



प्रयास

a fight for human dignity

हौसला है तो फासला क्या है !



ANNUAL REPORT 2019-20

It is only in our darkest hours that we may discover the true strength of the brilliant light within ourselves that can never, ever, be dimmed.”



With the onset of 2020 and the threat of the Covid19 pandemic, its massive spread in the densely populated areas that we work in, and the mandatory closure of all schools, has impacted Prayas strongly – Our Schools and activities came to a grinding halt! The future is presently uncertain and unfortunately, the children and education are impacted the most.

There were two ways of approaching this. We bow our head, say a prayer, weather the storm and wait for the sun to come out again or we fight back and take this as an opportunity to move on differently. We have chosen the second one and decided to adopt the digital mode of teaching, where learning is not confined to the classroom, but reaches the child in his home. Our biggest challenge is ensuring that education does not become regressive. We have to work on changes to adapt our regular programs and rethink strategies and methods of execution, keeping in mind the priorities, limitations and strained resources of our beneficiaries.

One matter of concern for us also is the challenge of program funding, the sustainability aspect and the need to ensure a steady flow of funds for executing our projects. We do understand the need for integrating sustainability principles in ongoing projects and the need to empower the people and community locally. However going by practical experience, having committed persons willing to spare time for community work in a society, where livelihood challenges take a front seat, is tough in these trying times. At the same time we also understand how restriction in fund raising activities of our partners has impacted their ability to support us fully.

However, PRAYAS has a fair experience of encountering barriers, working against odds, yet not giving up hope because we know, there is light at the end of the tunnel! We are committed to moving ahead and our children give us the impetus and motivation to go on.

Our sincere thanks to partners, friends and well wishers, who have stood by us through thick and thin!

Members of the Executive Committee
PRAYAS



Late Miss Jatinder Arora
Founder PRAYAS

Where stumbling blocks are stepping stones!



Late S. Harjeet Singh
who provided inspiration
and immense strength
and showed us the right
way to tread on

Education is one of the most effective ways to break the cycle of discrimination and poverty that under privileged children and those with disabilities often face. However, the sad truth is that for some children, access to a school is hindered because of the low value their parents place on education. For those fortunate enough to enroll, the constant fear of their dropping out is always there. For children with special needs, the transition to independent living is an uphill task. These are some of the learnings, we have come across in the course of our 24 year old journey down the path of Disability and Inclusive Education. And these have motivated us to act differently and evolve according to the circumstances!

Prayas means an Endeavour...an effort to help the mentally and physically challenged child and other under privileged children to lead a meaningful and dignified life !

Vision

Equal opportunities for all

Mission

Our mission is the integration of children, with and without special needs, into mainstream schooling and society by providing education to enable their growth and development towards becoming self-sufficient individuals who can live with dignity.

Objectives

- Provide Inclusive Education (Education for all).
- Enhance skills of CWSN and develop a positive attitude towards self-reliance.
- Provide income generating projects to enable differently-abled to become economically self-sufficient.
- To develop strategies for marketing the products made by the physically and mentally challenged so that their income can be ensured.
- To advocate and network with governmental and non-governmental institutes for child rights.
- Women empowerment.
- Community participation in child education.
- To develop a resource centre in accordance with special needs in changing environment.

- To run professional courses under the accreditation of RCI.
- To facilitate inclusion in government run schools in slums of Jaipur.
- To pursue and help children to continue education for secondary and higher secondary certificate for placement.
- To provide computer science knowledge for better placement.

