

## Small Big Change

Nine years **Imtiaz Ali**, a student of Rawanpur Gohain Chuk L.P. school, faces difficulty in seeing black board and reading books. He is son of Mr. Joynal Ali and Mrs. Meherjan Begum. Joynal is an autorikshaw driver and Meherjan looks after the domestic chores. Imtiaz has two sisters and one is elder to him.

It seems from the faces of the family members that happiness is a distant dream for them. The way ahead looks less certain and serious complications and heartache lie in store for them. They are clueless how the happiness will flow for them.



*Imtiaz*

Imtiaz is a severely low vision challenged child. He is solely listening dependent as he can not read books and black board. His parents are having notion that Imtiaz can not do things his own. So they consider it a curse and blame their economic condition for this situation. Their limited awareness regarding facilities and incentives aggravates Imtiaz's future.

Nearby school infrastructure, road communication to the school and joint classes in and muddy road during rains

are distraction for the child.



*Classroom of Imtiaz*



In an assessment camp Imtiaz is identified as a differently abled child. The resource teacher contacts the family. An informal counselling session of parents takes place with the head teacher and the resource teacher. It gives parents a ray of hope. Imtiaz gets enrollment in school and starts coming to school with her elder sister who is a student of class IV in the same school. Problems does not end here. Friends ignore him during game period. This leaves him alone. He considers home better than this school.

The resource teacher and DIET faculty sit with children of the school. Tell them stories and make them realize, how arduous it is for Imtiaz who can not see the world. They make children realize they can help Imtiaz by coming close to him, help him in curricular and other activities and thus contribute to improve his present state of mind.

In between Imtiaz gets two braille books and the resource teacher is helping him to read braille book. He is being taught orally and by touching things. He has sharp memory. He remembers things fast. It encourages him to come to school. DIET Faculty is also helping the child and counselling the parents intermittently. The head teacher has requested the authorities to provide Braille slate, Braille stick, abacus, tape recorder and tactile. DIET Faculty, who is trained in inclusive classroom teaching, helps teachers in inclusive lesson planning and use of TLMs appropriate in an inclusive classroom.



Imtiaz's interest in school is the initial influence and emotion management of school, peers and family. Parents don't always have the same understanding that they want to facilitate their differently abled child. Teacher is the biggest influencer around things, and while a family with a disabled member has also expectation who really want to do the best for their kids. There is need to facilitate the child and parents by teachers to encourage the healthiest option for the child. In case of Imtiaz, it is an evidence that *"Teachers, family and friends often have a real positive influence on things,"* May they succeed in their endeavor in guiding Imtiaz.

