

# SARVA SHIKSHA ABHIYAN

सर्व शिक्षा अभियान  
सब पढ़ें सब बढ़ें



**Responding to Children with Special Needs -  
A Manual for Planning and Implementation  
of Inclusive Education in Sarva Shiksha Abhiyan**



**CHILDREN THAT LEARN TOGETHER,  
LEARN TO LIVE TOGETHER**

## ***FOREWORD***

The Government of India has launched Sarva Shiksha Abhiyan for Universalization of Elementary Education. The programme aims at providing useful and relevant elementary education in the age group of 6-14 years by 2010. The 86<sup>th</sup> Constitutional Amendment, which has made free and compulsory education a right of all children from 6-14 years of age, has given further thrust to the goal of UEE. The objective of UEE cannot be achieved without including children with special needs under the ambit of elementary education.

Experiences of programmes like DPEP and various research findings have shown that the number of children with special needs in every district is by no means small. The Ministry of Social Justice and Empowerment, which is a nodal Ministry for disability issues estimates the number of children having special needs as 5%. The Persons with Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act, 1995 provides that every child with a disability shall have access to free education upto 18 years of age. This is a statutory responsibility cast on all appropriate governments.

One of the focus areas of SSA is to increase access, enrolment, retention of all children and to reduce school drop outs. The emphasis of SSA is also on providing quality education to all children. Rarely has it been considered that the special educational needs of these children could be met by providing adequate resource support to them in regular schools and giving them an opportunity to receive education in the most appropriate environment. Hence, education of children with special needs is considered an important area in SSA.

Education of children with special needs is a relatively new concept and requires a great deal of technical expertise to deal with the needs of children having different kinds of impairments. Hence, a need was felt to develop a comprehensive manual on education of children with special needs. The manual indicates how the programme of inclusive education for children with special needs could be developed by each state and district.

The manual is a step-by-step description to initiate, implement and monitor the programme of educating children with special needs in SSA. The main objective of this manual is to provide to the implementers an insight into various aspects of inclusive education and provide help and guidance to them. A related objective of this manual is also to help state and district teams in preparation of plans on inclusive education. In view of the zero rejection policy adopted by SSA for children with special needs and in view of the fact that some severely disabled children may require specialised services, the manual describes a variety of options that could be offered to those children who cannot benefit fully by going to regular schools.

Inclusive education is a multi-disciplinary process. Another endeavour of education of children with special needs in SSA is to establish linkages with other schemes and departments. Therefore, the manual proposes convergence with other existing schemes of central and state governments and to draw benefit from them, in order to enrich and provide quality services to children with special needs. If this manual serves to facilitate the implementation of inclusive education in SSA, it will have achieved the objective for which it has been produced.

I would like to put on record my deep appreciation for Shri Sumit Bose, Joint Secretary for his valuable suggestions. I thank Shri Praveen Kumar, Director, Dr. D.K. Paliwal, DEA, and Shri P.K. Mohanty, DEA, from MHRD for their advice while the manual was being developed. I also sincerely acknowledge the contribution of Ms. Anupriya Chadha, Consultant, Inclusive Education, TSG.

**(S.C. TRIPATHI)**

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## GLOSSARY

ADIP	☞	Scheme of Assistance to disabled persons for Purchase/Fitting of Aids & Appliances
AIE	☞	Alternative and Innovation Education
ALIMCO	☞	Artificial Limb Manufacturing Corporation
BRC	☞	Block Resource Centre
BRCC	☞	Block Resource Centre Coordinator
CRC	☞	Cluster Resource Centre
CRC	☞	Composite Resource Centre
CRCC	☞	Cluster Resource Centre Coordinator
CWSN	☞	Children With Special Needs
DBCS	☞	District Blindness Control Society
DDRC	☞	District Disability Rehabilitation Centre
DIET	☞	District Institute of Education and Training
DPEP	☞	District Primary Education Programme
DPO	☞	District Project Office
DRC	☞	District Rehabilitation Centre
DRDA	☞	District Rural Development Agencies
DRG	☞	District Resource Group
Ed.CIL	☞	Educational Consultants India Limited
EFA	☞	Education For All
EGS	☞	Education Guarantee Scheme
ESCAP	☞	Economic and Social Council for Asia Pacific
IE	☞	Inclusive Education
IEDC	☞	Integrated Education for Disabled Children
IEP	☞	Individualised Educational Plan
MHRD	☞	Ministry of Human Resource Development
MoSJ&E	☞	Ministry of Social Justice and Empowerment
MTA	☞	Mother Teacher Association
NGO	☞	Non-Governmental Organisation
NPE	☞	National Policy on Education

## GLOSSARY

NIOS	☞	National Institute of Open Schooling
OT	☞	Occupational Therapy
PIED	☞	Project Integrated Education for the Disabled
POA	☞	Plan of Action
PT	☞	Physiotherapy
PTA	☞	Parent Teacher Association
RCI	☞	Rehabilitation Council of India
RRTC	☞	Regional Rehabilitation Training Centre
SC	☞	Scheduled Caste
SMC	☞	School Management Committee
SPD	☞	State Project Director
SPO	☞	State Project Office
SRG	☞	State Resource Group
SSA	☞	Sarva Shiksha Abhiyan
ST	☞	Scheduled Tribe
TSG	☞	Technical Support Group
UEE	☞	Universalisation of Elementary Education
UN	☞	United Nations
UNICEF	☞	United Nations Children's Fund
UNESCO	☞	United Nations Education Scientific Cultural Organisation
VEC	☞	Village Education Committee

# CHAPTER – I

## THEORETICAL FRAMEWORK

### **Background:**

The Government of India is fully committed to the goal of Universalization of Elementary Education (UEE). For promotion of UEE, the Parliament of India has passed the Constitutional (86<sup>th</sup> Amendment) Act, making free and compulsory elementary education a Fundamental Right, for all the children in the age group of 6-14 years through inclusion of the new Article 21A in Part III of the constitution, as follows:

‘The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.’

This amendment has given a new thrust to the education of Children With Special Needs (CWSN), as without including them the objective of UEE cannot be achieved.