Prayas – From Integration towards Inclusion

Prayas introduced the Integrated model of schooling in 1998, long before others in the field. This model of teaching is an interim approach in the move towards Inclusive Education. In the Integrated education model, whenever possible, students with disabilities attend a regular school. The emphasis, however, is upon the student to fit in the system rather than the system to adapt to meet the educational needs of a student. Generally integrated education is provided mainly to students with mild disabilities, who



are considered as capable of coping with the regular school program. At Prayas, we practise both Integration and Inclusion. The regular and special needs children study under one roof. The cwsn are served primarily in the general education settings, under the responsibility of a regular classroom teacher. For additional learning needs and support, they receive some of their instruction in another setting, such as a resource room. Cwsn with moderate and severe disabilities are taught in a special class and transferred to the mainstream classroom when they are ready for it.

Integration creates a positive and collaborative learning environment. The transition to Inclusive Education becomes easier.

The strength of 5 children in the first Prayas school has now grown exponentially to over 700 in the four schools Prayas runs in Jaipur for special education, vocational training and Classroom education up to the eighth grade to children from under privileged families.



PRAYAS SCHOOLS

	JHALANA (Special Needs School)	RAJA PARK (Integrated School)	AMAGARH (Integrated School)	SANGANER (Integrated School)
Grades	A special classification system used.	Nursery to 8/Upper Primary	Nursery to 5/ Primary	Nursery to 5/ Primary
Post-Prayas	Students are either integrated into schools of mainstream society or rehabilitated by way of employment or self-employment.	Students are helped to enter mainstream schooling. Financial and academic support is provided where required.	Students attend the Raja Park school from Class VI onwards.	Students are helped with entering mainstream schooling. Financial and academic support is provided where required.

Name of Centre	Current Student Strength (boys+girls)
RAJA PARK (Integrated School)	194 (121+73)
JHALANA (Special Needs School)	105 (91 +14)
AMAGARH (Integrated School)	167 (80+87)
SANGANER (Integrated School)	155 (76+79)
Total	621 (368+253)

No. of Children with Special Needs and Slow Learners							
Category	Amagarh	Sanganer	Rajapark	Jhalana	Home based	Govt. schools	Total
CWSN (Intellectually Disabled, Multiple Disabled, Hearing Impaired, Cerebral Palsy, Learning Disability)	19	8	56	105	33	67	288
Slow Learners	18		4	-			22

At Prayas all cwsn are encouraged to understand that their disabilities should not be reasons to limit their aspirations. The Prayas teachers and counsellors conduct periodic assessments to identify potential areas for change in order to create positive environments for students with disabilities. The idea is to have practices which communicate respect and equitable outcomes for all students.



We also try to involve the parents and make them understand the supportive role they have to play in preparing their child for independent living. This is not so easy and we are often faced with parents who resist the need to bring the growing child out of the comfort zone of going to school and participate in mainstream living. At the same time, we have positive parents who support us in the mainstreaming efforts.

Our teachers and special educators are the backbone of our educational system. We give due importance to ongoing professional development for them and encourage value addition and updation through periodic workshops, monthly lectures and related activities.

Devendra and Abhishek

Here are two inspiring examples of intellectually disabled children Devendra and Abhishek, who started their journey in Prayas. They came from reasonably good families and had supportive parents and siblings. On the academic front however, they could not go very far. So, they were introduced to vocational activities and started helping out in the Prayas Tiffin Centre. They would help knead the dough, peel vegetables, help in making chappattis and packing the tiffins and delivering them to nearby offices independently.



Years of patient working with them ultimately helped in mainstreaming them in the Food and Beverages section of Hotel Lalit, Jaipur. They have been there since last year and their smiling faces and innocent grins are all the reward we need!

The Continued Education Program of Prayas provides financial aid to support education of under privileged children who have passed out of Class VIII from Prayas, and do not have the means to study further. This program is in the seventh year of running and it is heartening to see the children heading towards an independent and greater role in life. About 13 children are presently pursuing further studies. Investing in the education of girls brings high returns in terms of breaking cycles of poverty and empowering women.

