

ANNUAL NEWSLETTER



2009

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SEPTEMBER



INCLUSION

CENTRE FOR EDUCATION, REHABILITATION & VOCATIONAL TRAINING OF CHILDREN AND YOUNGSTERS WITH DIFFERENT ABILITIES

For Private circulation only



ANNOUNCEMENT

ADMISSIONS OPEN FOR ALL



Make your way to **KIRAN** to get your child admitted in our-
SCHOOL UNIT

Nursery up to class 5th, and

Through National Institute of Open Schooling-N.I.O.S. (for class 6th upto class 12th)- for children who can follow normal syllabus.

The admission starts from March onwards untill 25th of May, for every scholastic session, which starts from 1st July and continues till end of May.



SPECIAL EDUCATION UNIT

For differently-able children-CP, HI & Locomotor Disabilities

In P.C.C.U. (Parents & Child Care Unit) the differently-able children is carefully assessed and few only may be admitted in KIRAN

Our campus area of 12 acres surrounded with varieties of herbs & shrubs, provides pollution free eco-friendly environment to the children, so that they could get a healthy educational atmosphere along with extensive care through our expert &





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KIRAN Society publishes its Annual Newsletter, to share all its objectives as well as important activities going on in KIRAN, to all our friends who are in association with KIRAN and also to create a strong networking. So that we can be more capable to spread awareness towards the life of differently-able children and encourage collaboration, so that they could get equal rights in the society as non disabled ones.

Our Annual Newsletter is distributed free of cost to each individual. However, any kind of contributions are tenderly appreciated so that the cost towards the production or the postal expenses might be covered.

For any kind of information you are invited to write to:-

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or

Visit our website:
www.kiranvillage.org



EDITORIAL



This year's issue for our annual newsletter is "INCLUSION" which is important in every sector such as- inclusion in education, inclusion in society, inclusion in services, inclusion in industries, inclusion in religion etc. "Inclusive Education" plays an important role by which these differently-able children could be given education along with the normal children in an ordinary school under a single roof. Our Outreach services in the villages of Uttar-Pradesh & Bihar, as well as our Community Based Rehabilitation (CBR) unit in 30 villages of Mirzapur district, organizes micro-credit, income generation programs (IGP), therapies and social rehabilitation for more than 1664 children, mainly belonging to poor families; these services are also an effort towards INCLUSION: while working with them in their villages, disabled & non-disabled persons are encouraged and enabled to live and work together.

KIRAN is in a stage to complete its 20 years of journey and will be celebrating this by organizing several awareness programs in the city, throughout the year. This anniversary is a subject of joy for each & every individual who is in association with KIRAN through their heart.

In view of improving the services to differently-able children in North India, KIRAN is launching its Human Resource Training Centre-HRTC, where RCI recognized trainings for special educators and therapy assistants will be offered. The construction of the HRTC building is going on and shall be completed soon.

I would like to thank our children, staff and friends who are associated with KIRAN & have supported for this annual newsletter by giving their articles, poetry, annual activity report, case study etc. and contributed directly or indirectly to make this edition successful. Special thanks to Sushil Giri (CP- affected youngster), whose painting gave me and Anil Kumar-Crafts instructor, the idea to take it as the front cover picture for this year's edition of annual news letter.

I want to give my special thanks to our project partners and friends, Indian & foreign-funding agencies. Without their precious support KIRAN might not be able to organize its activities systematically, towards the children and youngster's who are in special need.

Manoj Kumar Singh
Assist. Administration Officer



IS KIRAN GROWING LIKE A BANYAN TREE...?

Sangeeta J.K.

Executive Director, KIRAN Centre



It happens to me, to compare KIRAN with a big Banyan Tree, who sends out of its branches new roots, down deep in the soil, so as to give life to a new tree...wonderful!

Well, it was already many years ago, that two of our staff who have been trained by KIRAN took courage to start their own organization for the support of

differently-able children and youngsters. It's a joy for us to still be in good relationship with these two organizations: "PREM JYOTI" which is now a well established integrated school with disabled and non-disabled students; and "DIVYAJYOTI" which has opted to care for mentally challenged young people, in the heart of Varanasi city. Then about 4 years ago, a young man, Vinod, from a village North of Varanasi has let himself been very much touched and inspired by the services done by KIRAN. As a result of it, he started with much commitment and skill his own rural organization called "KASTURBA SEVA SAMITI", and today he has several staff-members who with him conduct social services in seven villages. They especially care for the disabled and the neglected girls and women. In KIRAN we are happy to give them now and then some support and encouragement. Their women's groups who are at present doing a tailoring training in seven villages are vibrant with eagerness to learn and improve their social situation. And it's only one year now that our long-standing staff Maria who had...
cont!



worked as tailoring-teacher and shop-incharge felt a strong desire to start on her own a little supportive group for young women with disabilities. They call it “UDAYA” and now they are four of them together who work untiringly in a small room in the city near to Assi Ghat, stitching clothes and many different gift-items. It is their dream to enlarge this group, so as to give employment to many more women. At the same time Maria hopes to create in this way more awareness about the great need to give a chance to these women for their rightful inclusion in society. We are happy in KIRAN to support “UDAYA” with stitching orders whenever possible.

The youngest new shoot from this KIRAN- Banyan-Tree is “PRAYAS”, the newly established parents group, which is an organization for parents of mentally-challenged or CP-affected children. Their aim is, to meet regularly for mutual sharing and encouragement and hopefully to start small day-care-centres in the city, with the active support of each family. It has been our long-standing wish in



KIRAN, that the parents would in this way come together as an individual group, so as not to feel isolated with the challenging task to lovingly care for a severely disabled child. It was a joy for us when on Good Friday the entire parents group of “PRAYAS” came to the KIRAN Village for a day of sharing and reflection. About 20 children were also part of it, and the newly arranged hostel “RAVINIVAS” was filled with laughter and dancing and so much fun.



DIMENSIONS OF INCLUSION

Ivo Rusch

Development & Cooperation Advisor (DCA)

Looking at the path KIRAN has taken over the last decade as a centre for disabled children and youngsters, there are two big paradigm shifts that make KIRAN the institution it is today. The first change of paradigm came in 2006, when we realized that there are less and less families with polio affected children approaching us. Happily we saw that, finally the huge campaigns of the Government and UNICEF bore fruit in eradicating polio, and less and less fresh cases have been registered. Sure, we know about our duty to care about the polio children, and the big importance to follow up each case to replace the calipers and to enable the social integration of the youngsters. But, looking at the structure of KIRAN and our capacity, we realized that we can now focus more in the direction of Cerebral Palsy children. KIRAN learnt that in Varanasi & its surrounding areas there are no institutions caring for complex disability. And as it was always in our spirit and mission, KIRAN contributes its strength and capability to help and support the most vulnerable members of society. It is a big challenge for all the staff to assure a good quality service for the parents and their disabled children, especially in such a field of disability, where several aspects of developmental delays or impairments are taking place. But, we try our best, and are ready to improve!

The second big paradigm shift now-a-days is the shift into the international concept of 'Inclusion'. Inclusion has many aspects in its term, but if we see it pragmatically, inclusion can be seen as the opposite of 'Exclusion'. Inclusion seen like this, reminds us that we are all valid humans, with the right to stay and to participate in a world looking forward to a new century.



If we have since long abandoned the term ‘disabled’, and heading ahead with the term ‘differently-able’-it is not only a play with words, it means exactly what it stands for: We are all somehow different but at the same time we are also all same. We are longing for the same basics, such as food and safety, love and acceptance. We have our own inner being and our own strength as well. We all are able!

The term “ Inclusive Education” adds the aspect of learning to it. First of all education should be available for everybody, as a human right(Millennium Goals of UN). Secondly, inclusive education accepts the pedagogical fact that we learn in our own personal way and that everybody does so. Schooling with the concept of Inclusive Education has two realities: the outer one stands for the right of the child to be accepted as an individual being. S/he shall be accepted in the neighborhood, in the local school. It is the point of getting ‘access’. This viewpoint shows the importance of emphasizing the integration of differently-able children into local schools. It also lays a focus on aspects such as policy making and advocacy. In practice, it is a long process which needs a lot of empowerment for local schools and their head persons, as well as a big investment in the teacher trainings. A mindfully planned interaction with caretakers and parents-counselling is as well a major pillar of the concept.

The inner reality of Inclusive Education is a methodological one. Teachers as well as special educators have to accept the fact that each child is different in acquiring knowledge. So, the child also requires an individual support. The use of various forms of teaching methods replies to the need of activating the child’s different learning channels. In the class room situation, the teacher needs various skills to handle the children individually so as to activate each ones abilities. If it is done in a qualitative way, this provides a sure start into the school career of each child and strengthens its self-concept, so that s/he may succeed in a complex world of challenges.

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CONDOLENCE

In deep pain we come to share with you the final departure from this world of our dear friend and staff-member VISHWANATH (Birsha Tigga).

It was in last month of May only that we got to know that his back-pain was due to a tumor on the neck. After great difficulties we got him admitted in Fortis Hospital, Delhi, where they could unfortunately remove only part of the tumor. When the diagnosis informed us that it was a matter of a "Sarcoma", we understood the terrible reality of a very fast and spreading type of tumor. Vishwanath was then admitted in the Cancer-Hospital of Kolkata, where his brothers and sisters are living, for radiation-therapy. On the journey from Varanasi, he suddenly developed paralysis of both legs and later on also of both hands. Srikant, Satish and Giri Bhai went in turn to stay with him for a few days.



15-08-1974 to 22-07-2009

After radiation therapy we got him transferred to another hospital, where one more MRI confirmed the fast growth of the tumor and the impossibility to take up one more surgery.....



On Monday 20th July, Vishwanath accepted to be taken home to his brother's house. There he still hoped to regain some of the lost muscle power, so as to perhaps walk again. But already in the next night he developed severe breathing-problems, and had to be taken again to a hospital nearby. There his condition deteriorated fast and Vishwanath expressed his strong wish to be taken home so as to die there among his family-members. And so it happened.....On 22nd evening at 8 p.m., He quietly and peacefully breathed his last....

I am deeply grateful to have been able to stay with Vishwanath the last five days. After reaching him in an Ambulance to his home, along with the family members, it was a very touching moment of sharing and remembering the past....we drank tea and it was just good to be together....once again Vishwanath assured me, that he has handed over everything to God, and at the same time, that he has courage to face any difficulty needed, so as to get better....

This is what has touched us so much in Vishwanath: his courage to surrender to God, and at the same time his courage to use full willpower when life demanded it.

He had come to us as a very young boy, after having worked for few years in Asha Niketan, Bangalore, serving the mentally disabled people. From KIRAN we sent him for a one year training in electricity-works, and on his return he helped Adi Bhai in the Orthotic Workshop. He then got more interested in this type of work, and so we sent him for a training in Ortho-techniques at APD, Bangalore. From there he got a job in an NGO at Orissa, where he worked untiringly under quite difficult circumstances, for the disabled children. On 1st Jan 2007 Vishwanath came back to KIRAN, along with his wife and the little daughter Tanisha; after the death of our Adi Bhai we very much needed a man with good experience in this field. Soon we realized that the young Vishwanath of the earlier years had matured a lot! His kindness with the children and parents, his readiness to help our trainees in the hostel, his quiet and cheerful way, all this did so good to our KIRAN family!