### **Education of Children with Special Needs: International Perspective:**

The concept of integrating CWSN in regular schools was introduced in many countries in 1960's. 1970's witnessed new initiatives in the area of integrated education, with awareness and services for children with special needs becoming more accessible. Further thrust was given to this sector when the UN General Assembly declared 1981 as the International Year of Disabled Persons, with equalisation of opportunities and full participation of the disabled being the main goals. Subsequently, 1983-1992 was proclaimed as the Decade of the Disabled by UN. In this decade, UN standard rules on equalisation of opportunities for persons with disabilities were framed in which education of children with special needs in regular schools along with appropriate services was emphasized. This Decade also became memorable as the World Conference on EFA was held in March, 1990, which affirmed the ultimate goal of meeting the basic learning all children, youth and adults. This Decade was followed by the UN-ESCAP Decade of the Disabled Persons from 1993-2002. During the ESCAP Decade, the Government of Spain in cooperation with UNESCO organized the World Conference on Special Needs Education in Salamanca in June 1994, which casted responsibility on the general school system to find ways of successfully educating all children, including those who have serious disabilities. Thus, various Declarations and Decades promoted by organisations like UN have had a significant effect on the policies regarding persons with disabilities.

### **Education of Children with Special Needs: National Perspective:**

Efforts to educate children with special needs began soon after independence when the then Ministry of Education established a special unit to deal with education of special children in 1947. The Ministry drew on the experience already gained by NGOs in this field since the last two decades of the nineteenth-century, which saw the establishment of the first school for the Deaf in Bombay in 1883. The first school for the Blind was set up at Amritsar in 1887. Before



the end of the century a number of special schools for the Blind and Deaf were set up. This had firmly established the special school tradition, which continued till the mid 1950s.

At the same time, certain international agencies like Royal Commonwealth Society for the Blind and Cristophael Blinden Mission began experimenting with the integration of visually impaired children and other children. Around 1970 the success of international experiment in placing children with disabilities in regular schools began to be noticed. The importance of the value of integrated education was also seen by its reference made in the National Policy on Education (1986).

### **National Policy on Education (NPE) – 1986:**

The NPE brought the fundamental issue of equality centre stage. Section 4.9 of the policy clearly focuses on the needs of the children with disabilities. “The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. The following measures will be taken in this regard:

- Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others
- Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children
- Adequate arrangements will be made to give vocational training to the disabled
- Teachers’ training programmes will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children; and
- Voluntary effort for the education of the disabled will be encouraged in every possible manner.”

### **Plan of Action (POA) – 1992:**

The NPE was followed by POA (1992). The POA suggested a pragmatic placement principle for children with special needs. It postulated that a child with disability who can be educated in a general school should be educated in a general school only and not in a special school. Even those children who are initially admitted to special schools for training in plus curriculum skills should be transferred to general schools once they acquire daily living skills, communication skills and basic academic skills.

### **Enabling Legislation:**

#### **Rehabilitation Council of India Act (RCI -1992:**

The POA was strengthened by the enactment of the RCI Act, 1992. Experience showed that there was no mechanism in the country to standardize and monitor the training of special educators and other rehabilitation professionals in the country. Therefore, in 1992, Parliament of India enacted the RCI Act, subsequently amended in 2000, to establish a statutory mechanism for monitoring and standardizing courses for the training of 16 categories of professionals required in the field of special education and rehabilitation of persons with

disability. Training of special educators and resource teachers that can offer support services to children with special needs in regular schools is the responsibility of RCI.

**Persons With Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act, 1995:**

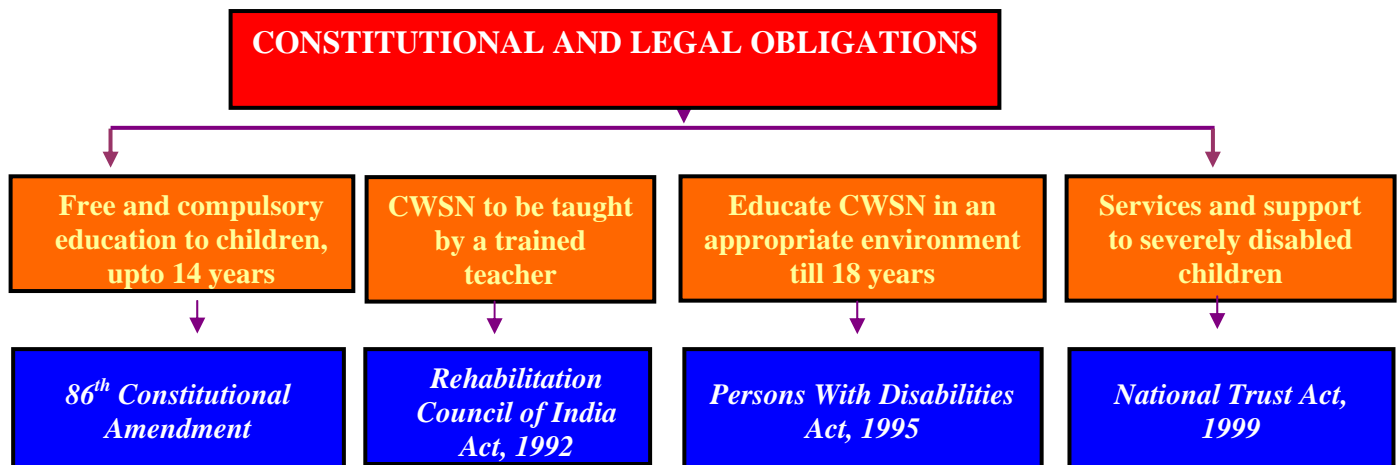
The most landmark legislation in the history of special education in India is the Persons with Disabilities (Equal opportunities, protection of rights & full participation) Act, 1995. This comprehensive Act covers seven disabilities namely blindness, low vision, hearing impaired, locomotor impaired, mental retardation, leprosy cured and mental illness. Chapter V (Section 26) of the Act, which deals with education, mentions that the appropriate Governments and the local authorities shall:

- Ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years;
- Endeavour to promote the integration of students with disabilities in the normal schools
- Promote setting up of special schools in governments and private sector for those in need of special education, in such a manner that children with disabilities living in any part of the country have success to such schools;
- Endeavour to equip the special schools for children with disabilities with vocational training facilities.