Jatinder Arora Academic Awards has completed its fifth year. It was started to commemorate the memory of Prayas founder, Miss Jatinder Arora. She believed in upholding and restoring human dignity of the underprivileged and the most vulnerable. Her entire life was dedicated to this mission and the present stature of Prayas is silent testimony to her noble work. Trophies,

Certificate and Cash prizes have been awarded every year to the best students from Prayas schools, for overcoming challenging circumstances and excelling not only in academics, but also in becoming exemplary role models for everyone.



Government School Intervention

Services for children with special needs are generally provided in segregated settings, like special schools, and NGO initiatives. The government schools though understanding the importance of including them in mainstream schooling, still have a long way to go in terms of manpower and infra structural resources.



Prayas with UNCRPD, the RPWD Act and the RTE Act, as the guiding beacon, recognizes and supports the right to inclusive education of all children with disabilities and wishes to ensure they access their right with dignity and on an equal basis with other children. Our initiative of intervention by providing special educators to facilitate Inclusive education in 12 government primary schools for the last ten years has been driven by this belief.

We have tried to involve community and family participation and engagement at every level. We feel the need to inform parents of the rights of their children and also of what facilities are available. It is important to empower parents to be able to voice their child's needs and also so that they are able to empower their child too. From the annual door to door surveys, identification, admission and follow up, the Prayas community team and teachers remain actively involved at all stages. Community baal clubs, vocational classes for women and other awareness meetings and camps are conducted regularly to empower the families. Government school teachers are encouraged to attend Prayas workshops for enhanced learning of Disability.

The **Prayas Resource Centre** is now in its thirteenth year. This two year diploma course in Special Education, Mental Retardation runs under the aegis of Rehabilitation Council of India, New Delhi and National Institute of Persons with Multiple Disabilities, Chennai. Over 280 Special educators, who have completed the course are working in different capacities for children with special needs. The students aspiring to pursue their careers in this challenging field are given the opportunity to work in the four Prayas schools in the



special classrooms, and at the grass root level in the communities.

Prayas Home Base Program

In our Home Base program for the profound category of cwsn, our special educators and physiotherapists develop a learning program for the child. They work with the parents to plan home-based learning activities, learning materials and support. They regularly communicate with the child and make sure the child is involved in activities and gets access to home therapy. Parents are encouraged to understand and maintain the exercise regime at home everyday.



Empowerment of Teachers and Special Educators

Our teacher training programs and workshop focus on improving content knowledge and strengthening pedagogical skills. We encourage teachers to move from a traditional, lecture-based approach to more interactive, learner-centered pedagogies. We increase teacher motivation to use it as a strategy to improve teacher quality.



Experiential Learning in Pre School Education was one of the topics of our workshops conducted by eminent special education specialists.

Community Outreach

Community outreach is about helping those who cannot help themselves. This helps the community grow in a substantial way. PRAYAS adopts a holistic approach to education and engages with the families and communities of the children also. Community outreach is crucial to connecting to the families and helps to not only, increase awareness about education and disability but also strengthens our interaction and gives us a chance to build and nurture relationships with them. We are serving the community in the area of education, documentation, access to government beneficial schemes, health, cleanliness and skill development,



community libraries for children etc.

Here are some statistics, related to community benefitting initiatives of Prayas team.

Details	Total No.
Disability certificate made	14
Aastha Cards for Disabled	7
Disability Pension started	58
Palanhar Yojna	4
Bank Accounts opened	23
Escort Allowance	26
Janaadhaar	76
Janaadhaar Corrections	98
Pension forms submitted	39
PDS Supply help in Covid 19	178
No. of Community meetings held	19
No. of persons who attended Community meetings	2300 (approx.)
Members of Community Volunteer Committees	14
Families surveyed	650
Children from Prayas received Hearing Aids from the government. Rehnuma, Sumera, Shahjad, Nisha Meena, Sarvatul Imam (both ears), Faizan (one ear) on 30.7.2019	6