As one of the trainees has expressed it yesterday: "the one who has shown compassion to others, will be shown compassion by God".

With this trust and confidence we ask you to keep Vishwanath and his wife and child in your prayer....and also us, the KIRAN-Team, who has lost again a very precious member!

Sangeeta J. K.

Executive Director, KIRAN



Amit Kumar Chaurasia
Trainee-Craft Unit

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Basis of Islam

- | | |
|-------------------|-------|
| ✽ Best of Leader | Allah |
| ✽ Best of Guide | Quran |
| ✽ Best of Lyrics | Azam |
| ✽ Best of Loyalty | Iman |
| ✽ Best Request | Dua |
| ✽ Best Protection | Fitra |
| ✽ Best Oath | Kalma |
| ✽ Best Exercise | Namaz |
| ✽ Self Control | Roza |
| ✽ Charity | Zakat |



JENNY'S EXPERIENCES-with KIRAN

Jenny Parisi
Italian Volunteer

Dearest KIRAN-family!

I got a card as a welcome from you, when I arrived at KIRAN and now I am writing a letter to say good bye to you all....I am sure that I will miss you a lot!

I spent two and a half months in KIRAN and this period was full of emotions, feelings and thoughts and the time was spent very fast.

At the beginning I needed some time to adjust myself in "KIRAN life", but it was not

for long time because I got lot of help and friendship from the people who were around me. The sharing and the collaboration between the people here are something that I was appreciating a lot. I am very happy to see and lucky to have felt all this...I did also my best in this way....Sometimes I did not know how to say or sometimes I did not know what I heard, but very few times I could not communicate and feel the people!

I was in India nine years ago, that time I traveled around and saw lots of places and met many people, but I never felt myself so close with the "Real Indian Life". Actually, I am extremely happy for this....I shared the time, the work, the food, good & bad moments with the people. During this period I met other volunteers here in KIRAN and it was obviously a good time with them, especially at the beginning it was nice to have some help from them in order to understand what to do, where, why, how, at what time...!!!



I spent all my time in India, here in KIRAN Village and worked in Physiotherapy Unit as a Physiotherapist, for which I would like to thank the KIRAN family who gave me this opportunity, so that my dreams became true, which I was looking for since year 2000 & also I want to thank Bahan Sangeeta, Executive Director, KIRAN, and Dr. Moreno Toldo, Medical Director, KIRAN, who allowed me to work as an Physiotherapist on Voluntary basis.

Thank you a lot for everything! You all will be in my heart forever.

Best Wishes!

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Mr. Manoj Kr. Rai, as an Assist. Computer Teacher in KIRAN, tell's us about "Success & Faliure of Life". In regard to that he says, thinking of any thing and implementing those thoughts into their real life is the key to achieve success but, without struggle, strong will power, self-confidence & proper aiming, it is anyhow not possible to achieve success. A successful person changes his attitude, behavior & always seems to be confident, which supports him not to drift from his path of success. By doing good to others every moment, you can know the perfect way of living a successful life and also know how to make your life more beautiful.



CONDOLENCE

Late Dr. D. K. Sahoo, Administrator of KIRAN, who passed away on 3rd of Nov.08, in the early morning, met a severe Heart Attack and was taken and admitted immediately to Sar Sunder Lal Hospitals, Lanka, Varanasi, on 2nd of Nov, during midnight, where he took is last breathing.

On 4rth of November, according to Hindu custom his body was taken to Harishchandra Ghat, for funeral where all the staff & members associated with KIRAN gave their presence. Behind him he had left his spouse and two daughter's.

Late Dr. D. K. Sahoo, as an Administrator served in KIRAN for over 5 years but, his attachment with KIRAN was since the beginning when KIRAN came into existence. He held responsible posts in KIRAN- as Secretary (two times). From 2003 onwards, he worked in KIRAN as an Administrator. He was an excellent personality always devoted towards his work and had a broad & futuristic mind, always thinking for betterment and progress of KIRAN. He was supportive and very co-operative with staff and staff matters.

All KIRAN family, prays for the peace of his departed soul & also for the future of his wife & children.



12-02-1963 to 3-11-2008



nedee nwekaj ebKeevesmes

veej pe keageej heue

keaz#ee veevmeer

meer. Sc. Siliuees yelieueer Flijsj keaeupe,

Yeseheej, Jeej eCemeer

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epemekeae nce nOheedeSe Oeue, jen nwekaj Ce meSsj mkeue-

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ÜesSmesheleJ nODeheveerjen keâ!

Deehede KeeVee

Deefnemšvš eji meaneššelej



Meece keâ ÜernerkeâeF&ueieYeie Üeej yepesLes- Oche emej hej Üek{keâj yeessie j nerLeer, Gmeer mecelle Skeâ meppeve Heippeeyeeo keâ efnekebojeyeeo Üeejens mes ielpejs-peveeye hej omeer LesFmeudeÜesJernêkeâe veppeje oKKeâj keâÜ DešhešêlesDeej keâÜ DeMÜeÜe&keâe Yeele uekeâj Deesiyek{s ceve cellneryeppeÜes Fvekeâe keltee Fueepe nes mekeâlee nW Keâj yeete DeeÜeer-iêÜeer- oes j epe hemÜeetedMeece keâ mecelle Jen TeCšelej, Üeekeâ cellEspenekeâÜ ÜeMeemedrekeâ veekeâj yel{šLes Jernê YeeDeÜeevkeâ Gvekeâ Üernj shej Jeneroesebove henuesJeeusYeeLe Les- Fme yeej keâÜ iegmee YeeLee~

keâÜ Snee nÜee ekeâ meppeve PeÜeeÜeskeâ Deye Fme hej keâÜ êleKe ner [euevee ÜeeñÜes- Deehede meele j nsnellsekeâ Üern Skeâ j nMÜecelÜeer keâneveer neieer- Dej d Üern keâneveer veneryeeÜe keâ nkeâkeâle nWhe" keâÜ Deehede ueesie meele j nsnellsekeâ DeekKej GvnellesSnee keltee oKee- Deehede ueesieÜesYeeoKee neiee hej ekeâmeer keâj Ce Üeje nes iêÜes- henues Gve meppeve ves ceevvefnekeâ ðhe mes êlee#ehle,

DeOêie>DeJemLee cellSkeâ JÜeebeâ keâsmel[keâ hej oKee, keâÜ Fmeer lej n DevÜe mLeeveellhej Yeeceevvefnekeâ ðhe mesêlee#ehle heg>e Deej CeeroKes- GvmesÜern meye oKKeâj j ne venereÜee LeesGvneresDeheveerkeâuece G"êÜeerDeej êleKe êbÜesmeej sYeeLe Deheveskeâj sheveellhej, Üern meelekeâj ekeâ keâYeerkeâeF&Fme mecemÜee keâe nWue êrekeâueesiee-

Jemesueesie ievoi eer, Deell-eâceCe, DevÜeÜe Deeebo keâF&le-eÜeÜeLee mecemÜeeDeellhej êleKelesj nsnDeej Fmekeâe Demej keâÜ hel[e, meÜeej Yee nÜee~ ueeskeâve Fme Üekeâj mesceevvefnekeâ ðhe mesêlee#ehle ueesieÜeêle êleÜeskeâÜ JÜeJemLee veneryeev&MeedÜeo FmeudeÜesvenerekeâ Fvekeâ lej JeeusvenernÜeesFvekeâesDemhel eeueellêllKeÜee&okeâj Yelêeakeâj mekell, Heâue, Keevee, Deeebo osmekellÜee meedÜesÜeeÜeân ueeppeÜes ekeâ cernÜeer celMeereelNSJeböJeeFÜeeÜeêe KeÜe&G" e mekell-

êlee#ehle (Eer-heg>e DeheveerDemle-JÜemle nueete cellhel[sj n TesnQ keâÜ FvekeâsoKKeâj veppej Üej elesnDeej keltee keâne peeÜeskeâÜ keâer nueete LeesDeehede peevlesnarnê Üern mecemÜee ekeâmeer Skeâ Merj keâer veneryeeÜe keâ ueieYeie meYeeMerj ellkeâer nW Fme lej n keâ j eieerÜeern ekeâmeer keâesveÿeâmeeve henÜeeÜellÜee venereFvekeâesveÿeâmeeve henÜeevesJeeusyenÿe êteue peeÜelles- keâÜ FvnlWÜekeâj Ües keâÜ ceej Ües- yeÜÜes yel[ellkeâsoKKeâj Gvnekeâ pamee JÜeJernj keâj Ües-

Deehêeâsveve keâeskeltee keâ° venereñee nWêkeâ, epemekeâesDeheveer meÿe venereñW meesües mecePeveskeâer Meebêe êÜve Üeÿeær nWDeej keâ° Üeo peevle peer j nsnGve hej ueesie nÜelTesnQ iegmeelTesnQ Gve hej DelÜeeÜej keâj TesnQ-

Üern ênLeelle ekeâleveer oÜeeveÜe Deej oÜeêkeâ nWDeehede MeeÜeo meele Yeevenerekeâlees- êreKeegj ÜeeÜeêeâes Leesueesie KeeveskeâesosYeeoÜesnQ ueeskeâve Fvekeâeskeltee oÜes ÜesDelÜeeÜeêe TeGee keâ hešêe mecePespeelTesnQ nesmekeâle nWêkeâ ncecellmes ekeâmeer ves Fvekeâeskeâhel[sosvesÜee Keevee osveskeâer keâesMele Yeekeâer nesueeskeâve, JeesDeheveer henueer DeJemLee cellherêbKelTesnQ FmekellFvekeâe oese venereñWDeej Fmekeâe Üern meceÜeeve YeevenereF



Fme mecemUee keãe meceeOeeve keãíee nes? Üern Skeã ÚegyeelreheCeãDeMve nıw Fmekeãe nıue Skeã Deece Deeoceermesuekeãj ðeMeemeve cell
yell' sueeje efrekeãeue mekeãlesnQ epeme lej n mesÚıpe helMıpeelkãeshekeãl[keãj yeb keãj veskeãe efveÙee nıw Gmeer ðekeãej ceeveefmekeã
=he meselÙee#ehle ueesıeellkãesYeer j Keveskeãer JÙeJemLee nesreerÙeeehÙes Teeekã ÜesMenj cellFÙej -GÙej ve lãelÙeÙeesGvekeã efueÙesYeer
efnle keãj nıÙDeejj Deece ueesıeellkãe efueÙes-

“Ües Smes helLej nQ Deheveer j en keã,
epvevekeães ve Fınee ves DeheveeÙee, ve Kepe ves’ ~

Mrs. Arpita Khanna, being an assist. resource teacher in KIRAN spells out a important issue which our society generally ignores, but still it needs special attention and care. In spite of that she says about the conditions of Mentally Disabled persons who usually wander here & there on the roads or streets without having proper clothes on them & proper food, although they do not harm anyone but people laugh, snub & harm them. They treat them like animals but do not feel their pain and even try to give them proper fooding or clothes. Government has a policy to catch the street animals & put them in a shelter where proper care is given. Similarly these Mentally Disabled persons & beggars also need proper shelter and care might be taken. Continuing towards this issue she speaks about a person who as a tourist came to Rikabganj of Faizabad district, on first day of his tour he saw a strange incident which was quite sruprising & upsettable. He murmured towards that & just walked away. Two days later at Ghantaghar, chawk, the disgracing expression was again on his face. Do you guess what was the incident which made him so frustrated? The answer is, he was looking at a Mentally Disabled person who did not have proper clothes, food and laying beside the road, whom everybody was ignoring. Writing his all his feelings on a blank paper he thought, their might be someone who will sort out some solution towards the settlement of these persons in the society.