**National Trust Act -1999:**

Another landmark legislation is the National Trust Act. In 1999, the Indian Parliament passed an Act entitled “National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability. This Act seeks to protect and promote the rights of persons who, within the disability sector, have been even more marginalized than others. Though the National Trust Act of 1999 does not directly deal with the education of children with special needs, one of its thrust areas is to promote programmes, which foster inclusion and independence by creating barrier free environment, developing functional skills of the disabled and promoting self-help groups.

These three landmark legislations have highlighted the enormous thrust that this area has received from the Ministry of Social Justice and Empowerment and the Ministry of Human Resource Development.



## **Major Schemes:**

The schemes dealing with CWSN can be categorized into educational and supplementary schemes. The Educational scheme includes the Integrated Education of Disabled Children (IEDC) and the supplementary schemes include the Scholarship as well as the Assistance to Disabled Persons for Purchase/Fitting of Aids and Appliances (ADIP).

## **Educational Schemes for Children with Special Needs:**

### **Integrated Education of Disabled Children (IEDC):**

The Government of India's appreciation of the need to integrate children with special needs came in 1974, when the Union Ministry of Welfare launched the centrally sponsored scheme of Integrated Education of Disabled Children (IEDC). In 1982, this scheme was transferred over to the then Department of Education of the Ministry of Human Resource Development. The centrally sponsored scheme of Integrated Education of the Disabled Children provides educational opportunities for the disabled children in common schools, to facilitate their retention in the school system, and also to place in common schools, such children already placed in special schools after they acquire the communication and the daily living skills at the functional level. The scheme provides for the following:



- Actual expenses on books and stationery upto Rs. 400 per annum
- Actual expenses on uniforms upto Rs. 200 per annum
- Transport allowance upto Rs. 50 per month. If a disabled child resides in the school hostel within the school premises, no transportation charges would be admissible
- Reader allowance of Rs. 50 per month in case of blind children upto Class V
- Escort allowance for severely disabled children with lower extremity disability at the rate of Rs. 75 per month
- Actual cost of equipment subject to a maximum of Rs. 2000 per month for a period of five years.

Besides, the above mentioned provisions, it also provides for teachers' salaries, facilities to students in terms of board and lodging allowance, readers' allowance, transport allowance, escort allowance, cost of equipment, cost of uniform, cost of removal of architectural barriers, provision of resource room etc.

## **Supplementary Schemes:**

### **Scholarship:**

The Government of India started giving scholarships for elementary and higher education to the visually impaired, hearing impaired and locomotor impaired children in 1955. Gradually, the number of scholars rose to 10,000. In 1974 the scheme was transferred to the states and today most of the states are awarding scholarships to those children with special needs who are pursuing elementary education in regular schools without support services.

### **Scheme of Assistance to Disabled Persons for Purchase/Fitting of Aids and Appliances (ADIP) Scheme:**

Education of CWSN cannot be successful until they are provided those essential aids and appliances that enhance their functional ability. Therefore, the Union Ministry of Social Welfare in 1981 launched the ADIP Scheme. The main objective of the scheme is to assist the needy disabled children in procuring durable, sophisticated and scientifically manufactured, modern, standard aids and appliances that can promote their physical, social and psychological well being by enhancing their educational potential. The scheme provides aids and appliances to locomotor disabled, visually disabled, hearing disabled, mentally disabled and multiple disabled.

### **Initial Experiments on Integrated Education in India:**

The early attempts to include CWSN in regular schools were through Project Integrated Education for the Disabled (PIED) and District Primary Education Programme (DPEP).

### **Project Integrated Education for the Disabled (PIED):**

The first pilot project on integrated education in India came in the form of Project Integrated Education for the Disabled (PIED). PIED launched in 1987, was a joint venture of MHRD and UNICEF. This project was implemented in one administrative block each in Madhya Pradesh, Maharashtra, Nagaland, Orissa, Rajasthan, Tamil Nadu, Haryana, Mizoram, Delhi Municipal Corporation and Baroda Municipal Corporation. In these ten blocks, 6000 children with special needs were integrated in regular schools.

### **District Primary Education Programme (DPEP):**

The success of PIED led to the inclusion of the component of Integrated Education of the Disabled (IED) in DPEP, a scheme launched by the Government of India for the development of elementary education. At present, IED in DPEP is going on in 242 districts of 18 states. In these states, approximately 6.21 lakh children with special needs have been enrolled in regular schools with adequate support services.

### **Sarva Shiksha Abhiyan (SSA):**

A recent initiative of the Government of India to Universalise Elementary Education is Sarva Shiksha Abhiyan (SSA). SSA is a response to the demand for quality basic education all over the country. However, UEE cannot be achieved unless children with special needs are also provided access to education. Hence, education of CWSN is an essential part of the SSA framework.

## CHAPTER – II

### EDUCATION OF CHILDREN WITH SPECIAL NEEDS IN SSA

Sarva Shiksha Abhiyan is an endeavour to provide eight years of quality education to all children in the 6-14 age group by 2010. The objectives of SSA ( **Box-1**) mainly focus on increasing access, enrolment and retention of all children as well as improving the quality of education. The objectives of SSA can only be realized, if CWSN are also included under the ambit of elementary education. Realizing the importance of integrating special children in regular schools, SSA framework has made adequate provisions for educating CWSN.

#### BOX-1: OBJECTIVES OF SSA

- All children in school, Education Guarantee Centre, Alternate School, 'Back-to-School' camp by 2003
- All children complete five years of primary schooling by 2007
- All children complete eight years of elementary schooling by 2010
- Focus on elementary education of satisfactory quality with emphasis on education for life
- Bridge all gender and social category gaps at primary stage BY 2007 and at elementary education level by 2010
- Universal retention by 2010.