Snapshots from Visitor Diary

20/7/19	VIPUL Bhargava	Really appreciated the entire team of Prayas. It our privilege to be part of it. Keep up the Good work.
20/7/19	Chaf Shailoch Verma	All the best, keep it up. ^{Wish you} great Job done. Initiatives to be taken for all the people & inspire the world. <i>Shashin Verma</i>
20/7/19	Harsh Chand	Inspirational, lv to be part of Prayas. Stay Blessed <i>(Signature)</i>
20/7/19	Manish Sani	Very inspirational and very good effort you people doing for them. Best of luck <i>(Signature)</i>
23/10/19	Sandeep Kumar DD, SJED Jh	good
25/10/20	Sunil Kumar Jyotsna BPN	It is always a pleasure visiting Prayas and be with their lovely kids who are so full of life. It gives us immense happiness to organize New Year Party for the kids. Thanks for allowing us. stay The work of staff here is commendable.
		I have visited Prayas Vocational Training Centre today and Kalpana Mehta has briefed me about the activities of the centre & their activities. I am impressed by the work that Prayas is doing in terms of gen. teacher & spl. education towards Inclusive Education & will recommend to the government to carry this forward on a larger scale. I wish Prayas all success.
	ANITA Sp. Monitor on Disability National Human Rights Commission	

Registered Under

Prayas has had the privilege of getting support from various national and international alliances in the course of its journey so far.

- Ministry of Social Justice and Empowerment, New Delhi
- Rehabilitation Council of India (RCI)
- Societies Registration Act, 1958 (Soc. Reg. No. 165/JPR/96-97)
- Foreign Contribution Regulation Act, 1976 Amended in 2010 (Reg. No 125560127)
- National Institute of Open Schooling
- Rajasthan Board of Secondary Education
- National Institute of Mentally Handicapped (NIMH), Secunderabad
- National Institute of Empowerment of persons with Disability (NIEMPD), Chennai

Hands That Are Helping Us : Wipro Cares, Vibha, U.S.A., ASHA For Education, U.S.A., WIPRO Cares, Bangalore, Genpact, Jaipur, Ministry of Social Justice and Empowerment, Govt. of India, New Delhi, India, Deutsche Bank, Jaipur, India, Mr. Sachit Dhawan, New Delhi, India, Mr. Subhash Oberoi and Mr. Roshan, New Delhi, India, Many other individual local donors.

Hands That Have Helped Us : Child Rights and You (C.R.Y.), India, Jamshedji Tata Trust, Mumbai, Sir Dorabji Tata Trust, Mumbai, Government of Japan (New Delhi Embassy), Government of Rajasthan Education Trust, New Delhi, Mr. John and Mrs. Liz Robbins, U.K., Avtar Viridi Charitable Foundation, U.K., Genpact, Global Fund For Children, Save The Children Fund, SBI Life Insurance.

Supporting Prayas

We are extremely thankful to all those who have supported the children of Prayas in cash, kind and spirit in the past and present. You can support the children by:

1. Donate: To provide monetary support, please refer to the details below.

Indian Citizens (Indian Residents & Non-Indian Residents)

Account Holder's Name: PRAYAS VOCATIONAL INSTITUTE FOR MENTALLY HANDICAPPED

Account Number: 98150100000475

Bank's Name: Bank of Baroda

Location (City/Town): Jaipur

Branch IFSC Code: BARB0EXTNEH

Branch Name: IDS Extension Counter Branch, Jhalana Institutional Area, Jaipur

Bank Details for Foreign Contribution

Account Holder's Name: PRAYAS VOCATIONAL INSTITUTE FOR MENTALLY HANDICAPPED

Account No. 00541170000016

Account Holder's Bank: HDFC Bank Ltd.

