



## **Theme-Based Camps for CWSN: An Innovation by SSA Odisha with Special Reference to Ganjam District**

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### **Abstract**

*Ensuring social access to children with special needs (CWSNs) is a greater challenge as compared to providing physical access. It requires an in-depth understanding of the various educational needs of CWSN and bringing about attitudinal changes at various levels and providing institutional support to sustain these attitudinal changes. A very important dimension of social access is discrimination. CWSNs are subjected to many forms of discrimination. In this context Theme-Based Camps play a pivotal role towards social inclusion of CWSN.*

**Key Words:** Theme Based, Innovation, Special Reference.

### **INTRODUCTION**

*“Our Constitution fathers did not intend that we just set up hovels, put students there, give untrained teachers, give them bad textbooks, no playgrounds and say, we have complied with Article 45 and primary education is expanding...They meant that real education should be given to our children between the ages of 6 and 14”.*

Ensuring social access to children with special needs (CWSNs) is a greater challenge as compared to providing physical access. It requires an in-depth understanding of the various educational needs of CWSN and bringing about attitudinal changes at various levels and providing institutional support to sustain these attitudinal changes. A very important dimension of social access is discrimination. CWSNs are subjected to many forms of discrimination. In this context Theme-Based Camps play a pivotal role towards social inclusion of CWSN.

To empower a CWSN, it is essential to understand and identify his/her inner potentialities. There are a variety of activities through which the inner qualities of the child can be identified. Out of these activities the Theme-Based Camp is one of them. The Theme –Based Camp is an innovative activity for CWSN, in which all children including different categories of CWSN(40-50)participate along with their parents.( tripathy, july ,2011).Some selected activities are conducted in these camps, which facilitates inclusion, acceptance and sensitization towards CWSNs. Facilitating inclusion of such differently able children along with the normal children helps in developing self-confidence and competence among CWSN. It also reduces discrimination and facilitates social inclusion and motivates the parents of CWSN for all round development of their children.(tripathy,2010)

### **RATIONALE**

Theme based camps in first phase are being organized for CWSN at block/cluster/gram panchayat level in eight DPEP districts namely Bolangir, Dhenkanal, Gajapati, Kalahandi , Rayagada, Baragarh, Sambalpur and Keonjhar of Odisha and subsequently it is extended to all the districts of odisha.

The programme schedule for theme based camps was developed in a workshop at the state level. This schedule was provided to each district. It was decided that a camp would be held every month, based on a particular theme related to inclusive education.

These Camps, which are seen as a medium to facilitate integration, acceptance and sensitization, are conducted to promote art and kinesthetic sense, language development, social and emotional behavior and cognitive development. Various activities are conducted in each of these areas during the camp.(listed below).(Tripathy,2011)

**Table-1.1**

#### **Examples of Activities conducted in Theme Based Camp**

<b>Cognitive Development</b>	<b>Activity</b>	<b>Material</b>	<b>Description</b>	<b>Objectives</b>
Sense of Seeing	Look and Find	Cardboard, Scissors, Paint, Brushes	Call children one by one ,show them one of the strips then ask each child to spot out the figure, that is different	Develop visual discrimination .Increase observation skills
Sense of Touch	Touch and Feel	Pebbles, Cottons, Twigs etc.	Call children one by one and place different object in front of them. Ask each child to feel the object and classify them into two categories. Hard-Soft and Rough-Smooth	Sharpens the sense of Touch and develops concept of Texture

Sense of Taste	Taste	Lemon, Sugar, Salt	Call one child at a time and ask him to close eyes and then put spoonful of any solution in his mouth, Ask the child to identify the taste.	Develop concept of Taste
Sense of Hearing	Raja and Rani (King and Queen)		Divide the class into two groups. Group-A=Raja(King), Group B-Rani(Queen).Draw a straight line on the ground and make two groups stand on the either side of the line at equal distance. When teacher said "Rani"(Queen) the group Rani will run towards the group Raja(king) and each child is supposed to catch one child from the team called Raja	It improves listening skills & helps to develop attention skill
Sense of Smell	AHA and CHI-CHI		The teacher calls out name of any object. If that object has a pleasant smell the children say, AHA, if it has unpleasant odour then children will say,CHI-CHI. Example-Rose, Dustbin	Develops ability to distinguish between smells, Develops alertness