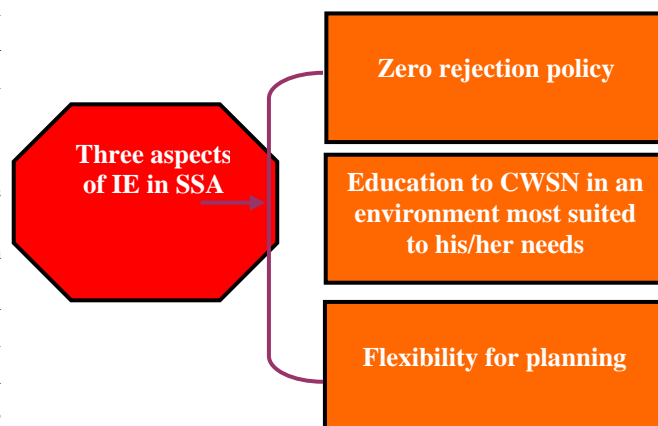
#### Provisions for CWSN under SSA:

SSA offers the following provisions to CWSN:

- Upto Rs.1200/- per child for integration of disabled children, as per specific proposal, per year
- District plan for children with special needs will be formulated within the Rs.1200 per child norm
- Involvement of resource institutions to be encouraged.

#### Approach and Options for CWSN in SSA:

SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. Hence, SSA has adopted a zero rejection policy. This means that no child having special needs should be deprived of the right to education. This has also been strengthened by the 86<sup>th</sup> Amendment to the Constitution, which makes Elementary Education a fundamental right of every child. The SSA framework, in line with the Persons With Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act, 1995 mentions that a child with special needs should be taught in an environment, which is best, suited to his/her learning needs. These might include special



schools, EGS&AIE or even home-based education. SSA also offers each district, flexibility to plan for Inclusive Education (IE) activities, depending on the number of children identified and the resources available to effectively implement the IE programme.

### **Components of Education of CWSN under SSA:**

The interventions suggested under SSA for inclusive education of disabled children are as follows:

- Awareness
- Necessary infrastructure for planning and management
- Early detection and identification
- Functional and formal assessment
- Educational placement
- Preparation of Individualized Educational Plan
- Aids and appliances
- Teacher training
- Resource support
- Strengthening of special schools
- Removal of architectural barriers
- Monitoring and evaluation

These various steps needed for proper implementation of inclusive education of children with special needs under SSA are described in the next chapter.

# CHAPTER-III

## INTEGRATING CHILDREN WITH SPECIAL NEEDS IN REGULAR SCHOOLS-ESSENTIAL STEPS

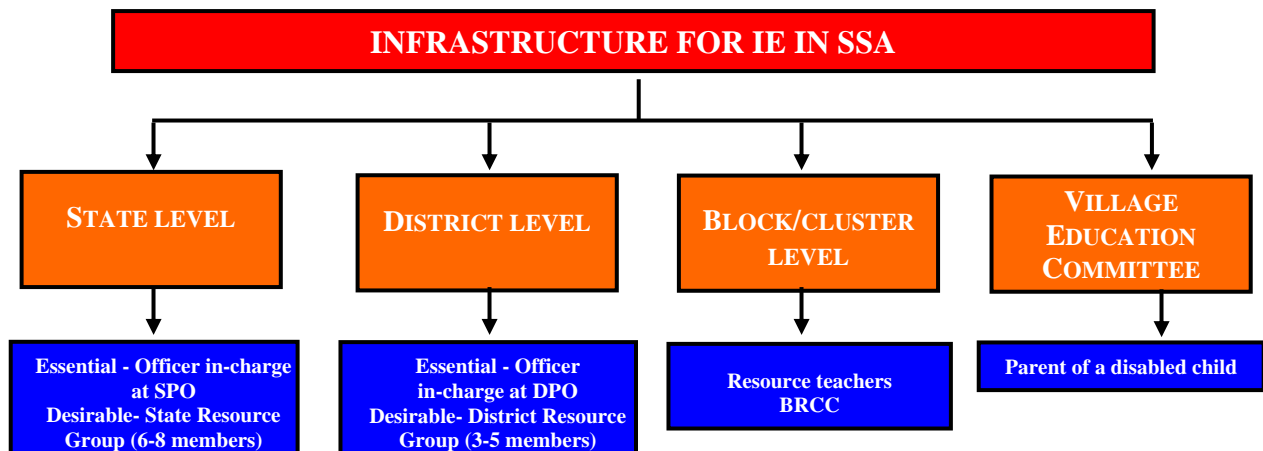
Mainstreaming children with special needs in regular schools requires a few preliminary steps. These include:

### I. Awareness:

Attitudinal barriers prevent children with special needs from coming to schools. Unless these barriers are demolished, success in bringing children with special needs to school may be in question. Hence, it is important to undertake widespread awareness on the need, importance and potential of children with special needs. Various modes like ma-beti mela, bal sammelan, print and electronic media, success stories etc. should be used. The training of community leaders in SSA should also have an essential component on inclusive education. Mother Teacher Association/Parent Teacher Association (MTA/PTA) could be used as a powerful medium to inform the parents on the care, need, management and potential of children with special needs. Parents of children with special needs should receive counselling and training on how to bring them up and teach them basic survival skills.

### II. Infrastructure:

Once the proper climate for inclusion of children with special needs in regular school system is created, the SSA State Mission Societies should consider establishing appropriate structures at the state, district, block, cluster and the village level that can plan for effective implementation of the IE programme. These could be:



The roles and functions of different functionaries at various levels are described in the succeeding paragraphs.

## **A. State Level Structures:**

The state level structure should comprise an officer in charge for IE and a State Resource Group. A state coordinator for inclusive education should be appointed by the SSA State Mission Societies.

### **A(i) Role of State Coordinator in Inclusive Education (IE):**

Besides planning and management of IE related activities at the state level, the state level coordinator for IE could undertake the following:

- Regular compilation of data of CWSN
- Preparation and finalisation of Annual Work Plan
- Monitoring activities related to education of children with special needs
- Constant support to functionaries at district/ block level
- Conducting workshops on IE
- Any other work assigned by SPD

### **A(ii) Functions of State Resource Group (SRG):**

Depending on the needs and the resources available, the state should establish a State Resource Group for planning of activities related to education of children with special needs. The SRG could comprise five members with enough experience in the area of disability. These members could be from various government departments having schemes for CWSN, reputed NGOs and special schools. Experts in the area of inclusive education could also be a part of this SRG. The main function of SRG should be as follows:

- Establishing linkages between various institutions and NGOs working in the area of disability
- Co- ordination with medical, government departments like Welfare, Health, Department of Women and Child and Development
- Standardisation and finalisation of curriculum/ modules for training at various levels
- Arranging for supply of aids and appliances
- Support on planning and implementation
- Deciding the state policy on special needs education

The SRG should meet at least once a month, to begin with.