Branch IFS Code: HDFC0000054, Swift Code: HDFCINBB

Branch Name: D-54, Siddhi Vinayak, Ashok Marg, C Scheme

Location (City/State/Country): Jaipur, Rajasthan, India

You could also send a cheque in favour of PRAYAS VOCATIONAL INSTITUTE FOR MENTALLY HANDICAPPED to J-5A, Jhalana Institutional Area, Jaipur, Rajasthan, India. Alternatively, you can visit us at this address. You would be provided with a receipt for the same for tax exemption outlined in section 80(G) of the Income Tax Act, 1961 in India.

1. Sponsoring A Child: By sponsoring a child, you would be helping by covering the cost of the child's education and other-related needs. You would receive a brief profile and periodic updates of the child.

2. Volunteering: One can volunteer to spend time with children by way of teaching, games and activities, organizing field trips, etc.
3. You can help by purchasing products made in vocational classes by Prayas children.

नन्हे कलम से

भारतीय समाज में शक्ति स्वरूप नारी

प्राचीन काल से ही हमारे देश में नारी को विशिष्ट सम्मान प्राप्त है। ईश्वर ने भी नारी को जननी के रूप में इस धरती पर भेजा है। जिस घर में नारी का सम्मान होता है उस घर में देवताओं का निवास होता है। नारी कभी एक माँ के रूप में, कभी एक बहन के रूप में, कभी एक पत्नी के रूप में, तो कभी एक बेटी के रूप में जन्म देती है। इसलिए कहा गया है –

“नारी सूरत त्याग की, प्रेम दया की खान
करना जीवन में सदा नारी का सम्मान”

नारी के बिना कोई भी देश या समाज प्रगति की ओर अग्रसर नहीं कर सकता है जिस प्रकार वह अपने बच्चे को शिक्षा देती है, वही बच्चा आगे चलकर उस देश का भविष्य बनते हैं।

प्राचीन काल में नारी को पूजनीय दृष्टि से देखा जाता था। अनसुया, सीता, सती सावित्री, अंगणित भारतीय महिलाओं ने अपना स्थान सिद्ध किया है। मध्य काल में आकर नारी की स्थिति सोचनीय हो गई। नारी को घर की चारदीवारी में रहने को विवश होना पड़ा। पर्दा प्रथा, सती प्रथा, देहज प्रथा आदि सामाजिक बुराइयों का जन्म भी इसी काल में हुआ। इस प्रकार मध्य काल में आ कर शक्ति स्वरूप नारी ‘अबला’ बनकर रह गई। आधुनिक काल में नारी को महत्व सम्मान प्राप्त होने लगा। भारतीय संविधान के लिए भी महिलाओं ने अपने प्राणों का त्याग कर दिया। रानी लक्ष्मीबाई इसका उदाहरण है। भारतीय संविधान ने महिलाओं को सम्मान देने के लिए अनेक योजनाएं चलाई है, 8 मार्च को अंतर्राष्ट्रीय महिला दिवस मनाया जाता है।

शिक्षा क्षेत्र में भी नारियों ने अपने नाम के झंडे गाड़े हैं। आज कई स्तर जैसे प्रशासनिक, डॉक्टरों इंजिनियर शिक्षाक आदि पदों पर महिलाएं कार्यरत है। राजनीति में भी महिलाओं ने महत्व स्थान प्राप्त किया है, प्रधानमंत्री इंदिरा गांधी, प्रतिभा पाटिल आदि महिलाएं इसका उदाहरण है। विज्ञान में भी महिलाओं ने काफी तरक्की की है कल्पना चावला अंतरिक्ष में जाने वाली पहली महिला बनी।

आज हमारे देश में नारियों को अनेक सुविधाएं प्राप्त है। आज वह पुरुष के साथ कंधे से कंधा मिलाकर चल रही है। कोई भी घर, समाज या देश नारी के बिना अधूरा है

सुहाना, कक्षा—VII

एक कविता मां के नाम

घुटनों से रेंगते—रेंगते,
कब पैरों पर खड़ा हुआ।
तेरी ममता की छांव में,
जाने कब बड़ा हुआ।
काला टीका दूध मलाई,
आज भी सब कुछ वैसा है।