“ They are the stones on our way,
Whom nor God, nor human accepted”



Dee lekaáJeeoeryeyee

Dee lekaáJeeoer yeyee Gpeej, lege nes DeekáJeernW kaá meeij, Smee Háuuée Keeká legneje, heieueeUee meheej meeje-Depeye-ipeye nwlagnejer ÚeUee, ekaáme heeieue ves legnWyeveeUee, peeves ekaáme mes lege Dee peetes jlie efejlies yece yej meetes-ye[e ner e/e<'j kaápe legneje, jle kaás Háuuée jepe legneje, Úeerns nešue Úee nes ceibj, meYeer pehes Dee lekaáJeeoer yeyee-omMeoener kaá lege nes YeeF& meye eUeuueUeW ceef&ceef& peesYeer legnej sMej Ce ceUDeeJes GmeermecelÚee neemhešue kaáspeeles-lege nes meyekeá kaá° eUeDeete, omMe-eUeomMe jntee eUeuuelee, peie-ceie kaáj yeetes jelleUee, lej kaá Devoj meyekeá KeefšÚee-heafuekaá kaáj leer henjsejer, nes ielJes [eká-Úeej eUeKeer, omMe-eUeomMe lekaá lej er ceUee, hee.Sce ves lej e iefee ielUee-hegume-ojeete Úel[s Yeeies Háuuée nájles meye lejs Deetes meyekeár veeb GI[eves Jeeues pevelee kaás Yel[kaáves Jeeues-lej me jns nÚYeoaá legnejs Skeá eUve DeeDees ielle nceejš ceU lejs omMe heeTB eUeckaáe-heameer legnb eheueeTB eUeUeeler meye uees ÚeYeg nceejer, ceejes pees nwl DeUeeUeejer, pevelee kaá yejs ceU meeslees meYeer yejs velee kaás cejes-meejs omMe ceUhel[e nwl meKee, kaásF&nwl hUeeme lees kaásF&YeKee, Gvekaá YeieJeeve ÚUeeve oepelJes YeoaáWkeáe kaáUeeCe kaáepelJes

Shamsher Patel

Class-9th B, KIRAN Centre



me lkaáe&

- j Kevee nwl lees Deheves eUeÚeej ellhej vepej j eKellJes peesMeyo yeve peeles nÚ
- j Kevee nwl lees Deheves Meyo ellhej vepej j eKellJes peeskaáe&yeve peeles nÚ
- j Kevee nwl lees Deheves kaáeexhej vepej j eKellJes peesDeeole yeve peeler nwl
- j Kevee nwl lees Deheves Deeole hej vepej j eKellJes peesÚeej \$e yeve peeler nwl
- j Kevee nwl lees Deheves Úeej \$e hej vepej j eKellJes keáleeUkaá Úeerner eUeUeele yeve peeler nwl

Jevovee Úeeimeve

Special Educator for HI children



30-10-1982! Birth of Satish brought extreme happiness in Someshwar Pandey's house who as a businessman in occupation lived in Bramhanal, Chawk. Even six months had not passed, this happiness converted into sadness as Satish got Polio after a severe fever which affected both his legs totally and both the hands partially. His primary education started in the KIRAN Centre at Nagwa, where he also received therapy and calipers for walking.

Later on Satish received vocational training. His eagerness of learning, interest and hardworking, diverted his mind towards soft-toy making were his sister played a very important role. As the training centre was on the top floor of building and in a gali, she after learning soft-toy making by herself, started giving training to Satish which made him expertized in this field too. Through the support of KIRAN and Mr. Rajendranath Rai, Social Integration Manager, after completing graduation he got employed in Aryan International School, as a Craft Unit-in-charge. Covering a distance of around 200 meters from his home he catches his bus. His complex features such as- smiling face, politeness and self respect wants to say that- "I have still to go further & reach high peaks, through the encouragement, that KIRAN has given to me".



Deese pUeeslle

Ueeb nce Deheves peedeve cellUese, OÜeeve Deeji %eeve keær pÜeeslle
 ÖeppJeeduele keáj uellÜeesnreej sDeeme-heeme keá JeeleJej Ce cellÜekeádMe Yej
 peeÜee- epeme Öekeáj Skeá pÜeeslle omej s oheellkeás j eÜve keáj leer nW
 JeneRotmej er leJ Hå Yelues- Yeškeá nÿjesÜeebeáÜeelkeás j emLee YeerábKeel eer
 nW Deepe keá Üeije cellÜcellÜskeá SmeernerpÜeeslle keærDeeJemÜekeálee nW
 De%eeve otj keáj keámeykeá peedeve cellÜese keærpÜeeslle ÖeppJeeduele keájÜes
 ÖeYegmesÖeeLeereerkeærÜenerÖeelLee nW

SEEMA SINGH
 Assist. Crafts Worker



celuenervelee

j Uevoe keasesmegeeveskeærkeasesMelle keær n#w
 FmreedreUete keaes peieeveskeær keasesMelle keær n#w
 cesj er Uee Deche keær meesle celln#wpees
 Gmes oemj eves keær keasesMelle keær n#w

yegiveUeeoer { eblee megeej ves keær pe:aj le n#w
 iueeall eUeeBmJeekeaj ves keær pe:aj le n#w
 Tbles Uel{ keaj keaj U Yeer yeesselln#ce meye,
 peceackkaã vekaã keaes megeej ves keær pe:aj le n#w

celuDe Deejj celuUeekeave keær yeel ellkeaj W
 SrmeemeelW pepyeel eellkeær yeel ellkeaj W
 celuenervelee hej meesleles mecepee celW
 DeeDees epevoeebueer keær yeel ellkeaj W

ekaveej s Uueles n0lees hegre Uuelee n#w
 menej s Uueles n0lees ceve peuelee n#w
 ekeaveej s menej s keær Skeã keaes uekeaj ,
 vepeej syeoueles n0lees meye Uuelee n#w

Arjun Sonekar

VI-B, C.M.Anglo Bangali Inter College



ekeaj Ce keae yendje yel[e cenIJe n#w

Kel[iehaj mesi.I.T.
 j eUeer cellB.I.T.
 Deejj yeveej me cellKIRAN keae yel[e cenIJe n#w
 ekeakeas cellTournament
 peetleve cellAdjustment
 Deejj KIRAN cellAssignment keae yel[e cenIJe n#w
 peetleve cellCo-incidence
 vUeeUeeuelJe cellEvidence
 Deejj KIRAN cellAttendance keae yel[e cenIJe n#w
 Deoeuele cellJudgement
 hUeej cellManagement
 Deejj KIRAN cellPlacement keae yel[e cenIJe n#w
 ieel[er cellj s#e
 oemleer cellCesse
 Deejj KIRAN cellKessellkeae yel[e cenIJe n#w
 Uege cellUel{ eF&
 JeEe cellkeal{ eF&
 Deejj KIRAN cellhne{ eF&keae yel[e cenIJe n#w
 j Kee cellStart Point
 Jeoe cellCenter Point
 Deejj KIRAN cellEnd Point keae yel[e cenIJe n#w



INCLUSION IS NECESSARY EVERYWHERE

Rajendranath Rai

Social Integration Manager

Inclusion addresses the need to provide equal opportunity not only in education but also in employment for all differently-able people. One of the main features of inclusive education is development of the general education system so as to meet the educational needs of children with different-ability. It involves the participation of every parent and community in the planning and execution of services for children in general, and children with different-abilities, in particular. Inclusive education enhances the communication between children with different-ability and normal children to promote child to child learning. Making the program for children with different-abilities an integral part of the general education system is a unique feature of inclusive education. The economical viability of services for education of children with different-ability in inclusive education and the easy approachability of the area of service, so that children with different-abilities could come to school from home, make the inclusive education approach realistic.



With the effort of Government, most of the communities have developed some program for the education and rehabilitation of persons with different-abilities. This may be seen in the form of near by special schools, integrated schools, community based rehabilitation centers of the Ministry of Labor. But, most services are still in the voluntary sector.

Therefore, assigned government officers (i.e. District Magistrates- DM and District Handicapped Welfare Officer) or their team should ascertain what...



services exist in the district in his/her charge and bridge the gaps that are there in providing comprehensive services to persons with different abilities in the district. The district magistrate (who works as a deputy commissioner of disability) should come forward to motivate the NGOs to apply for financial assistance to Central or State Government so as to develop the services.

He could also motivate the businessmen and philanthropic individuals to bridge the gaps regarding employment. The government machinery could create an environment in the district conducive for rehabilitation of persons with different-abilities. Although government is trying in this regard, but their efforts are not sufficient.

So, many steps have been taken by government for the development of inclusive education, but their effort is very poor regarding employment and vocational training. Therefore government should come forward to make an assurance for overall development and strengthening persons with different-abilities according to their 3% reservations.

The success of inclusive education would not only enable enrolment of more children with different-abilities, but also improve the general education system itself. In this way more & more differently-able children can be benefitted through inclusive education.

Beer j epeřvöveLe j eUe, meeMuee Flisekæbleve cævepej kæ ðhe cellækæj Ce cellækæUej le nOleLee Skeækæte eMæ#ee hej eUeMese þeej oðesnjæskænlæsnOkeå Fme lej n kææreMæ#ee ðeCæueerÉej e Skeå nerÚte kæå veedæsmeeOeej Ce yeUeellkæå meeLe Fve Meej æfj kæ ðhe mesme#ece yeUeellkæåer eMæ#ee JUeJemLee mLeehele kæj peuo-mespeuo Fvekeå JUeæbeåJle cellællekæåme ueUee pee mekæåee nweUæeUve meepeUeellÉej e mej kæåj kæær ceoo mesðelUkeå æpeues cellæUeueUes pee j nsæUeUve kæåUeæåceellkæå menUeeie mesFve Meej æfj kæ ðhe mesme#ece yeUeellwðegyeřn lej kæåUeækæj vescellDeeveæueesDelej eðeellkæåsoj ækæåUee peeLee nweLee æpeueeæDekeåej ær-peesmeræUkeå æUeæåuebie DeæDekeåej ær kæå ðhe cellææUeækæj læsnO kæå Uen oedUelJe yeve peeLee nwekæå meecepmeæær mebnLeeDeell kæåesðeæ meeřn le kæj Wpæmemeskæå Uesmej kæåj kæå mee#e Fve kæåUeæåceellwDeeveæueesJUeUeellwðegmeræUelJe kæå æUeUesDeææove ðemleUe kæj mekæll- mej kæåj Éej e Skeækæte eMæ#ee kæå ðeelle mæUeæsepevekeå Ueeieoeve ve æveueve Skeå eUeUee kæå æUe-eUe nweSjeb Gmekeåe Uen oedUelJe neæee nwekæå Jen Fvekeå mecheCeæUeæåme nðegUeeieoeve leLee meecepe kæær ceUe Oeej e cellFvekæåes 3% kæå Deej #eCe ðeove kæåj W Skeækæte eMæ#ee ðeCæueer mLeehele kæj , eMæ#ee JUeJemLee kæåesyeřn lej yeveUee pee mekæåee nwe æpememesDeæDekeå mesDeæDekeå Meej æfj kæå ðhe mesme#ece yeUeUesueYeææJle neesmekeå læsnO