## **B District Level Structures:**

Similar to the structure at the state level, the district level structures could comprise an officer in charge for IE and a District Resource Group.



### **B(i) Role of District Coordinator in IE:**

The main responsibilities of the district level coordinator for IE could be:

- To supervise the work of special teachers in all the blocks/ clusters in the district
- To provide resource support to special teachers in all the blocks/ clusters
- To collect data on CWSN from all blocks/ clusters
- To monitor the integration of children with disabilities in the district
- To oversee the orientation of teachers and community sensitisation
- Any other duty that may be assigned by SPD or state co-ordinator for IE

### **B(ii) Functions of the DRG:**

The DRG could comprise of 3-5 members and assist in planning of activities for education of children with special needs at the district level such as:

- Preparation of a district plan on IE
- Assistance in conducting survey of CWSN in the district
- Planning and organisation of training programmes for teachers, parents etc.
- Awareness programmes for IE
- Consultation with district level NGOs
- Monitoring the supply of required aids and appliances

The DRG should also meet once a month in the beginning to discuss all the planning issues related to IE.

### **C Block/Cluster Level Structures:**

The main block level structures for IE would be resource teachers, who would be reporting to Block Resource Centre Coordinators (BRCCs). The Cluster Resource Centre Coordinators (CRCCs) at the cluster level will also have a role to play in IE. Their roles are described below.

#### **C(i) Role of BRCC/CRCC in IE:**

- To keep a record of the number of CWSN in the block/cluster
- To ensure that all CWSN in the block/cluster have access to education in some form or the other
- To supervise the work of the resource teachers
- Evaluate the IE programme from time to time in their respective blocks/ clusters
- To ensure smooth functioning of the resource room at the BRC/CRC
- To monitor that all schools in the block/cluster are barrier free and disabled friendly
- To establish convergence with primary health centres for early detection, identification and medical assessment of children with special needs.

### **C(ii) Role of Resource Teachers:**

Resource teachers are specially trained teachers capable of teaching children with special needs in all settings. Their main role is to provide remedial assistance to a child in those content areas in which he/she is having comprehension problems in a regular classroom. This assistance is ideally provided in a resource room. A resource teacher also advises the general teacher on how to cope with the needs of special children in the regular classroom. These resource teachers can either be appointed by the state and district authorities to function at the block level or their support can be obtained through special schools, competent NGOs or IEDC scheme of MHRD. Some general teachers could also be given long-term training to provide to the CWSN those support services that they may require. The main functions of these teachers will be:

- Identification and assessment of CWSN
- Teach special skills like Braille to a visually impaired child, use of hearing aids etc.
- Advise the regular class teacher on problems encountered by children with disabilities
- Suggest necessary curricular modifications or adaptations and classroom strategies
- Assist disabled children during and after school hours
- Undertake parent counselling and community mobilisation
- Be in-charge of the resource room at the BRC.

### **C(iii) Resource Room:**

The main function of the resource room is to provide extra remedial assistance required by children having special needs. Wherever the child is unable to comprehend the lesson in a regular classroom, he/she is taken to the resource room and a skilled teacher provides remedial tutoring. One or two examples will illustrate this point. A visually impaired child may not be able to read from the blackboard what the teacher writes, when teaching mathematics. He/she may be taken to the resource room and taught the use of pertinent equipment and explained the methodology of solving a particular problem. Similarly, a hearing-impaired child may not be fully able to comprehend a language lesson. He/she may be taken to a resource room, where using visual aids and sign language, the resource teacher may be able to explain to the child the concept or words he/she could not grasp in the regular classroom.



In SSA, there is a provision of a resource room at the BRC/CRC. There is no separate construction of a resource room for IE under SSA. But a small room within the already existing BRC/CRC structure is proposed. This room can be used as a resource room for CWSN for the following purposes:

- Keeping some basic equipment
- Providing additional help to a child with a special need by a resource or a regular teacher, if possible
- Joint problem solving between the resource teacher and the general teacher and
- Preparation of teaching learning material by the resource teacher.

The resource teacher should be in charge of all the work that is to be undertaken in the resource room. The BRCC should monitor, supervise and ensure smooth functioning of the resource room.

#### **D Village Level Structure:**

In SSA, there is a provision of constitution of grass root structures like the Village Education Committee (VEC) or a School Management Committee (SMC) or similar forum at village/school level. The SSA State Mission Societies should consider having parent of a child with special needs as the member of the VEC or the SMC. The 2-day training of community leaders should have an essential component on issues related to CWSN. The VEC could:

- Monitor implementation of plan at the local school level
- Monitor the records of CWSN in the Village Education RegisterProvide service delivery to children with special needs
- Provide an escort to a child having a special need
- Identify volunteers from the locality for the purpose of conducting surveys, community awareness and providing support to teacher in the classroom having CWSN.

#### **E School Level Structure:**

At the school level, head masters, general teachers and other non-disabled children will have a crucial role to play in the education of children with special needs. Their roles are described briefly below.

##### **E(i) Role of Headmaster:**

- Encourage positive acceptance of children with special needs in his/her school
- Keep a record of the visits made by resource teachers to their school
- Organise the delivery of resource support required by the child
- Suggest ways to adopt the evaluation system according to the needs of CWSN
- Motivate general teachers to adopt good pedagogical practices conducive to the learning of children with special needs.

##### **E(ii) Role of General Teachers:**

- To assess the child's current level of functioning, based on his/her classroom performance and work samples
- Learn the use of aids and appliances to be used by these children, i.e., handling of the equipment
- Collaborate with the resource teacher to make necessary modifications in the classroom and curriculum

- Use strategies/instructional interventions that would help children with special educational needs learn better
- Modify teaching and learning material to learner needs
- Act as a change agent and model acceptance of these children
- Help in bringing about peer (other children in the classroom) sensitisation.

**E(iii) Role of Peers:**

- The peers should help a child having special needs in learning and offer remedial tutoring, if required
- The peers should also offer general assistance like helping a locomotor impaired child in carrying his/her material.

