Preparedness (by 6 yrs)
- Academic 1 (7 to 10 years)
- Academic 2 (11 to 14 years)

#### 4.4.5. How we are going to provide inclusive Education?

Through curriculum adaptations and co-teaching strategies,

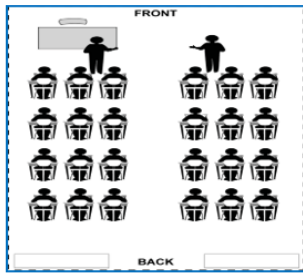


#### a) Curriculum Adaptations:

#### b) Co-teaching Strategies



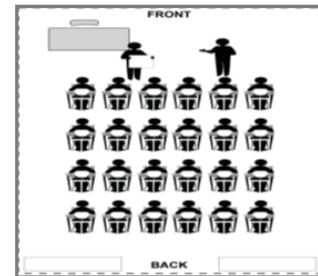
A general education teacher and a Special education teacher deliver core instruction along with specialized instruction, as needed, to a diverse group of students in a single physical space.



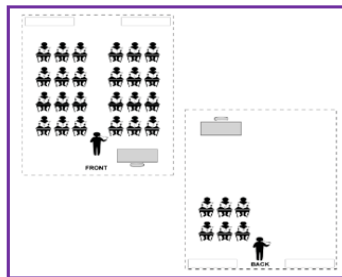
Parallel Teaching



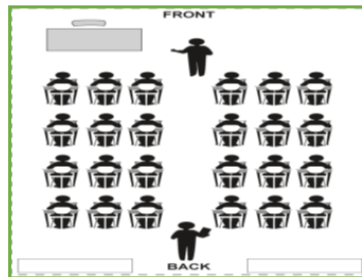
Station Teaching



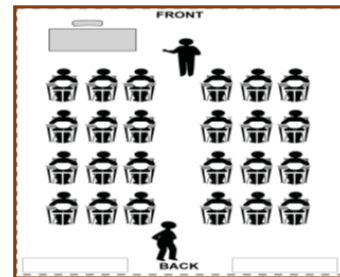
Teaming



Alternate Teaching



One Teach, One Observe



One Teach, One Assist

### c) Time Table for Inclusive Teacher

Time Table for Inclusive Teacher					
Class	Mon	Tue	Wed	Thu	Fri
<b>I</b>	Tamil – One teach one observe (6 A)	English- One Teach One Assist (6A)	Maths- Alternative Teaching (6A)	Science- One Teach One Observe (6A)	Social- Teaming (6A)
<b>II</b>	Science – One teach one assist (7B)	Maths- Alternative Teaching (7B)	English- One Teach One Observe (7B)	Social- Teaming (7B)	Tamil- One Teach One Observe (7B)
<b>III</b>	Maths- Alternative teaching(8 A)	Tamil- One Teach One Observe (8A)	Science- One Teach One Observe (8A)	English- One Teach One Observe (8A)	Social- Teaming (8A)
<b>IV</b>	Social- Teaming (9 B)	Maths- Alternative Teaching (9B)	English- One Teach One Observe (9B)	Tamil- One Teach One Observe (9B)	Science- One Teach One Observe (9B)
<b>V</b>	English- One Teach one observe (9A)	Maths- Alternative Teaching (9A)	Tamil- One Teach One Observe (9A)	Science- One Teach One Observe (9A)	Social- Teaming (9A)
<b>VI</b>	Science- One Teac One Observe(8B)	Social- Teaming (8B)	Maths- Alternative Teaching (8B)	English- One Teach One Assist (8B)	Tamil- One Teach One Observe (8B)
<b>VII</b>	Maths-Alternative Teaching (10B)	English- One Teach One Assist (10 B)	Social- Teaming (10B)	Tamil- One Teach One Observe (10B)	Science- One Teach One Observe (10 B)
<b>VIII</b>	English-One Teach One Assist(6B)	Social- Teaming (6B)	Tamil- One Teach One Observe (6B)	Maths- Alternative Teach (6B)	Science- One Teach One Observe (6B)

## d) Additional Strategies:

- Inclusive Education training for teachers, Parents and Care giver.
- Students and parents awareness program.
- Process Review meeting with all teachers every month.
- Provide level based worksheets to learning outcomes for every month.
- Physical accessibility.
- Peer group trainings for every year.
- Provide Teaching Learning Materials.

### 4.5. School infrastructure







## 4.6. Project Outcome

School	Nature of target	Method of calculation	Description	2022-2023	2023-2024
<b>Nursery</b>	Students Attendance	Total No of students present/Total No of working days*100	Over all students percentage should be <=80% of their working days.	80%	80%
	sports, cultural & Competitions	15 Students per event Academic Year	Students should participate 15 events (culturals, sports and competition) per year.	15	15
<b>Primary</b>	Students Attendance	Total No of students present/Total No of working days*100	Over all students percentage should be <=80% of their working days.	80%	80%
	Sports, Cultural & Competitions	50 Events per Academic Year	Students should participate 50 events ( Culturals, Sports and Competitions) per year.	50	50
<b>High School</b>	Students Attendance	Total No of Students Present /Total No of Working days*100	Over all students percentage should be <=80% of their working days.	80%	80%
	Sports, Cultural & Competitions	100 events Per Academic Year	Students should participate 100 events (Cultural, Sports and Competitions) per year.	100	100



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### 4.7. Project Impact

School	Nature of target	Method of calculation	Description	2022-2023	2023-2024
Nursery	Marks	<40%	No. of students less than 40% in the school	10%	10%
		>=40%<80%	No. of students >=40%<80% in the school	20%	20%
		>=80%	No. of students more than 80% in the school	70%	70%
	Winners	Total No of award won / Total No of participation *100	Total No of award winning against Total No. of participation	25%	25%
Primary School	Marks	<40%	No. of students less than 40% in the school	25%	25%
		>=40%<70%	No. of students >=40%<70% in the school	45%	45%
		>=70%	No. of students more than 70% in the school	30%	30%
High School	Marks	<40%	No. of students less than 40% in the school	35%	35%
		>=40%<70%	No. of students >=40%<70% in the school	40%	40%
		>=70%	No. of students more than 70% in the school	25%	25%
	Winners	Total No of Awards won/Total No of Participation *100	Total No of award winning against Total no of Participation >=45% in the Events	45%	45%

#### Social impact:

The numbers of Children who have moved to higher education, employment over the years are given below:

We are proud to report that, so far, 2075 children have benefited from high-quality education at very affordable fees. Over the years, many of these students have moved on to higher education and employment, and now occupy good positions in life in diverse fields such as engineering, law, teaching, IT, and various government services.



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Year Passed out	No of Students
1990-1995	96
1996-2000	127
2001-2005	274
2006-2010	281
2011-2017	709
2018-2023	588
<b>Cumulative since inception</b>	<b>2075</b>

### 5. Conclusion

For any program to succeed and sustain and for scaling-up of such programs, funding is vital. All our programs are funded by philanthropic-minded individuals, corporate, NGOs/Trusts – both Indian as well as international. All our services are totally free for the differently able persons. We have our website: [www.amarseva.org](http://www.amarseva.org) and we are active on [LinkedIn](#), [Face book](#) and [Twitter](#) handles as well. We request you to visit our website to know more about our activities.

Thanking you,

#### **CA S. Sankara Raman**

Promoter Co-Chairman and Secretary

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