#ecele osKēḷes De#ecele veneR

j ecemekeāue meenveer
keā#ee0Ueehkeā, ueve&SC [Deve&kege

yeeyetueue Jecce&keāe etveJee me nLeave Ūešs r iyeer, etveie j e, Jee j eCemeer, cellmLele nwlēLe Fmkeā etheeppeerkeāe veece Beerkeāuuet j ece Jecce&rnw
peesceelēoeve Megeāvee FCSj keāeupe , j enetveUee, Jee j eCemeer, cellmLele yeeyetkeā heo hej keāeUej le nē Ūen Skeā Deuhe ceeveemkeā-cēbō le
(MMR) ye0Uee nī Fmkeāe veecēkeāve mesitēā nsihe &kege cellmLeleveeF&2003 cellmLele- Fme keā#ee keāerDe0Ueehkeāe keāerēve j hej cēsnvele keā
HāuemJe=he FmcelmLelele SJebe&keāe me nDele: Fmkeāes meved2005 cellmLeleHā mkeāeue &kege cellmLeleveeUee j le ekeāUee iēUee pene&hej
Fmkeāer omēkeā etveUee&pemes-etveKevee-hē&vee SJebe&keāeVe keāeUeeUeehej etveMese =he meskeāeUe&nDee Deejj ye0Ues cellmLelekeāer etvekeāme
oKee iēUee- hej vlegDeetveYeJekēāllkeā cēve cellmLelekeā ūeelle
ye&ūeellēkeāue etveUeej Leskeā Ūen Deheves peetve cellmLele
venēkeāj mekeālee nī

Oeej sDeej s Jēeā yeetlee iēUee Deejj yeeyetueue ueieYeie
16 Jee&keāe vele- pejeve nes iēUee- FmcelmLelekeā meele
mJeYeje heej Jēte Yeer nDee- pomee ekeā cēj e Dehevee
etveUeej nīvekeā ceeveemkeā etvekeāj Jeeves Ūeēbeā etve keā
ye&ūeellēkeā Deejj etve-keāheš nes nQ Fmkeā Devoj Yeer Ūen
ie&e etve&ceve nē Ūen nce&le Ūešs ye0UeeUeekeā ceo
keāj lee nīDeejj meye keāe Deoj keāj lee nīpeeskeā DeUeUe
ūeMevevele nī



ye&ūeellēkeā etveUes yentē DeēUeUekeā nes peetlee nīvekeā
Gvekeā hegeJeehe keāer ūeēbeāUee ŪeUeJeeUeUekeā mte j hej etvekeāmetē keāer peetlee- Fmeeryeetē keāes0Ueeve cellmLele nes nDeeUeevekeā-13 Dekeāš j e
08, keāes Fmes ueve&SC [Deve&kege keāer keā#ee cellmLeleveeUee j le ekeāUee iēUee pene&hej keāeUeeUee Smemecellē SJebe&keāeUeeUee ūeUe keā
meele-meelle meece&pekeā ŪeUeJee j , =he Ūeshameskeāe ueve-ove, FŪeēbe hej etveMese keāeUe&keāUee iēUee leLe DeetveYeJekēāllkeāes Fmkeāer
Yeetle-Ūe keāer ŪeepveeDeeUe keāe =he leUe keāj ves nDegekeāe iēUee ekeā, Gmekeāerkeāe keāj veskeāer FŪe nī hej vlegDeetveYeJekēāllkeāer Ūen meēle
ekeā, yeeyetueue peetve cellmLele venēkeāj mekeālee nīkeāeUeUe Ūen Skeā Deuhe ceeveemkeā-cēbō le ye0Uee nī DeetveYeJekēāllkeāer le j Hā meskeāe&
Deetve=ēUe SJebe&keāe ve hekeāj 13-12-08 keāes ce&es leave keāchedveUeeUee-heej Jee j ye&ūe , etveUe yekeāj er leLe j epe&Beer Hē [ūe&ūe keāš,
Jee j eCemeer keāe DeJeeUe&ve ekeāUee leLe j epe&Beer Hē [ūe&ūe keā ceeUe&keā Beer YegeveueKeceveer peer Gmkeāes Deheves Ūer nē&emkeāš Deejj
vecekeāe veveveskeā keāe cellmLeleveeskeā etveUes iēUeej nes iēUes- ce&es SJe j esitēā (F&ce&UeUee JeevesCSŪe j) ves Fme Ūeepvee keā etveUeUeCe
nDegepeye Fmkeā etheeppeer mesyeetē keāer lees etheeppeer leUeej venēkeāj j es leLe Gv nDees Fmeskeāj Ce cellmLelekeāe&keāeUe&oveskeāer FŪe peeh j
keāer- Fme yeeyetē peye yeeyetueue mesheUe iēUee lees nDe yeen j keāeUe&keāj veskeāe FŪeUeā Lee- DeetveYeJekēāllkeāeshege: meecePeveshe j Jes Fmkeā
yeen j keāeUe&keāj veshe j j epeer nes iēUes- Deieues etve nceves Beer YegeveueKeceveer peer mes Devege&le cē&keāj keāj Keeveskeāe DeJeeUe&ve
ekeāUee- yeeyetueue leLe Gmkeā etheeppeer keāes Ūen keāeUe&DeUe ueiee Deejj Gmeves cēsnvele SJebe&keāe mekeāeUe&me&keāeUee hej Ūe keāj
etveUee- Beer YegeveueKeceveer peer ves Deheveer Deejj mes Gmkeāes DeēJee eceve nDegeSkeā meeF&keāe Yeer ūeove ekeāUee nī Fme ūe&keāj Jēn
he&e =he mes Deetve&ve&ūe nes iēUee nī Gmkeā DeetveYeJekēā SJebe&keāeUe yeeyetueue keā&hāer Ke&ūe nē Ūen Skeā keāneJete Ūee j le&ke
keāj lee nīvekeā - ''#ecele osKēḷesDe#ecele veneR''~



Mr. Ramsakal Sahani as an Assist. Teacher in KIRAN speaks about the success story of a Mild Mentally Retarded child named Babulal, who was given admission in Self-help group in 2003, where after assessing his improvement he was then transferred further to Learn & Earn group, where our expert teachers gave their maximum efforts to develop his personality, such as- academic, cultural and social skills, through which he could make his own way to establish himself in the society more independently. Mr. Ramsakal along with Mr. Rolf, Swiss Volunteer, consulted different bakeries of Varanasi and ultimately the owner of Rajshri Bread-Mr. Bhuwanlakhmani, gave him opportunity to learn biscuit-& mixture-making and gave him a cycle as a conveyance. Initial disagreement towards this job by his guardians, was at first an obstacle for us, but looking towards his interest for independent working & his learning nature, they now seem to be very happy. It gives us all a message that-

“ALWAYS SEE FIRST TALENTS OF A CHILD,
RATHER THAN TO LOOK AT THE INCAPABILITY !”



menpel ee celh mDemece meewUe&

ceg e vece meeelSeer nwl eLee cel[eode «eece keær drelJeeefveer nB ekaáj Ce Éej e behte ceel ebl Mele kea HeaüemJe r he Jel ekeve cel lceON.I.O.S.keá ceelUece meselle#ee uesj nernBl eLee Dehevesue#Ue keás heeveskeær Deej Dekemej nB menpel ee keá i eg.cel lkeá yeej scellkeáj MeyoellkeásJUeodá keáj veskeær FÜUe j Keler nB Skeá DeÜUs Fmeve cel lmenpel ee DeevJeeUeki egje nW peesJUeebeá menpe Yeele mesDeheves ue#Ue keá beel e drel j lej beUeemej le j n lesnÜesDehevespeel e ve cel lYen ge Deeisy e{ lesnÜ menpel ee keá Devegej Ce keáj vesJeevesheal ekeá peedve cel lkeáYeerYeerehelÜ[lesvneknÜ meÜ leesÜen nweká Skeá ner PeŠkeá cel lMeKej hej henÜvevescel lDeevdo keárnebeuelee nW menpe JUeebeá keá ceve cel lÉÉ, heel[e, jeie, Ése, keá l ekeáve Ueuelee j nlee nWpeesJeamlele cel lwekeáj elcekeá YeeJeeUeá l ekeáve nes ee nW ueskeáve, yeej mesJesmenpel ee keá Yeele beoelMele keáj veskeá beUeeme keáj lesnÜ Fmekeá Jee m leel ekeá DeLeÜen nÜee ekeá Keeceelmeer DeevUeUe cees e nWUeeb keáf yeeenj mescek e j nW lees yeej er yeele venek keá l eel keá yeej keær cel k e j lee, Deevleelj keá Meeel r le beove keáj leernwl eel heUeÜen nweká Ueeb Dehe yeej mescek e j nÜ keá ce keáj j nsnÜ nÜhe j nsnÜ be m elvele Je heel[e oevveel keær mJeeYeeel ekeá DeevJeeUeebeá bekáš keáj j nsnÜS Jebceve cel lDeevUe le neJee veneknW leesÜen r Jee m leel ekeá menpel ee nW yeej er cel k e j lee Deej UeUeuelee mesner Deel ce menpel ee behte keærpee mekál eer nW Fmemespees Deevleelj keá ekekeáeme leLee Skeákel ee behte nes eer nW Jen keáUe&keás Deedeká yern lej yeevees keær #ecel ee beove keáj leer nW Fmecellmeeb Ue&keá Jee me nes ee nW Ueeb peedve keás meeb Ue&mes mepeesvee leLee keáuehkaCed yeevevee nwl eesmenpel ee keá oecve Leecevee nernes ee, Jen Yee yeej er veneÜeell eelj keá menpel ee keás



meedeSeer kegceej er, keá#ee VIII-N.I.O.S.



peerdeve kaãe Decell eãhenuet

kaãeã' ve heefj efmLeell eUeellmesJel eãeeve celW
 peye nce pePelesnQ
 Ieye mJelUebkaães Yeefle-Ue kaã eUeUes cepeyelle keãj IesnQ
 eãpevoieer celWpeeskeãU Yeer DeveYeje keãj IesnQ
 Jen meeueellkaã eUeUes DeOUeUeve mes Yeer yeã keãj
 neslee nW
 peye othej elthej mes eUeUeeme, ŠŠšves ueielee nW
 Ieye Keã hej eUeUeeme yeãves ueielee nW