(SSA Report, Odisha ,2010-11)

**Table-1.2**

**Examples of Activities conducted in Theme – Based Camps**

<b>Types of Development</b>	<b>Activity</b>	<b>Material</b>	<b>Objectives</b>
Gross Motor Development	Walking Balancing Running Skipping Jumping, Catching	Skipping rope, Spoon,potato,ball	It will enhance motor development of the CWSN
Fine Motor Development	Tearing/Cutting.(paper,cloth) Folding Pasting Threading Sorting(size,shape,color)	Paper,seizer,gum(adhesive),colour, Thread,pen,pencil	It will enhance fine motor development of the CWSN
Social and Emotional Development	Play Drama One act play Mimicking Mono action	Dress,make-up	It will enhance emotional development. It will develop socialization ,problem solving attitude, know about cause and effect

Art and Aesthetic Development	Painting Drawing Tracing Arranging Free style painting	Colours, drawing sheet, pencils	It will enhance creativeness of the CWSN. Develops knowledge about colour, animals, plants, etc.
Language Development	Picture cards for arranging story Picture cards with written strips for arranging story Story telling with ( prompt and specific directions)	Story books, picture charts	It will enhance language development of the CWSN. It will enhance the imaginative power, fluency and creativeness of the child

(SSA Report, Odisha, 2010-11)

### STATEMENT OF THE PROBLEM

So, keeping in view the above data researcher thought to undertake a research on **“Theme-Based Camps for CWSN: An Innovation by SSA Odisha with special reference to Ganjam District”**.

### OBJECTIVES OF THE STUDY:

1. To find out total number of CWSN identified in Odisha with reference to Ganjam District.
2. To find out the beneficiaries of Theme-Based camp 2010-11 in Odisha with reference to Ganjam district.
3. To find out different activities undertaken under Theme-Based camp 2010-11 in Ganjam district.
4. To find out the expenditure on Theme-Based camp 2010-11 under AWPAB (Annual work plan and budget) of Ganjam district.
5. To find out the out –puts of theme-based camps.

### Method and Procedure

Descriptive method of research has been adopted for this study. An interview schedule was prepared by the researcher for district coordinator (DC) to collect the data. The researcher interviewed the District Coordinator at the SSA Office of Ganjam at Chattarpur. Prior to this researcher met and approached the State Coordinator for permission to collect data from the SSA

Office. Immediately consent letter was issued to the researcher and the copy was sent to District Coordinator by e-mail. With that permission letter the researcher proceeded for data collection. The State SSA Office provided the researcher with address and contact numbers of all District Coordinators of Orissa. Through telephonic conversation researcher get the date and time to meet Sh. Tapan Kumar Sahoo, District Coordinator of Ganjam district. Data were also collected from the secondary sources like records and other documents available at SSA Office of Ganjam district. SSA, Ganjam Report on Progress over view on Inclusive Education for Children with Special Needs 2010-11 was also a source from which data were reviewed. Primary data also collected by the researcher and purposive sampling was used to select 10 parents of CWSNs and 10 parents of normal children to verify the extent of social inclusion. A self made interview schedules and observation schedule was prepared by the researcher consultation with the guide Dr. Sudarshan Baral Simple percentile is used for calculation of the data.

### **Data Analysis and Interpretation**

#### **A Documents analysis**

**Objective: 1. To finds out total number of CWSN identified in Odisha with reference to Ganjam District.**

**Table: 2.1**

<b>Name of the District</b>	<b>Total Number of CWSN Identified in the year 2010-11</b>
1.Angul	4436
2.Balasore	7719
3.Bargarh	3974
4.Bhadrak	4972
5.Bolangir	7456

6.Boudh	1391
7.Cuttack	5333
8.Deogarh	1627
9.Dhenkanal	3798
10.Gajapati	2034
<b>11.Ganjam</b>	<b>9894</b>
12.Jagatsinghpur	3358
13.Jajpur	2872
14.Jharsuguda	1965
15.Kalahandi	3029
16.Kandhamal	4244
17.Kendrapara	4035
18.Keonjhar	5431
19.Khordha	4996
20.Koraput	4591
21.Malkangiri	2455
22.Mayurbhanj	6995
23.Nabrangpur	3193
24.Nayagarh	2915
25.Nuapada	2449
26.Puri	4228
27.Rayagada	3332
28.Sambalpur	3127
29.Sonepur	2765
30.Sundergarh	4487
<b>Total</b>	<b>123101</b>