मैं दुखी हूँ हर जगह,
प्यार ये तेरा कैसा है।
सीधा—साधा, भोला—भाला
मैं ही सबसे अच्छा हूँ।
कितना भी हो जाऊं बड़ा,
माँ मैं आज भी तेरा बच्चा हूँ।

दीपावली

भारत में समय—समय पर अनेक त्यौहार मनाए जाते हैं। इन त्यौहारों में दीपावली एक प्रमुख त्यौहार है। यह त्यौहार कार्तिक मास की अमावस्या के दिन मनाया जाता है, इस दिन भगवान राम 14 वर्ष का वनवास भोगकर अयोध्या आये थे। इस खुशी में लोगों ने घी के दीपक जलाए। भगवान महावीर को निर्वाण भी इसी दिन प्राप्त हुआ था।



दीपावली से 15 दिन पहले घरों की सफाई पर आरंभ हो जाती है। धनतेरस को लोग घरों में नये बर्तन खरीदते हैं, दूसरे दिन छोटी दीपावली मनाई जाती है। लक्ष्मी जी की पूजा की जाती है, बच्चे फुलझंडी, पटाखे आदि छोड़ते हैं। सब तरफ रोशनी और सजावट की जाती है। घरों में पकवान बनते हैं, मिठाई खाई जाती है। सभी लोग इस त्यौहार की खुशी के साथ मनाते हैं और एक दूसरे के घर मिलने जाते हैं। दीपावली का त्यौहार मंगल कामना और आपसी प्रेम—भाव का त्यौहार है।

अंजली, कक्षा V

नारी

स्त्री और पुरुष एक रथ के दो पहिए समान है। जिस प्रकार तार के बिना वीणा एवं धुरी के बिना रथ महत्वहीन होते हैं, ठीक उसी प्रकार नारी के बिना पुरुष का जीवन अधूरा होता है। नारी सृजन रचना की पूर्णता है। नारी में माता, बहन, दादी, नानी, प्रियसी आदि जैसे अनेक रूप होते हैं। सम परिस्थितियों में वह देवी है तो विषम परिस्थितियों में वह दुर्गा भवानी बन जाती है। नारी और पुरुष सृष्टि चक्र में एक दूसरे के पूरक है। प्राचीन काल में नारी के लिए कोई भी स्थान वर्णित नहीं है। वे युद्ध भूमि में पुरुषों के समान रण कौशल दिखाया करती थी। इस काल में नारियों को चार दिवारी तक सीमित कर दिया गया। रीतिकाल में आकर नारी भोग विलास की वस्तु बन गई। सन 1867 की क्रांति में महारानी लक्ष्मीबाई ने अंग्रेजों के दांत खट्टे कर दिए, जिसे इतिहास कभी भुला नहीं सकता है। आज भारत देश की प्रगति के हर क्षेत्र में नारीयाँ पुरुषों के साथ कंधे से कंधा मिलाकर आगे बढ़ रही है।



कनक कश्यप, कक्षा V

देश की माटी

देश की माटी देश का जल। हवा देश की देश के फल।
सरस बने प्रभु सरस बने। देश के घर और देश के घाट।
देश के वन देश के बाट। सरल बने प्रभु सरल बने।

देश के तन और देश के मन। देश के घर के भाई—बहन।
विमल बने प्रभु विमल बने। देश की इच्छा देश की आशा।



देश की शक्ति देश की भाषा। एक बने प्रभु एक बने।

मुस्कान, कक्षा – III

मेहनत की कमाई

एक अमीर बाप ने अपने आलसी बेटे को बुलाकर कहा 'जा कुछ कमा ला'। लड़का लापरवाह और निर्लज्ज था। काम करने की अच्छी आदत न थी। सीधा माँ के पास गया और रो-धोकर, मिन्नतें कर उसे कुछ देने को राजी कर लिया। माँ से बेटे का दुःख देखा न गया, उसने उसे एक रूपया बक्से से निकाल कर दे दिया।