Arti Singh
 Craft Trainee

Deiej Deehe meesJel esnQ

Deiej Deehe meesJel esnQkaã Deehe nej snQ
 leesDeehe nej snQ
 Deiej Deehe meesJel esnQkaã Deehe celWheueee veneãnW
 leesmeUecejle veneãnW
 Deiej Deehe peal evee Ueen IesnQ
 ceiej meesJel esnQkaã peal e veneãkeãel es
 leesãveelMÙele nwekaã Deehe veneãkeãel es-
 Deiej Deehe meesJel esnQkaã Deehe nej ieUesnQ
 leesDeehe nej Ueãeã nQ
 kelieelkaã, nce ogveUee celWkelesj n IesnQkaã,
 meããuelee keãerMeã: Deele Fmeeve keãerFÙUe mesnesãer nW
 Uesmeje keãU nceje ermeesle hej eUeYeã keãj Iee nW
 Deiej Deehe meesJel esnQkaã Deehe eheUã[ieUesnQ
 leesDeehe eheUã[ieUesnQ
 Iej kelieãrkeãj veskaã eUeUesDeehekaães
 Deheveermeesle TÙeerkeãj veer nesãer,
 keãeF ÆYeermããuelee ðeehle keãj vesmeshenues
 DeehekaãesDehevesãealle eUeUeeme ueevee nesãe-
 peerdeve keãaruel[eF Ueeãncellee,
 efmãã Ieãe Deejj cepeyelle ueesã nvenãkeãel es
 DehelegDeepe veneãleeskaãe,
 peal elee JenerDeeoceer nW eãemesUeããeãve nwekaã, Jen peal esãe-



CASE STUDY OF SATYAM- a CP child

Sushma Jaiswal

Teacher

mel'Uce keae pevce Skea mablogea heaf Jeej cellh'p'ee n'w- yeU'Ueskae pevce kea hel'Uee led'Deekae nee pevce keaer keae cerkae kaaj Ce yeU'Ueskae Devo j keaF&Iej n' keaer hej m'eeef'UeeB'Dee i'UeeR'leLee Jen masj ye'Ue heumeer mes'keef'ele nesieUee- Fme kaaj Ce heaf Jeej kea ueee Gmekea Gpp'Jee Yeef'e-Ue keaesuekaaj Deel'Meekaele nesieUes- ueskaave ceB'leespeveeer n'w- ceB'p'eevee eh'ncele nej s mel'Uce keaesuekaaj Skea ekaaj e'Ueskae cekeave cell' n'vsesieeer-

ueieYeie oesJe-ek'kaer Gce'imesner Gmekea eh'ej cell'v'ej l'ej ye'k'eej j n'vsekae kaaj Ce mel'Uce kea ce'lee S'Jeb'hele-peesF'p'ee'v'ej kea heo hej j skeka's cell'kae'U'ej le n'Q Fmekeas [e'ka's] kea heeme Ge'U'ele e'Uee'kaal'mee S'Jeb'hej e'cel'le'nd'eguekaaj i'Ues- lej hej me'j e'f'ele Jee'le'lej Ce e'be'v'eskae ye'ep'eb Jen mee'ce'ep'eka heaf Jee'le mesoj nes'ee U'eeve i'Uee-

meved2007 cell'mel'Uce keae oed'Keuee P.C.C.U. (Parents & Child Care Unit) kea ce'U'eeve mesL.K.G. cell'h'p'ee, Fmekea e'v'ej e'f'eCe le'oe'hej e'le Deheves mes De'v'ye'leer ueesie'ell'imes meueen kea hel'Uee'ed' p'eye Fmekea De'v'ye'le'kae'ell'kaer mee'ce'f'ee keaer i'Uee' le'eskaeF'ye'e'le'U'ee'ce'v'esDe'U'eer- Me'p' cell'ce'lee-eh'e'lee kea Demen'U'eesie kea He'auemJe'ke he'ka'U' hej m'ee'v'el'Uee'W kea mee'ce'v'ee kaaj vee hal'e, hej v'leg ye'U'Ues cell'ma'p'eej o'k'ekaaj Gve'kae S'Jeb'ce'j e'ce'v'esye'ue Ye'erye'k' i'Uee-



mel'Uce keaer lee'kae'el'uekae me'cem'U'eeS'he'v'eece'Le'er

- hee'le e'v'es' I'eka' e'f'le'j De'Jem'lee cell'v'e'ye'v' vee
- Jem'le'p'ee'ell'kaes'F'oe'j -G'oe'j He'ell'kae'v'ee
- Kee'v'es'he'v'es'cel'U'eme'cel'le'ee
- [e'f'le'le'lee Dev'Ue e'ka'U'ee'kae'ue'che'ell'cell'v'e'v'ee } vee
- ye'U'Uee'll'kae me'ce'n' cell'v'e'v'ee vee
- Gme'kae De'v'ep'he' kea'ee' vee n'v'es'he'j Mee'j' kaaj vee S'Jeb'Dev'Ue ye'U'Uee'll'kaes'he'j Mee'v'ee kaaj vee

Deepe mel'Uce keaer hej m'ee'v'el'Uee'be'Ce'ke'ke' mes'mee'ce'h'le le'es've'ne'k'n'p'ee'ke'v'leg'v'erye' me'p'eej n'p'ies'n'Q pees'Gme'kae ce'lee-eh'e'lee kea men'U'eesie kea e'f'ee'v'ee kea'o'ee'he' me'v'ye'v'ere'le'lee-

mel'Uce keaer Jee'le'ke'ee'v'e' e'f'le'ell'e-

- e'U'ekaaj e'le'e'le n'v'es'he'j 15-20 e'v'es' I'eka' uei'ee'le'ej hal'v'ee-e'ue'ke'v'ee



- Jem l e p Deell keær Ghe Ueest l e l ee Deell keær mece Pe
- Dehevee af Sefteåve m J e l e b Keesvekeåj Keevee Je yee S ue mesheev ear hee vee
- Deheveskeå#ee keå meYeerye U Ueell keå veece %æ l e nesvee l e l ee Gvekeær Gheefn Leell e yel ee osv ee

Deepe mel Ue ce ef yeevee ekeåmeer keær mernel Ue l ee keå Ueue-efteåj uel ee nwl l e l ee efv ee S J e b l e e j e K e keær p eevekeåj er j Ke l ee nwl Deejj yel [e nekeåj F l p e e n l e U e j y e v e s k e å e r F U U e j K e l e e n w

Mrs. Sushma Jaiswal, as a Teacher in KIRAN, speaks about the case study of a CP child named -Satyam, who, when took birth in a combined family got severe complications immediately after birth and got affected with Cerebral Palsy, due to which his family became worried for his future. Having continuous fever in his brain at the age of 2, his father as an Engineer, posted in Renukut, Sonebhadra, consulted Regional Doctor & started his treatment. In 2007, Satyam got admission in L.K.G. through the P.C.C.U. (Parents & Child Care Unit) at KIRAN, where after the parent's & the child's assessment, as well as counseling, following important factors came into existence-

Status when he came to KIRAN

Current status

- | | |
|---|---|
| • Not able to sit in a single pose more than 5 min. | Constantly sits for 15-20min, reads & writes the subjects of his interest |
| • Throwing things here & there | Awareness towards proper usage of things |
| • Unable to eat or drink by himself | Eats his tiffin & drinks water by himself |
| • If work not done according to him creates trouble to others | Know all the children by name and tells their presence |

Today he can walk by himself without taking anybody's support and remembers the day & dates of the calendar. His dream is to become an Engineer.



yemelle Deej helPel[

yeieelllkaayeryemelle leeskaYearhelPel[Deeteer nW
 Fme helPel[mesFmeeve yendje leyj elee nW
 SsFmeeve Fme helPel[meslvtve leyj elee,
 keaYeryemelle leeskaYearhelPel[, Fvekae keaace nWDeevee-peevee-

helPel[cellpeesFmeeve leyj ekaaj ceelleyouel esnQ
 Thej henjjekeaj YearJesveedlesnerokhaameu esnQ
 yemvle kea yeeo helPel[kea Deevee- peevee ellleDe kea ellleOeeve nW
 epemeveshelPel[keasmen elueJee JenerJueeoa ceneve nW

ekameer lej n tetpeadeve djel ee helPel[Dee peevestekaa,
 Kep keasmenuee uesl etiee YearKeeveshej ,
 helPel[mesuel[letyemelle peaj Deesiee,
 lej speedeve cellYemelle Ketyerueerhaueelisee-

iegr meeiej kearellmes#ee meslej e peadeve mehaue nesee,
 helPel[mesleyj eJee leespeadeve lej e elllehaue nesee-

veJesekaaj Ce keaerGi[eve

eteue peelisee kaaneveFmeasle keaerhaameu Gi ees
 Deheves pagetve keas ncmehaj yeveeles
 veecegeekaaive keas Deheves MeyokeaMle mes nSes
 Deheves ekaaj Ce keas ogvleJee keaer vepoj ellcelMG'' eles

eteue peelisee ieble Deej Menj keaer ojj er keas eteSes
 ekaameer iegeveece mesveJeeal[keas Meenj le elueJees
 Deheves veece mes ekaaj Ce kea veece Ueckaees
 Menj venekmeasle yel[er nel eer nWmeyekaaes meePeel es-

veF&j enellhes pees ekaaj Ce keas ues peelis
 peneBkaaneReteue peelis lees Gme keaer heer' LehelcheeSj
 Skea ieele nj velles ekaaj Ce kea eluelles ieeUeW

Rajan Kumar Yadav

*Class -8th B,
 C.M.Anglo Bangali College, Varanasi*



Ranjeet Banerjee
Assist. Teacher

cegMkeaaue keaace Deemeeve nQmeej s

ceebOKees Jen megoj eluel[Uee,
 [eue hej kaameer Hagokea jner,
 FOej -GOej mes ellvekeaa ueekaj ,
 megoj mee lej nWyevee jner-

Fleever Ueser nekaaj Year,
 yel[s keaace Uen elueYee jner,
 nel verek nW leve Year Uesee,
 ceebcegpekaas Delej pe nWnetee-

ceeb yeesreer cegj s jepe ogreejs
 lej ceve cellWelleMJeeme Deef[ie nes
 cegMkeaaue keaace Deemeeve nQ meej s-

cegMkeaaue keaace Gmeer kea nWnetee,
 pees elve cellW Year nW meete,
 lege Year %eeve kea DeueKe peieDees
 meej s peie cellW veece keaaceDees-



ekeāj Ce mesmesee keāerDej Cee

efvees keāceej

efveeMekeā, keāmleji yee mesee meefceelle, yeevehej, Jeej eCemeer

meved2004 cellcedineFākeāue keāerhej efvee keā helMūelēdiej ceerkeāer Ūperkeāe Deevob uesj nre Lee, Fmeer yeele cej er cejkeāeLe Skeā meppeve mesnFākeāpevnebescePesekeāj Ce meSŠj keā yeej scellMēlele ÷he mesyēleēlee~ Ieye celnesūem efveCelle efveleē ekeā keāleelWee Skeā yeej ekeāj Ce ŪveelW Dele: ceŪeele keā Skeā yeŪŪes (Meej eefj keā ÷he mesme#ece) yeŪŪeskeās GeŪle Fueepe nregelelelece 2005 cell ekeāj Ce uekeāj Deēlee~ ekeāj Ce meSŠj cellDevoj peeveskeā yeeo Skeā SmeerDeveYeŪle nFākeāveescedmJeie&cellDee iēlee Lee~ ekeāj Ce keā yeŪŪellkeās oKe keāj celPesSrmeeme nŪee cevees ŪesyeŪŪes Deemeceebmes DeēŪes nŪesheefj vosnŪpees Meej eefj keā ÷he mesleēkeāuele



