

A case study/success story Name of the cwsn: Sudip School Name: Jalapara Prymary school Bag Class 2 Father name: Balaram Bag Mother name: Kalpana Bag Address: Jalapara , Harharia, Singur Hooghly.



Sudip Bag is a 8 year old male Hindu student of 2nd standard from a middle socio economic status Bengali speaking urban background of Singur Hooghly. He was born out of a non-consanguineous marriage at term by normal delivery Forceps. He is the second child of his parents.

Assessment - With the clinical diagnosis, the student is having physical and Mild Mental Retardation or Intellectual Disability as an associated disability. The student needs support in academics i.e., curriculum adaptation and one to one support by a Special Educator is needed. Parental counselling is necessary to give emotional and psychological support to the parents. Plan of Action is to involve all the stake holders of the education system to work together to alleviate the student's distress and restore, maintain and enhance him for better functioning as an individual and self-realisation.

ORIENTATION AND SENSITIZED PROGRAMME ON INCLUSIVE EDUCATION

Orientation and Sensitized programme has been conducted in order to overcome the apprehension of the Regular teachers in handling students with Educational Needs. In these sessions the points covered to make some awareness on the Inclusive Education strategies are:

1. Meaning of Inclusive Education
2. Concept of Inclusive Education
3. Types of services provided in Inclusive Education
4. Responsibilities of different functionaries in Inclusive Education
5. Responsibilities of the Head of Institutions
6. Factors vital for success of Inclusive Education
7. To highlight Inclusive Education in the Right to Education Act.

Intervention –He is an intellectually retarded child. When I first saw him, the teachers said that he was completely different from the others. After the teachers were convinced, they came forward to help the child and when he was started to be taught together in the class with other children, all The children come towards him and the child starts doing the class by chanting, reciting rhymes, etc. The stimulating role of the teachers succeeds in pushing him further and the child will do better in future. The Special Educator in this case approaches the school authority for a proper sensitization and awareness of the general teachers on Inclusive Education programme. The aim of this programme is not to improving the overall by applying various technique of intellectual disabled student. The key special education in this case involved other special education to give remedial teaching to the students in subjects.

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