(SSA Report,2010-11)

**Objective 2:** To find out the beneficiaries of Theme-Based camp 2010-11 in Orissa with reference to Ganjam dist.

**Table: 2.2**

**District –wise Beneficiaries of Theme –Based Camp, 2011**

Name of the District	No of Theme Based Camp conducted during 2010-11	No of children participated in camp	Venue
1.Angul	7	350	Block level
2.Balasore	50	2500	Cluster level
3.Bargarh	24	1200	Block level
4.Bhadrak	90	4500	Cluster level
5.Bolangir	70	3500	Cluster level
6.Boudh	51	2550	Cluster level
7.Cuttack	50	2500	Cluster level
8.Deogarh	30	1500	Cluster level
9.Dhenkanal	62	3100	Cluster level
10.Gajapati	60	3000	Cluster level
11.Ganjam	138	6900	Block level
12.Jagatsinghpur	36	1800	Cluster level
13.Jajpur	20	1000	Cluster level
14.Jharsuguda	15	750	Cluster level
15.Kalahandi	97	4850	Cluster level
16.Kandhamal	50	2500	Cluster level
17.Kendrapara	54	2700	Cluster level
18.Keonjhar	39	1950	Cluster level
19.Khordha	75	3750	Cluster level
20.Koraput	40	2000	Cluster level
21.Malkangiri	30	1500	Cluster level
22.Mayurbhanj	78	3900	Cluster level
23.Nabrangpur	30	1500	Cluster level
24.Nayagarh	24	1200	Cluster level
25.Nuapada	40	2000	Cluster level
26.Puri	57	2850	Cluster level
27.Rayagada	52	2600	Cluster level
28.Sambalpur	36	1800	Cluster level
29.Sonepur	30	1500	Cluster level
30.Sundergarh	34	1700	Cluster level
<b>Total</b>	<b>1469</b>	<b>73450</b>	

(SSA, ORISSA, 2010-11)

- Theme Based Camps for Differently Able children and parental counseling had been organized in all 22 blocks and 1 Municipality of Ganjam district in 2 phases during July & Aug 2010, and Dec-2010
- From the above (table no-2.2) it is very evident that, in Ganjam district total 138 nos. of theme-based camps have been conducted block wise taking 40 nos. of children and their parents in a camp. Total no of beneficiaries were 6900. This dist. have highest number of beneficiaries who participated in theme based camps in the state of Odisha.
- Out of 9894 CWSN identified in Ganjam district in the year 2010-11, only 6900 students were participated in theme-based camp which is 69.73 % of total identified CWSN.

**To find out different activities undertaken under Theme-Based camp, 2010-11 in Ganjam dist.**

- In first phase themes like:
  - i) Paper folding, cutting and pasting
  - ii) Cloth cutting and stitching in different shapes
  - iii) Drawing and painting
  - iv) Song and dance competitions etc. were conducted for CWSN along with normal children for the fine motor, art/ aesthetic and cultural development of CWSN.
- In the second phase different themes like:
  - i) Story telling
  - ii) Musical chair
  - iii) Drawing & painting competition
  - iv) Song and dance competition
  - v) Different out-door games like running, ball throw, potato race, math race etc. were conducted

**To find out the expenditure on Theme-Based camp 2010-11 under AWPAB of Ganjam**

**Table: 2.2**

**Expenditure on Theme Based Camps under I.E intervention, SSA, Ganjam in 2010-11**

Sl. No	Activities	Month of implementation	Total Expenditure In lacs	Expenditure on theme-based camp(In lacs)	% of expenditure on theme based camp
1.	Theme based camp/peer sensitization camp	July-Dec,2011	280.890	(18.400)	6.55
2.	Sports and Cultural	Oct-Dec,2011	280.890	5.750	2.047



meet for CWSN at Block level				
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(SSA, Ganjam, Orissa, 2010-11)

From above table it is very clear that 18.400 lacs spend on theme based camps which is 6.55% of total expenditure of 280.890 lacs. Expenditures on Sports and Cultural meet for CWSN is 5.750 lacs which is 2.047 % of total expenditure.