nesveskeā yeeJepob Deheveerkeāuee Deejj keāMēue keā yeeu hej ekeāj Ce keāer megoj Lee keās ŪemŪeej efveKej snŪes nŪ Ūerēbkeāe Jeeleleje Ce oKe cej sceve cellGLēue-hejēue nesvesueiee leLee Gme mecelē ceve nre ceve celnesDehevesDeehe keās iegenieej mecePee ekeā Dehevee Demeuercekeāmeo DeYeer lekeā keāleelVeneŪmecePe heēlee~ Yeiēeeve vosncellēesheCēyēveēlee nŪhej vlegFve Meej eefj keā ÷he mesme#ece yeŪŪellkeā efveŪes nce pames ueesie keāj Ū venekeāj j nŪer Gmeemcelē celnesA{ efveMūelē ekeālee ekeā ceŪDeheveselēŪeskeāce, oŪhej ellkeāer mesee keā efveŪespeerTŪee~ meŪēkeāue lej henŪeveskeā yeeo Yeer ceŪekeāj Ce keā yeej scellmeēlele j nre~ keāF&

j epe yeele peeveskeā helMūelēdGoemeer cej sŪemj shej ebKeeF&ovsesueieer- Delele: Skeā efve celnesleje mesyemj keāoce j KesDeejj iēlele- iēlele lecekeāj Meej eefj keā ÷he mesme#ece yeŪŪellkeās leueelMevesueiee leLee Gvekeās ekeāj Ce cellŪepevesueiee, efpeemekeāer meŪeer DeYeer Yeer cej sheeme GheueyŪe nŪ celŪSkeā iej epe heefj Jeej mesnesveskeā yeeJepob DehevesYeŪle-Ūe keāer efvele ve keāj lesnŪesFvekeāer efveleje mesee keāj lee j nre~

Fmeer >eāce cellceje er cejkeāeLe yerve melēeele peer mesnFākeāesēJšpeje uel [keāer celue efveJemeer nesveskeā yeeJepob ŪerēbDeekeāj mecepe mesee keāj j nernŪ EvmesŪej Cee Ūeehle keāj , celneskeā[ercarnvele keāer leLee efveefve iēleelmeskeāue 100 yeŪŪellkeāscekeāj Ce Yeepe leLee Gvecelmes30 yeŪŪellkeāsSēFāneefkeāue GheueyŪe keāj eF&Meej eefj keā ÷he mesme#ece yeŪŪellkeāer mesee keā meelē-meelē pevcelēeŪveeer ceēbkeās Yeer GeŪlele -efve#eCe-ŪeelMe#eCe okeāj mJeeJuejpeeryevevee cej e celue Oeceyēve iēlee~ GheŪejeā keāleēnrege celnes "keāmleji yee mesee meefceelle" veece mes Deheveer melnLee keāer DeēDeej efvee Deheves #e\$e cellj Keer efpeemekeā lenle ekeāleēje er yeeŪeēkeāeDeelkeās ŪeeJemeēleJekā ŪeelMe#eCe okeāj DeelceŪeYeŪj yeevevee nre cej e ue#Ūe yee iēlee leLee Fmekeāe melēeeve cej sEēje ekeālee peevesueiee , efpeemcelēyerve melēeele peer mesmenŪeeie Devegehe-14 efveueef&celMeare leLee oesmeeFkeāue celnesŪeehle ekeālee~ 31 veJecyej 2006 keās cej sellemese Devej eŪe hej yerve melēeele peer nre cej smēnLee cellDeleer leLee yeŪŪellkeās mJeeJuejpeeryeveves keāer Ūej Cee Yeer oer- SJeē cej sEēje ekeāles iēŪes keāleē&keā efveŪes menŪeeie keāe DeelŪeemeve efveē~ Gvekeāe DeelMeese heekeāj cel ŪejeŪeuele mesG" e leLee eb:-2-10-07 keās celnesueieeYeie 2000 ceneveŪeelellkeā mece#e Ūem melēeue efvele ekeā Deye cel Dehevee Ūeebeāiele peēvele Ūeeie keāj mecepe medee keā ÷lee~ celmeenme Deejj F&eeveceje er meskeāleŪekeāj lesnŪes



Úšermeer mebnLee keá ceeOÚece meselMeeue keáUe&keásmebDeeUel e keáj j ne nBleLee Jeej eCemeer keá DeeDekeá e j ieeBeelcelNDehevee
 DeMe#eCe meSŠj Úeueckeáj ueeíeeleá yeeÚe cellr'elkeáueelMlee Skeá DeeYelMeche verel Úen Skeá Úegreelner ntr, "eMeel#ele yevves",
 mJeeUeuecyeyeevees', melief" le yevves', SJeht'ceevele medee nerFMUej heppee ntr, Deeb meblMe okeáj mecepee keá oyeskegÚeuesueeíeeU
 keásThej G''vesDeejj Deeesyok veskeáe meblMe osj ne nB-Dele: meYeerhee'' keáUmesDevej eDe keáj Lee nBkeá ceFesDeelMeere oÚepememes
 ekeá cej smeernme SJehtDeelceelMJeeme cellkeáeF&keáeerve DeeÚes

Mr. Vinod Kumar, the director of "KASTURBA SEWA SAMITI", is working for young girls & women who belong to both rural and urban background by providing them professional skill trainings in Varanasi as well as its surrounding areas so that they could become independent & establish themselves in the society through generating some income sources. Getting attached with KIRAN since 2005 & through inspiration & support of Sangeeta J.K., Director-KIRAN, he established his own organization and on the other hand continuously encouraged and motivated children & youngsters with different-ability from Varanasi & its surrounding areas to make their way to KIRAN. "Disability" is not a curse, "get educated", "be self-dependent", "human welfare is God worship", by these wordings he pledges to give all his devotion by doing social welfare, the whole life.



Our Achievements during the year 2008-09

We are thankful...
 To all the funding
 agencies whose
 precious support
 will definitely be
 very useful for
 KIRAN to continue
 its services with
 more & more
 quality.

Department wise achievements are mentioned as following:-

Administration Department

- Purchase of 6 Biswa land attached with the KIRAN compound, which will be utilized by our vocational department in the form of Food Preservation Unit.

General Services Department

- Our new School Bus is utilized to pick & leave our children from Ramnagar to KIRAN Centre and vice-versa.
- Plantation of 100-new fruit-trees and flowering plants throughout the campus.



Human Resource Training Centre- HRTC Department

This year HRTC conducted many training programs which were beneficial for the co-workers of CCF , SLF and the Animator's of Jeevan Jyoti School for the Blind. The main objective to conduct these training programs is to provide proper education & training to the persons who are working at the grass root level in the field of disability.

On completion our Human Resource Training Centre (HRTC) will look like this-



Social Integration Department

- Our ex student Mr. Abhishek Singh has qualified in I.I.T. Competition and got his admission in chemical engineering at Kanpur.



- Mr. Antu Prajapati & Mr. Sonu Kannaujia, has qualified in Polytechnic competition, counseling awaited.
- Mr. Vishal Verma got admission in Navoday School and three other students got admissions in Hindu Boys School, Varanasi, through the competition.

Vocational Department

- Two new shops introduced by Vocational Department- KIRAN Bakery & KIRAN Craft shop at Assi, Varanasi.
- Inauguration of “Rajkumar Tea Stall” -a small wooden shop (Gumti) in KIRAN campus, where you can also get nice coffee!

Education Department

- Mr. Pappu Yadav, Vikas Maurya, Bansal Patel, got admission in C.H.S., in class 6th.
- Miss Gyanda Gadorkar (CP affected girl), passed out 12th standard in one year through N.I.O.S. she was passed in all the subjects.
- Mr. Ambar & Mr. Ayyaz Ali, got improvement in their behavior, attitude and concentration. Interest towards their study has been increased.
- Among 4000 children, our students Mr. Vikas Maurya & Mr. Vishal Verma, got

first prize in “Keshaw Bal Pustakalaya” General Knowledge competition.

- This year Summer Camp was divided into two parts: English camp was conducted in KIRAN Centre and Arts camp at St. Paul School in Adalpara, Mirzhapur with full support of C.B.R. (Community Based Rehabilitation) Team. It was very successful and children enjoyed greatly.
- Our unit for Hearing Impaired children is now divided into 3 parts- Level I, II & III, with good results.

Rehabilitation Department

- P.C.C.U- (Parents and Child Care Unit)- through various awareness programs parents are helped to care for their child.
- Ravi Niwas: Recently we have renewed our “Mother and Child Training Program” by inviting the mothers to come with their CP affected child any time convenient to them, and stay for a few days/weeks in our Ravi Niwas Hostel, so as to learn better how to improve her child’s development. Experience shows us that the mothers greatly appreciate this encouraging support.
- Outreach service unit- in O.R.S. Camp, increase in our services to more than 100 children in Tajapur.



DeeDeesSkeā heefj Jeej yeveeUeW

cej e yeše ieeBeeleer,
Ueeše cej e Uegceer ošee,
ieesret ves yeuuee Ueavee,
Jees lej mes ueekāj iell Yeer ošee-

heefj Ueellpemeer hUeej er caij er,
keāšleue mes ceer'e ieeleer nW
nce mege ekeālevee meKe heeles nQ
Ues Jees oKe verneKheeler nW

meesceer ves eheāj šebē ekeāleer nW
leere epeueellceWDeJuee DeeUeer,
Gmeves keāmeer oell ueieeUeer,
heeJeešmes hej Ueue vee heeUeer-

oeesveme ves keālee eUeše yeveeUee,
j lie meYeer nj Uerāj e yeesies
DeeKceellmes meye keān ošee nW
keālee nWpees celj mes vee yeesies

nce meyekeāer DeeKceellkeā leej s
j epeogreej s ieleknwncakeāes
ieueleer lees kegoj le ves keāer nW
keāleellWleell er meer Meceknwncakeāes

nce meye keāe Skeā pemeer ogKe nW
Skeā oo& nWnce Skeākeāer,
DeeDees eceuekeāj yeēšWšmes
yeme KegMeUeeBjn peeUeb yeakeāer-

DeeDees Skeā heefj Jeej yeveeUeW
meheveellkeāe Skeā Menj mepeeUeW
nce peeUeWlees okeāj peeUeW
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megKeUee meye melmeej nW KeeUesDe= meesUes-
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INTEGRATED EDUCATION

Archana Dey
Special Educator

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Types of Integrated Education

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- mecepe cellhecekaale kaj vee

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- ueeYe

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Mrs. Archana Dey as a Special Educator in KIRAN, is giving light on the importance & usefulness of Integrated Education by which differently-able children can get education along with the normal children, in normal educational atmosphere. This results in increase of their self-confidence. She explains various types of integrated education-

- By total integration-The differently-able child with the help of Spl. Educators, is given enough language & overall skill trainings, so as to make admission in nearby school possible where normal subject is taught to him/her.
- Partial Integration- It means the differently-able child gets education in a Spl. School, but for few days in a week s/he goes to a normal school where, through various curricular activities such as- Arts, Sports, Dance, Play, etc, s/he is given opportunity to communicate with normal students.
- Integration within the boundary- Within the compound of normal school, the spl. school unit is also run, by which MR child gets a spl. roof but during the intervals, sports, etc, s/he is given chance to interact with normal students.
- Integration in Society- Basically, it starts from the family or house itself in which the parents invite normal children & their families to their home so that the spl. child could interact with them.
- Benefits- By integrated education, transfer of thoughts and feelings between a spl. child and a normal child could be possible in better way.