These are the important structures that would be required at the state, district, block/cluster, village and school level. After the appropriate structures have been set up, the following activities should be focussed upon.

**III. Identification of CWSN:**

Identification is done to know the extent of the problem or the number of CWSN in a particular district. It also gives a rough idea of the kind of disability prevalent in that area so that planning could be done accordingly. Under SSA, this exercise would be done under micro-planning. Moreover, in SSA since the budget to be provided for education of CWSN depends on the number of children identified, it is important that it is undertaken by those who are oriented to different types of disabilities like visual impairment, hearing impairment, locomotor impairment, mental retardation, learning disabilities, cerebral palsy and multiple disabilities, so that they can also identify children with mild to moderate disabilities. Therefore, it is advisable to adopt some standard tool for the purpose of identification. For this, simple definitions based on behavioural checklist could be developed. These simple definitions are given as **Annex-I**. An example of a checklist that can be used for the purpose of the identification is given as **Annex-II**. The number of children with special needs, who are enrolled in schools, should also be captured by the EMIS format. In SSA, early detection of disabilities and identification could be done with the help of PHCs, VEC, general teachers and resource teachers. The initial screening of CWSN enrolled in schools could be done by general teachers, after being trained on how to identify such children in classrooms.

**IV. Formal and Functional Assessment:**



Formal assessment is undertaken to determine the nature, type and extent of disability. Functional assessment means to get an idea of the child's current level of functioning. Both formal and functional assessment should be done by a competent team comprising doctors, eye specialist, ENT specialist, resource teachers and general teachers. Appropriate referrals should also be

provided through this assessment. This means that if the team doing the assessment feels that a particular child cannot come to school at this point in time on account of his/her disability, then alternative educational placement should be suggested. The team should also specify that what aids and appliances does the child require. Assessment could be done with the help of PHCs, National Institutes, Composite Resource Centres and District Disability Rehabilitation Centres.

#### **V. Preparation of Individualised Educational Plan-IEP:**

Once it is assessed that a child has some kind of disability, then an Individualized Education Plan (IEP) should be prepared for the child. An IEP is a statement stating the needs, special services required and the possible achievement of a child having special needs within a specified time frame. It should also state the most appropriate learning environment for the child. This should be jointly prepared by the special teacher as well as the general teacher and constantly reviewed by the district/block level functionaries to monitor the individual performance of each child. An IEP should also state whether or not a child having special needs requires pre-integration training.

#### **VI. Pre-integration Training:**

Some children with special needs may require some prior training before they are placed in a regular school, known as pre-integration training. This can be provided by a resource teacher or a general teacher, who has been trained on disability management. The children could receive this training in special schools available in the district or with the help of resource teachers.

#### **VII. Educational Placement:**

In the assessment camp, the decision regarding appropriate educational placement for every child with a special need should be made. As far as possible, effort should be made to place CWSN in regular schools with all the support they would require. However, if a child has a severe disability, it might not be possible for him or her to attend a regular school. Nor would it be feasible for a regular school to provide all those special services, such as physiotherapy, occupational therapy and speech therapy that might be required by this child. Hence, in these circumstances the team doing the assessment should suggest some other alternative educational options such as EGS&AIE centres, distance learning and home-based education, explained below.

#### **VII(a) EGS & AIE:**

EGS&AIE/ Bridge courses are being increasingly used to reach out children in remote habitations or for those children who for some reason cannot make it to the formal school system. This might also include CWSN. Hence, the environment has to be so designed as to be more accessible for CWSN. Provisions would have to be made to provide adequate support services to those children with special needs who are being enrolled through EGS&AIE. These support services could be given either by developing a learning corner in the EGS&AIE centre, where CWSN could be provided extra support or by providing a teacher trained on inclusive

education. However, it would be important that the teacher running the centre or the course is provided a slight orientation to the needs and problems of CWSN.

### **VII(b) Distance Learning:**

The National Institute of Open School (NIOS) has already launched special programmes to reach out to children with special needs. NIOS has 200 centres spread all over the country. A child with a special educational need living in a remote village can go to a nearest study centre available in the district/town of that village. The study centres provides books and other material required for a particular grade or level. The content in the book is presented in a manner, which is very user - friendly and no teacher is required to actually transact the content. This is why the material is called Self Instructional Material. All this material is also available in Braille for visually impaired children. In case the child has any problem in comprehending the content, he/she can go back to study centres, where teachers can explain the subject matter to the child. The child has to go to the study centre to take his/her exams. Open learning offers many advantages to children with special needs because of its typical features such as multiple open entry, flexibility in the choice of subjects, need based education, availability of learning material in print and audio-visual form, self paced learning and continuous assessment. These characteristics of open learning go in favour of CWSN and may prove to be most suitable learning strategies for them.

### **VII(c) Home-based Education:**

Chapter V of the Persons with Disabilities Act, 1995 provides among other things to severely disabled children, who are not able to go to school, home based education. Instead of the child going to the school, the school comes to the child. The Act proposes “that the services of retired teachers, head masters, post-masters and local educated unemployed youth could be used after giving them orientation to special education”. They would meet the special educational needs of those children with disabilities, who probably require special services the most. Under SSA, resource teachers/ specially trained teachers, or a para-resource teacher located in the village as a part of their job, could also visit the homes of children with special needs to impart pre-integration training to them or even to do parental counselling. Severely disabled children, as a part of their home based education programme, would also require services like physiotherapy (PT), occupational therapy

#### **BOX – 2: ROLE OF VARIOUS ORGANISATIONS INVOLVED IN EDUCATION/ REHABILITATION OF PERSONS WITH DISABILITIES:**

##### **National Institutes:**

- Teacher training
- Providing assistance in preparation of teacher training modules
- Development of awareness material
- Providing aids and appliances
- Providing technical assistance in conducting assessment camps
- Providing services like PT/OT/speech therapy

##### **District Rehabilitation Centres:**

- Provide comprehensive rehabilitation services to the rural disabled persons

##### **Regional Rehabilitation Training Centres:**

- Training and manpower development in the field of rehabilitation of persons with disabilities.

##### **Artificial Limbs Manufacturing Corporation:**

- Development and manufacturing of low cost aids and appliances.