रात को बाप ने पूछा, बेटा तूने क्या कमाया? लड़के ने झट से रूपया निकाल कर दिया। अनभवी पिता समझ गया। उसने कहा, "जा, इसे कुएँ में फेंक आ।" लड़के ने झटपट जाकर रूपया कुएँ में डाल दिया। अगले दिन पिता ने फिर कहा – "जा कुछा कमा ला, नहीं तो आज भोजन नहीं मिलेगा"। लड़का अपनी बहन के पास जाकर रोने लगा। बहिन ने तरस खा कर एक रूपया अपने पास से उसे दे दिया। बाप ने रात्रि में लड़के ने जेब से एक रूपया निकाल कर अपने बाप के सामने रख दिया। बाप बोला – "जा इसे कुएँ में फेंक आ।" लड़के ने वैसा ही किया।

पिता ने पत्नी और बेटी को बाहर भेज दिया। बेटे से प्रातः उठने पर कहा 'जा कुछ कमा कर ला नहीं तो रात को भोजन नहीं मिलेगा'। बेटा रात भर सुस्त बैठे रहा, उसकी आंखों से आंसू बहने लगे, कोई उसकी सुध लेने वाला नहीं था। विवश होकर संध्या के समय वह उठा और बाजार में मजदूरी खोजने लगा। उससे एक सेठ ने कहा 'मेरी यह संदूक उठाकर घर पहुंचा दे मैं तुझे चार आने दूंगा'। अमीर बाप के बेटे ने संदूक उठाकर सेठ के घर पहुंचा दिया। वह थककर चूर हो गया, उसके पांव कांपने लगे। रात को बाप ने पूछा 'बेटा आज तूने क्या कुछ कमाया'। लड़के ने चवन्नी निकालकर दिखाई। बाप बोला "जा इस कुएँ में डाल आ।" लड़के को क्रोध आ गया। वह बोला – "यह मेरी मेहनत की कमाई है, मेरी गर्दन, कमर और पैर दुखने लगे हैं, और आप कहते हैं इसे कुएँ में डाल आ"

अनुभवी पिता सब कुछ समझ गया। अगले दिन उसने अपना सारा व्यापार लड़के के हवाले कर दिया।

योगराज, कक्षा – III

गुड़िया



मेरी गुड़िया छोटी सी। प्यारी सी मतवाली सी।।
आंखें उसकी काली-काली। गोरे गोरे उसके गाल।।
पूछो ना तुम उसका हाल। कर देगी सबको बेहाल।।
मेरी गुड़िया छोटी सी। प्यारी सी मतवाली सी।।

प्रियंका, कक्षा – IV

खेल

आओ खेले ऐसा खेल।
तुम भी खेलों में भी खेलूं।।
रीना खेले, मीना खेले।



आओ खेले ऐसा खेल।
जो भाये सबके मन।।
जात-पात का ना हो भेद।

रंग-रूप का ना हो भेद ।।

आओ खेलें, ऐसा खेल ।।

सुहाना , कक्षा- V

Learning Outcomes of an Intern at Prayas:

- Learned about teaching ADL to special children. Learned about various disabilities among the special children. Learned about various criteria to teach ADL to special children. Learned about the special children and the hyper activity in them.
- Learned management skills.
- Got a chance to look into the harsh realities of lives of the deprived families. Learned about the struggles and problems faced by the poor families and families of special children. Learned about the living conditions of the socially deprived and backward sections and problems faced by them.
- Learned the minority family culture. Learned about the problems faced by a girl child in education matters.
- Learned to be patient. Learned to communicate with a listener properly

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Commercial Pilot, Social worker



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SPORTS DAY for PRAYAS SCHILDREN

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