EXPOSURE TRIP TO BHEL

Ram Ayodhya

Wood workshop Trainee

I Ram Ayodhya, as a trainee in wood workshop of KIRAN, went for an exposure trip to Bharat Heavy Electricals Ltd (BHEL), Tarna, Shivpur, Varanasi, along with Sanjay

Bhaiya-In-charge, wood workshop, Renu didi-Social worker & 3 of the trainees on dt:-26-3-09.

We all left for BHEL at 9.00 a.m. After reaching BHEL, we introduced ourselves to Mr. Sanjoy Sinha, DGM-HR, and then to Mr. Dharmdev, Engineer. Mr. Dharmdev gave us overall information's about appropriate usage of the machineries which they use in their workshop, such as-



- ▶ Cylindrical Grinder Machine-this machine does polish on iron parts
- ▶ Length Machine (Kharad Machine)-works for plaining
- ▶ Vertical or Horizontal Machine-which cuts iron from both sides (inner & outside), etc.

It was a great experience for us to see such kind of heavy machineries. Afterwards we went to near by Dhaba to take afternoon meal. Our second visit was to a wood workshop located in Khojwa, Varanasi, where we came to know about varieties & quality of wood used to make furniture. The carpenters involved in making furniture were experts and too fast in their work. It was also important to know about Lak and also its usage in furniture making.

Thirdly, we left for Geeta Saw mill, which is in Sonarpura, where Mr. Pintu, the owner of the mill gave information regarding their machines and their safety measures while the handling.



Our final visit was to a furniture showroom which is in Lanka, where we came to know about the techniques used to make stylish furnitures and different quality of woods used in this kind of industry.

It was overall an informative exposure trip for us, resulting increase in our confidence. There are no words to express our thanks to all who made this exposure trip possible for us. On behalf of all the trainees, I would like to thank Sangeeta, Bahanji, Director of KIRAN, and who gave us chance to widen our knowledge.

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ANNUAL ACTIVITY REPORT 2008-09

KIRAN with its 115 staffs and 250 children & youngsters together makes the KIRAN family

Statistical View of Activities at a Glance-

- 98 children are enrolled in Primary School Unit
- 40 children are enrolled in Special Education Unit
- 16 girls have taken admission in Grihini class
- 173 children are enrolled in Social Integration Unit
- 130 former KIRAN students are studying in various normal schools in Varanasi
- 30 youngsters are getting vocational training in different trades
- 94 people are the beneficiaries under Income Generation Program
- 82 children are taking physiotherapy regularly
- More than 3176 children received rehabilitation services from our Outreach, PCCU and Orhto-workshop
- 363 custom made Aids & Appliances were supplied and 350 ready to use appliances

(wheel chair, tricycle, crutches, etc.) were distributed to the children and youngsters from Orthotic workshop.

➤ Parents and Child Care Unit(PCCU) has given its services to 961 children

➤ Throughout the year 26 children affected by Polio, Cerebral Palsy, Cleft Lip and Burns received surgery.

Defining the characteristic of our interventions-

Throughout 2008-09 our efforts were



focused on claiming on the children's and youngster's right to food and livelihood, dignity, education, housing, rehabilitation, health and security.

Seeing that, the rights of differently-able people are still so much ignored and rejected in spite of our country strategy, 'Rights First', we were very happy to support the efforts of our children's parents in forming a registered Parents Association. The individual parents have become collective parents and their association was registered on Sep.08 with the name 'Prayas'.

The association is now working closely with KIRAN. It tries to take avail of the schemes run by 'National Trust' for differently-able children and youngsters. It also hopes to open small day care centers for the special children in the city.

Our Rights-based work is integrated in all our programs which include:-

Education and Vocational Training

Health and Rehabilitation

Hostel and Care

Self confidence and dignity (Social Integration)

Mid Day Meal

Right to Education! A step towards free and healthy educational environment

KIRAN believes that each child is special and the overall development in his/her rights! KIRAN's education department focuses on providing good quality of education to the differently-able children. Thus the department provided time to time educational workshops and trainings for the teachers. This year six teachers went to Loreto Day School, Kolkata, for learning creative teaching, which was 12 day course. This helped them to learn new skills and methods & work more effectively towards the benefit of children.



Students	2008-09
Integrated Primary Education (Kinder Garden to 5th Standard)	112
N.I.O.S (6th to 12th standard)	20
Hearing Impairment (HI) Section (level-1,2 & 3)	21
Special Education Section	65
Grihini Class (Special class for Adolescent girls of the village)	19

The HI section (for hearing impairment children) expanded its unit into three levels, with the specialized goal settings & syllabus according to the children's learning capability.

On 13th Feb.09 the education department organized an excursion for the children of special education as well as the adolescent girls who were enrolled in grihini classes. The visit was led by the teachers and the staff of the visiting organizations.



The objective behind this was to make students aware of the public services and their functions. In this respect they visited police station, railway station, bank, post office and road signals. The students saw the functions and solved their queries by asking questions.

In the month of November 08 a 12 days training program on Fruit Preservation was conducted for the grihini girls and hostel caretakers. The girls learnt to prepare pickles, jams, jellies and squashes. The resource person was from department of food preservation, B.H.U.

We are proud to say that, among 1000 students, our six students won a prize in 'General Knowledge competition' which was held in Keshav Bhal Pustkalaya, Varanasi on 23rd of Nov.08. The first and second positions were occupied by our two students- Vishal Verma & Vikas Maurya.



A step of Vocational Unit to empower and encourage the Youngsters!! Our two new KIRAN city shops

Our vocational unit tries to empower the youngsters with different-abilities by providing trainings in several trades like Bakery, Wood workshop, craft, Horticulture and Tailoring. All the items which are produced here are sold in our shops. This year our previous city shop “Suryoday” is shifted to another building into a more tourist-customer frequented area. Suryoday is now a city boy’s hostel and our city office!!

On 9th of Sept. 08, we inaugurated our two new city shops at Assi, Varanasi-one Bakery and other Handicraft shop.

As these shops are in a real tourist area now, we are happy to have more customers in our vocational units, which is very encouraging for our trainees.

Two of our trainees, look after these shops in shift wise change and enjoy this experience!! With this they can learn customer dealings to sale the...

products and customers can also know about the efforts taken given by this kind of differently-able youngsters.

Right to Development!! Efforts from Human Resource Training Unit

As KIRAN is becoming a resource centre for education and rehabilitation in North India for the empowerment of differently-able children & youngsters, the HR training unit is the tool for it. It started last year in July 08 with the process of construction of the training-building. The building is still in the process of construction.



During the year the unit conducted several training programs of the grass root development workers for partner organizations as well as for KIRAN staffs too!!

Training program for Grass root development workers

During the year there were organized two 13 days residential training programs for the village animators and workers,. One was SLF field worker's and one for Varanasi diocese Rural Development Animators. It was specially designed to develop the understanding on disability among the participants so that they could work more effectively in their respective field area.

Training for Mothers of CP children

There were 4 training programs for the mothers of CP children organized; in each training 4-5 mothers came with their children. In this five days training program, the mothers learnt the techniques of Handling, Positioning, ADL (Activity of Daily Living) activities and caring of CP children in a better way. Special Educational goal setting i.e.

counting, color matching, identifying shapes and its techniques were also introduced to the mothers.

Up-gradation of staffs with Training Programs

Our centre time to time organizes training programs for our staff to improve their skills. In this respect one of our staff attended a three days course on 'Continuous Rehabilitation Education (CRE), in Kolkata, recommended from RCI. Another six teaching staffs went to Loreto Day School to attend two weeks creative teaching skills program, which started on 26th Jan 08.

Right to Health and Rehabilitation!!

Parents and Child Care Unit (PCCU)

PCCU is the entrance door in KIRAN. Parents & children first come to this unit for assessment and counseling. A therapist, a special educator and neurologist are available daily to assess the child, listen to the parents of the child, give proper diagnostic advice and medical treatment and suggest to the related departments regarding follow-up rehabilitation-process. This year 961 children visited with their parents, 615 boys and 346 girls. The statistic shows



the interesting fact that 40% of children come with parents, 20% with their mothers, 30% with fathers and 10% with other carers, grandparents, uncle, animators or neighbours.

Physiotherapy

Altogether, 82 children of our school regularly receive physiotherapy in the Physiotherapy Unit, out of these 82- 25 are affected with Polio and rest with



Cerebral Palsy. The polio affected children get therapy twice/thrice a week as per their need and CP affected children get therapy daily. Each child is regularly reevaluated in his/her motor skills for planning of the appropriate rehabilitation approach.

With the approach of learning and sharing we try to introduce new skill development for our staff so as to incorporate global creative ways towards

development through various workshops and training program. Ms. Rahel and Marianne volunteers from Switzerland gave two months training (Nov. to Dec. 08) to our staff of Physiotherapy in Hippo-therapy. Ms. Jenny Parisi, Italian volunteer as an physiotherapist worked for 3 months (Jan. to March 09) giving special attention to evaluation and therapy of Hand function.

Reaching out to the un-reached through our Outreach Service

Our outreach service aims to get in touch with the far off villages in the surrounding districts of Varanasi. In this respect the outreach team visit the villages monthly, by conducting camps. This activity is done with the collaboration of the partner organizations working at the grass root level. Throughout the year we reached 1143 altogether, both new cases and those who come for follow-ups (668 male and 455 female).

At these camps, children come affected by polio, CP, MR, Epilepsy, CTEV (congenital Talipes Equino Varus) and other locomotor impairments. With these camps we could reach 182 villages, in many remote areas of the Eastern U.P.



Corrective Surgery, Outreach Hostel and Dispensary

The children who need corrective surgery come to the centre under the care of the outreach team. This year, 26 surgeries were performed by two experienced orthopaedic surgeons Dr. K. P. Agrawal and Dr. A. K. Pandey at Fracture's Clinic, Varanasi.

For the children who require residential daily rehabilitation for proper caring after the surgery and for intensive gait training after receiving the callipers manufactured by our Ortho Workshop, a specially designed hostel was built last year. 134 children were admitted and cared in this hostel, where they remain with one or sometime both their parents for one or two months according to their needs. The dispensary staff along with the first aid interventions, medications and dressings & regular physical checkups, take care of these children together with the physiotherapists of the Outreach Unit.

Prosthetic and Orthotic Workshop

Our workshop manufactures all the appliances using standardized components and raw materials. Thanks to committed, qualified and trained staff and the good instruments used in the

workshop, the quality of our products is very high. Most of the callipers we deliver don't need major repair for 3 to 4 years. However, callipers are replaced according to the needs of the children and especially in relation to their growth.

At present, in the workshop-lower limb orthosis (AFO and KAFO) Boston Spinal Braces, Splints, Gaiters are being manufactured. Fitment of Artificial Limbs is also done here. During this year 264 appliances were manufactured for a total of 133 children. From time to time, we link-up with govt. activities; in respect to this, a camp was organized in the month of Dec. 08 by ALIMCO in Varanasi. In this camp, 49 children from our outreach received 16 tricycles and 33 wheelchairs.