**To find out the outputs of theme-based camps:**

1. Talents of some CWSN were detected
2. Awareness towards inclusion and socialization of CWSN enhanced
3. Competency of CWSN increased
4. Attitudes of parents towards CWSN changed
5. Social and emotional development of CWSN enhanced
6. Peer sensitization towards CWSN developed

All the selected candidates were awarded for their talents. All participants awarded consolation prizes. They were provided with lunch and conveyance allowance. The block level officers such as chairman/BDO(block development officer)/S.Is(school inspectors)/VEC( village education committee) president are invited to the camp to encourage CWSN and distribute the prizes. The CWSN having talent in different areas are identified and selected for district & state level competition.

**B. Information of District Coordinator:**

1. The objectives of the Theme Based Camps are: i) to motivate CWSN and their parents towards education. ii) to identify and develop innate capabilities of CWSN.iii) to develop self confidence in them & to prepare them for an independent life. iv) to create awareness among members of the society towards education and social inclusion of CWSN v) to foster social inclusion.

2. Theme Based Camps first time started in the year 2008-09 in the district of Ganjam. Theme based camp for CWSNs had been organized in all 22 blocks and 1 Municipality of Ganjam district in 3 phases. Total 207 nos. of camps had been conducted in circle wise and total 8280 nos. of children and their parents participated in the camps. The Block Resource Teacher of concerned block organized the programmes. Different themes on cultural and Physical activities were undertaken in the camp. During that camp parents of CWSN were counseled on home management of their children, use/maintenance of aids & appliances, referral services etc. Total expenditure on theme based c amps for the year 2008-09 was 10.350 lacs.

3. Due lots of activities the Theme Based Camps are not organized by the district every year but it was conducted in every alternative year. As per Dist. Coordinator there is a plan to conduct Theme based Camps every year, as it enhance social inclusion through awareness, sensitization of parents of both CWSN and normal children along with community.

### **C. Information of Parents:**

1.100% parents said that they feel very happy due to the participation of their children in this camp. Due this camp they feel accepted by the society, as their child is able to participate in different activities with his/her normal peer. One of the mothers of CWSN said that *“previously we as a parent of such a child were feeling ashamed and unable to face the society because I myself was thinking that due to my sin am having such a child, but now we feel relieved. Attitude of society is changing gradually”*.

2.90 % parents said that their children are happy as they are accepted by their normal peers.10% mother said that they are unable to comprehend whether their child is happy or not.

3. All (100%) parents had a single opinion that this type of camp should be organized every year and number of activities should be more. If their child is unable to participate in one event then he can participate in other.

### **Suggestions:**

1. More number of camps should be conducted to accommodate more number of CWSNs.
2. As far researcher’s observation is concerned only mild and moderate category of CWSNs were participating in these camps. Efforts should be made to accommodate severe category of children with special needs.
3. Number of activities should be more to accommodate different category of CWSNs
4. Instead of alternate year this type of camps should be organized every year as it promotes social inclusion which is the ultimate aim of Inclusive Education.

### **Conclusion**

Undoubtedly these camps can help a lot in social inclusion of CWSN only if all the children can get a chance to participate in this type of theme based camps. These camps create a sense of awareness among parents/peers/teachers/community members and enhance social acceptance of CWSN leading towards social inclusion. Moreover these camps provide a platform to CWSNs to exhibit their inner potentialities and promote their holistic development. These camps also help to improve attendance and retention of CWSN by bridging the gap between them and their able bodied peers through meaningful socialization. The goal of Inclusive Education under ambit of SSA is to mainstream the CWSNs in the community and society as a whole and Theme Based camps are one such step to achieve this goal.

## References

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## Appendix: A

Interview Schedule for District Coordinator:

1. What are the objectives of these theme based camps?
2. In which year this Theme Based Camp has been started in your district?
3. How many children were participated in that camp?
4. What was the expenditure on Theme-based camp during 2008-09?
5. Whether this Theme Based Camp organized every year?
6. Provide the details of Theme-based camps organized in the year 2010-11.

## Appendix: B

Interview Schedule for parents of CWSN:

1. How do you feel when your child is participating in different activities with his/her normal peer?
2. How your child feels?
3. What you want to say about this theme based camp?