(OT) and speech therapy. The National Institutes, District Rehabilitation Centre, District Disability Rehabilitation Centres and Composite Resource Centres (**Annex-III**) offer these services. Further, the National Trust Act under the Ministry of Social Justice & Empowerment also trains caregivers, who provide specialized services to disabled persons within their families and communities. These caregivers are being trained through 88 organizations through out the country (**Annex-IV**). Convergence could be established with all these organizations to provide such support to severely CWSN. Role of all these organizations is given in **Box-2**.

#### **District Disability Rehabilitation Centres:**

- Formal assessment
- Provision/fitment of aids and appliances
- Follow up/repair of aids and appliances
- Therapeutical services like PT/OT
- Providing orientation training to teachers, community and families
- Provide referral services to existing educational and training institutions.

#### **Composite Resource Centres:**

- Manpower development
- Fitment of aids and appliances
- Related services like PT/OT/speech therapy and special education.

### **VIII. Provision of Aids and Appliances:**

After the assessment and educational placement, the SSA State Mission Societies should chalk out an appropriate strategy to provide assistive devices to CWSN. The aids and appliances needed by CWSN are those that enhance their functional capacity. A few examples might be a hearing aid for a child having hearing impairment, glasses and lenses for a low vision child and callipers, crutches for a child having orthopaedic impairment. A list of such aids and appliances that are usually required by CWSN is given as **Annex-V**. The possible sources of obtaining such aids and appliances, through convergence are:

- Scheme of Assistance to Disabled Persons for Purchase/Fitting of Aids and Appliances (ADIP) Scheme (**Annex-VI**) under the Ministry of Social Justice and Empowerment
- Integrated Education of Disabled Children under Department of Secondary Education, MHRD
- District Blindness Control Society under Ministry of Health & Family Welfare
- Artificial Limb Manufacturing Company- ALIMCO, Kanpur and its regional branches (**Annex-VII**)
- District Disability Rehabilitation Centre- DDRC
- Red Cross Societies
- National Institutes
- Composite Resource Centres - CRC
- NGOs
- Voluntary Organizations



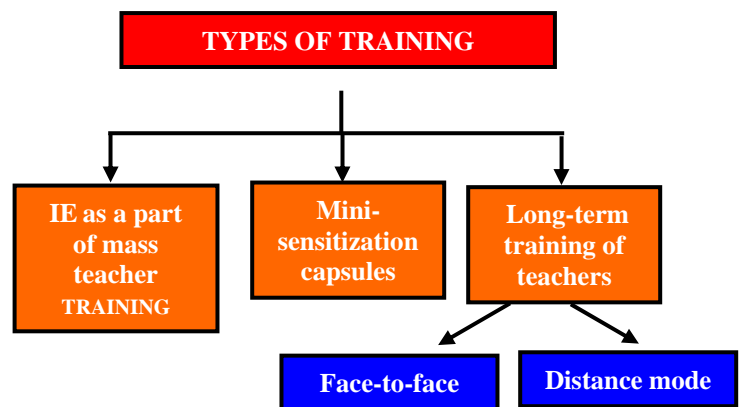
The best way to obtain aids and appliances for children with special needs by SSA State Mission Societies would either be to apply under the ADIP Scheme of Ministry of Social Justice & Empowerment or alternatively to the State Red Cross Societies, which can also assist in this

matter. It has also been decided that as the SSA State funds, Mission Societies are registered societies under the Societies Act, 1861, they can apply directly to the ADIP Scheme to provide aids and appliances to the needy CWSN. The matter has already been discussed with the MoSJ&E. To facilitate the implementation of this decision, the Project Directors of the States may enter into a dialogue with the Red Cross Society or District Rural Development Agencies (DRDA) in their State for getting the benefit under ADIP Scheme. SSA State Mission Societies may approach Red Cross Society or DRDA in their states with the list of those CWSN who are covered under SSA and require aids and appliances (district-wise). The State Red Cross Society or DRDA, as the case may be would, in turn, approach the MoSJ&E seeking assistance under the Scheme of ADIP for the benefit of CWSN. If aids and appliances cannot be provided through convergence, then SSA funds could be used for this purpose.

**IX. Incentives:**

Other than aids and appliances, CWSN in regular schools, should be provided with all the necessary required support, which may be in the form of books, dress, stationary, transport allowance, escort allowance, hostel allowance, reader allowance, equipment allowance, resource room, helper and an assistant for locomotor impaired children. All these incentives could be provided to the identified CWSN in SSA through convergence with the IEDC scheme of MHRD.

**X. Teacher Training:**



**BOX – 3: ROLE OF DIETS**

- To ensure that all pre-service and in-service teacher training modules have an essential component of educating CWSN
- Assisting SSA State Mission Societies in conducting teacher training
- Development of teacher training modules
- Monitoring the IE programme by making regular visits to schools.

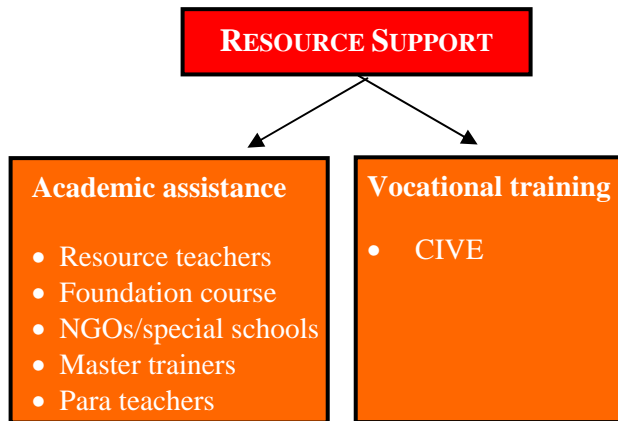
Teacher training is the backbone of providing quality education to children with special needs. In SSA, a 20-day teacher training is being envisaged for all in-service teachers. All states should have an essential component/ module on classroom management of CWSN in this teacher-training programme. If need be, the states could also conduct a 5-7 day orientation for a few selected teachers from the district/ block to disability management, effective pedagogical strategies, use of special equipment and preparation of teaching-learning material. A third type of teacher training would be long-term training of teachers with the assistance of Rehabilitation Council of India. This training can be imparted to a few teachers at the block



level. After being trained for a longer duration, these teachers can provide some resource support to CWSN. At the district level, DIETs can play a major role in strengthening the capacity of teachers as well as providing resource support to CWSN. The role of DIETs is given as **Box-3**. The Regional Rehabilitation Training Centres can also assist in teacher training (**Annex-VIII**).