In this year, Mr. Hampi Stastsny, Orthotist from Switzerland, who comes twice a year for 2-3 weeks as a resource person, supported to guide and improve the activities of our Ortho team.



Right to Care and Guidance!!

Hostel:

We believe that no institutional facility can replace a home! But, at certain times the circumstances demand a helpful solution. That is why we provide hostel to



the children and youngsters for study who belong to far villages. All together 57 students are staying here under the guidance of experienced caretakers. There is a hostel of Elder boys in the city; beside this we have a girls and a boys hostel and one for the trainee boys in the KIRAN village.

Ravi Nivas Care Unit

While our attention goes more and more towards the CP affected children, we are becoming strongly aware about the demanding task to give proper guidance to the parents of such children. At the same time, the fact troubles us, that many profoundly affected CP children

never have a chance to get out of their house for a little change. Our Ravi Niwas Care Unit welcomes those children with their mothers to stay in KIRAN for about one week, so as to give the mother a chance to learn better how to handle the child and to give him/her some educational and/or therapeutic input.

Sushil's design on Ravi Niwas windows and silk scarves

Ravi Niwas is a special house with a very good atmosphere. There is a big community room for relaxation, playing games, being together. There are 3

bedrooms with attached bathrooms, one therapy room and one staff room. In it every thing is colorful and bright, so that the children feel comfortable

and homely. Most beautiful are the multicolor windows which are designed by Sushil Giri with the help of Art & Design unit in charge Anil Kumar. Sushil is in KIRAN since 12 years and is improving in painting works. Despite his physical restrictions



due to Cerebral Palsy, he is a great artist and his abstract designs are very attractive. Sushil is very happy that his designs are used in so many different ways and that people like his art.

Right to participation!! Through Social Integration

Our Social Integration is an independent part of education department. This unit works mainly for the integration of the former KIRAN students into other schools for further education near by his/her home. This year 13 out-going students were integrated successfully in normal schools, two of them are studying through NIOS. from our CBR field too, the children took admission in C.M. Anglo Bangali Inter College in the city and four students are preparing for



higher studies in engineering stream. Our two ex students Mr. Satish Pandey and Radha Gupta had got the opportunity to

Work as teachers in Aryan International School.

This year we have developed liaison with some renowned corporate sectors like BHEL- Bharat Heavy Electricals Ltd. and Hindustan Petroleum Corporation Ltd. with their support we received computers, stitching machines and Physiotherapy equipments. The social integration unit also involves in creating awareness programs.

Right to Livelihood!! Through Income Generation Program

Since 2007 our IGP program (micro credit) is a great help. The objective is to help the ex-students, trainees and C.B.R. youths by making them more independent for their future. This year all together 95 persons have benefited through this program. Mainly the loans were given for different trades like tea shop, gumti shop, Dairy business, Tailoring shop, general store, etc. Few loans have been given for experimental basis like goatry, piggery & agricultural business and once even for purchasing a tractor for cultivation. This program needs constant care with regular visits to the persons who took loan, but we are very glad of the improvement which is attained through it.



Some of the beneficiaries under IGP!!!



General Shops

Tricycle Repairing



Farming



Milk Production



Goatry



Gomti



Tea Shop



Vehicle repair shop



Own Manufacturing Unit



FLASH BACK on important C.B.R. Activities organized through out the year 2008-09



Health and awareness program through a rally in Mirzhapur by school children



Self help group meeting for planning the activities



Awareness program through street play



Monthly meeting with villagers by our C.B.R. Unit staff



Various training programs organized in villages for young girls and housewives



SUMMER CAMP

Like every year, a ten days fun filled residential summer camp for children (both girls and boys) was organized in KIRAN campus from 12th to 22nd May 08. It aimed to facilitate and encourage children to come up with their hobbies and talents as well as to give them a free atmosphere in which they can discover their hidden qualities and skills. Seventy five children participated along with the teachers and volunteers. A big help was the input of Franziska Oertle who came especially from Nepal, as a resource English Teacher, helping us to discover the beauty and value of creative & playful learning methods.



All the children took part by their own choice in different activities like learning computer, English class, pottery, painting and craft, music, dance, and drama. Morning meditation, yoga, trampoline, swimming, outing and gardening were the daily “frame activities” of the camp. On Sunday morning the whole group went for boating. With the help of two boats they crossed the river Ganges, and reached the other side where they had a great fun in taking bath and playing.



In the eve of the concluding session of the camp, children showed their talents, skills and learning's in different forms of presentation such as exhibition of pottery, painting and craft works, performance of drama on 'Hindi

language and grammar', dance and music. The summer camp is each time also a good occasion for learning team-spirit and mutual support.



Financial Annual Report for the Year 2008-09

Budget (2008-09)	33,357,140 (Amount in Rupees)
Receipts	
Donation/Contribution received from INDI A	
State Govt. of India (Scholarship)	21,900
Contribution through vocational training income	6,62,864
Bank Interest	8,76,469
Contribution from parents & friends against medical care & appliances	14,36,911
Indian Partners	1,35,000
	3,133,144
Total Rs.	3,133,144
b. <u>Donations from International Partners</u>	
I. Individual donors	3,12,306
II. Project Partners (for construction of different projects)	36,608,782
	40,054,232
Total Rs.	40,054,232
B. Payments	
<u>Recurring expense</u>	
a. Amount spent directly on children (for education, transport, food, bedding, health & surgery, stipend, CBR expenses, cooking gas, news papers, I GP, Vocational training materials, etc.)	5,857,659
b. Amount spent indirectly on children (Advertisement, adult fees, AMC, phone, postage, electricity, repair and maintenance, accidental & vehicle insurance, T.A., vehicle maintenance, etc.)	29,28,595
c. Salaries for staff-members (P.F., Gratuity, allowances, remuneration)	94,42,214
	18,228,214
Total Rs.	18,228,214
<u>Non-recurring expenses</u>	
a. Amount spent directly on children (Educational equipments, kitchen items, TV, DVD, Therapeutic equipments, etc.)	3,67,440
b. Amount spent indirectly on children (construction, building renovation, a new bus, computers, furniture's, solar installation)	72,59,419
	76,26,859
Total Rs.	76,26,859



A big THANKS.... to the Volunteers and Expert-Collaborators who enriched our team in the year 2008-09.

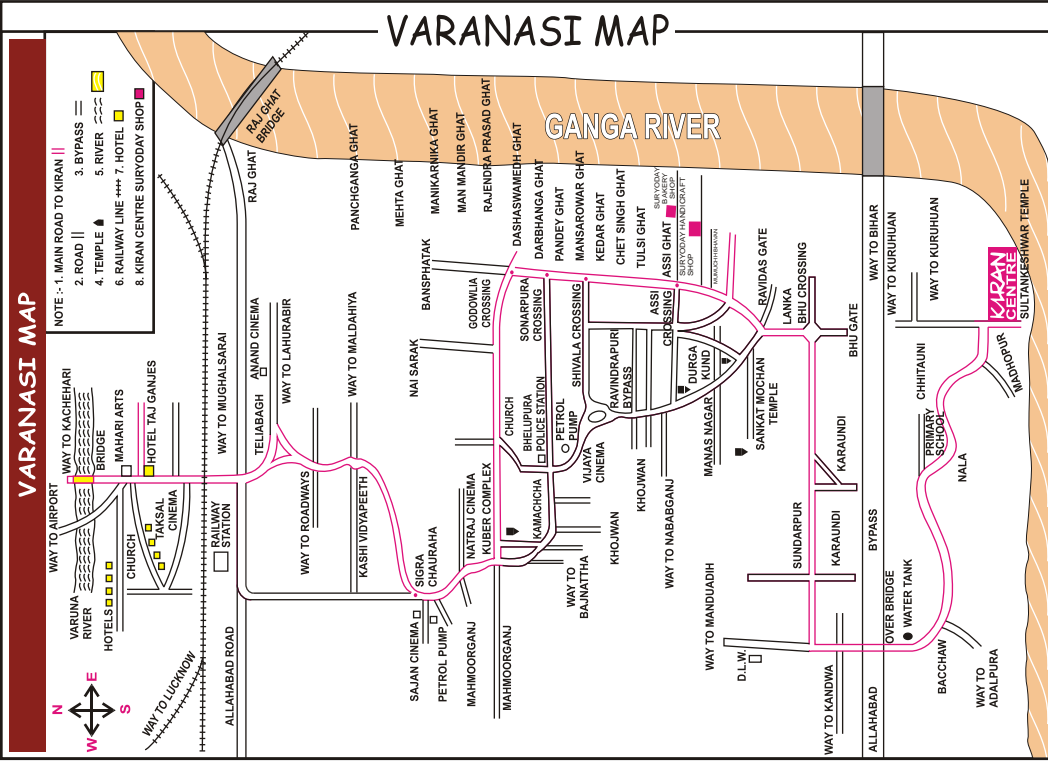
- ⇒ Hampi Stastiny- Orthotist/Prosthetist
- ⇒ Jenny Parisi- Physiotherapist
- ⇒ Marianne Hofmann- Physiotherapist
- ⇒ Rahel Haller- Physiotherapist
- ⇒ Rolf T. Spoerri- Teacher
- ⇒ Franziska Oertle- Teacher
- ⇒ Stephanie Hauetter, Caretaker
- ⇒ Franziska Mueller, Caretaker
- ⇒ Kristin Milva, Teacher
- ⇒ Rebecca, Energy-Healing Therapist
- ⇒ Rajendra Deo, Website-Designer
- ⇒ Br. Ranjit- Student
- ⇒ Br. Biju- Student



Especial thanks.... to our friends and project partners whose tender support, since many years gives KIRAN authentic support to provide the needy ones a good quality service and also make KIRAN progressive towards the achievement of its goals.

- KIRAN Friends Association & Foundation, Switzerland
- Guiden a Scouten & Friends of Luxembourg
- Association Un Ponte Sul Mondo, Italy
- Associazione F I L E O, Italy
- CLESS Foundation, Germany
- Golden Sufi Centre, U.K.
- Stitching Lilliane Funds, Holland
- The Annenberg Foundation, USA
- World Child Future Foundation, Switzerland
- Disability Development Partners, London
- SOIR-IM, Sweden and India
- FIDEI Foundation, France





VARANASI MAP

- NOTE :- 1. MAIN ROAD TO KIRAN II
 2. ROAD II
 3. BYPASS
 4. TEMPLE
 5. RIVER
 6. RAILWAY LINE *** 7. HOTEL
 8. KIRAN CENTRE SURIYODAY SHOP



SURIYODAY BAKERY SHOP

- Brown Bread
- Choti Bread
- Museli
- Chocolate Cake
- Banana Cake
- Butter Biscuit
- Chocolate Biscuit
- Peanut Butter
-and much more



SURIYODAY HANDICRAFT SHOP

- Garments
- Purses & Bags
- Fashion Jewellery
- Cards
- Paper bags
- Wooden IQ-Toys
-and much more

ALL OUR PRODUCTS ARE PROUDLY MADE BY DIFFERENTLY-ABLE PEOPLE

B1/109, Assi, Varanasi
 (Near Hiy-fa-Hotel)
 Ph.No-9838555824

B1/122 Plot No-42
 Domraobagh Colony
 Ph.No-9838555823