**XI. Resource Support:**

Resource support to CWSN comes in the form of providing academic assistance and vocational training to CWSN. Academic resource support simply means that every child with special needs must be taught by utilizing effective, but special pedagogical strategies and equipment to meet his/her needs.



**XI(A) Academic Resource Support:**

There are various modes by which this support could be provided. These are:

**A(i) Appointment of Resource Teachers:**

To provide resource support to CWSN, SSA State Mission Societies could either converge with the IEDC scheme, which has a provision of resource teachers or appoint such teachers. A resource teacher is a specially qualified teacher, who has a degree or a diploma in teaching CWSN. As far as possible, these resource teachers should be appointed from each area of disability that is visual impairment, hearing impairment and mental retardation. Since, children with orthopaedic impairment usually do not require any educational support, they might not require a specially trained teacher. These teachers should function at the block level under the Block Resource Centre Coordinator. The number of teachers needed in a block would depend on the size of the block and the number of CWSN enrolled identified in a block. These teachers may have to work in an itinerant or mobile mode, in which they would travel from school to school in a block/cluster according to need. The salary of these resource teachers should be borne through Rs.1200/- per disabled child per annum, which is being used for planning of IE activities at the district level. The modalities of appointment of resource teachers should be chalked out by the SSA State Mission Societies. The resource teachers will be expected to do the following:



- Pre-integration training to CWSN
- Assessment of CWSN
- Teach the use of aids and appliances
- Prepare of teaching learning material
- Suggest adaptations in transacting the curriculum
- Make important suggestions and recommendations

- Provide remedial teaching and design specific teaching activities
- Undertake parental counselling
- Prepare Individual Educational Plan
- Suggest adaptation in the evaluation system
- Monitor the performance of CWSN.

**A(ii) Foundation Course:**

SSA in collaboration with RCI has developed a 45-day foundation course to impart to the existing teachers basic skills in coping with the needs of CWSN. The foundation course is an introductory course for training teachers on how to teach CWSN. The completion of this course entitles a teacher for provisional registration with RCI, subject to the condition that within a period of five years, the concerned teacher will obtain a regular diploma or degree in education of CWSN. This course can be conducted either face to face or through the distance mode. The face-to-face course can be conducted with the help of RCI recognised institutions given as **Annex-IX(a)** or competent NGOs available in the state. The course is also being offered in the distance mode by Madhya Pradesh Bhoj Open University for 90-days, which includes a 3-week contact programme. The list of state-wise study centres that conduct the foundation course through distance mode is provided in **Annex-IX (b)**. SSA State Mission Societies are free to nominate teachers to take up the foundation course through the mode suitable to them by contacting these organisations. IGNOU, in collaboration with RCI, is also launching a course for training parents and teachers on education of CWSN. The SSA State Mission Societies could also train their teachers under this course as soon as it is launched.

**A(iii) NGO Participation:**

Resource teachers for CWSN can also be provided with the help of competent NGOs. In this case, the SSA State Mission Societies will undertake the monitoring and supervisory role. It is important to ensure that the NGOs undertaking to provide resource support to CWSN do have qualified and competent teachers to ensure optimal learning on the part of children with special needs covered under SSA.

**A(iv) Master Trainer Approach:**

Some states can strengthen the capacity of Block or Cluster Resource Centre Coordinators to deliver resource support to CWSN. General teachers can also be given an intensive training to develop them as master trainers. They, in turn, will sensitize other teachers. Bridge courses have been conducted in a few states with the help of Rehabilitation Council of India for master trainers. These master trainers could act as resource teachers for CWSN. The SSA State Mission Societies can also adopt a 3-tier approach, in which at the first instance resource teachers could be appointed, who in turn could give short courses to Block/Cluster Resource Centre Coordinators. These can then sensitize general teachers on disability management, in order to provide quality education to CWSN in regular schools.

**A(v) Special Schools as Resource Centres:**

Practically every state has one or more special schools dealing with the education of CWSN. With some assistance from the SSA State Mission Societies, they could be asked to undertake the task of providing consultative resource support to regular schools enrolling these children. They could also assist in many other areas or steps required for implementing inclusive education in SSA, such as teacher preparation or providing aids and appliances. Special schools may also assist in implementing IE activities in remote and difficult to access blocks and regions in a particular state.



**A(vi) Special Provisions in the Examination System for CWSN:**

Academic resource support to a child with special needs also implies adapting the way by which the child is evaluated on his/her performance. So, while taking care of the special educational needs of CWSN, it is necessary to consider some changes in examination and evaluation system for these children. Some suggestions are providing a writer/amanuenses to the visually impaired, dyslexic or physically challenged children, allowing additional time for writing a paper to blind, physically handicapped and dyslexic students and permitting the hearing impaired children to study only one language. SSA State Mission Societies may request the concerned State Boards/Examination Authority to consider extending such concessions to CWSN.

**B. Vocational Training:**

Another form of resource support for CWSN is in the form of vocational training. SSA State Mission Societies may also plan for vocational training of these children at Upper Primary Level. Vocational training could be provided depending on the nature of the disability and needs of every child. This could be partly integrated in the general classroom activities and partly given in the resource room with the help of courses already developed by Central Institute of Vocational Education (CIVE), especially for CWSN.

<b>BOX-4: TARGETS FOR XTH PLAN TO FACILITATE IE</b>
<ul style="list-style-type: none"><li>• All upper primary schools to have one trained teacher on Inclusive Education</li><li>• Two teachers from each DIET to be deputed for B.Ed. degree in special education</li><li>• Incorporation of a component for sensitising the community towards special needs of CWSN</li><li>• Orientation of parents of children with autism</li><li>• One upper primary school in every block to have one special educator.</li></ul>

To facilitate resource support for CWSN, certain targets have been set for the Xth Plan to promote inclusive education. To achieve these targets, the Department of Elementary Education and Literacy has taken up certain initiatives. These are provided as **Box-4**.

#### **Initiatives of Department of EE&L for IE**

- Convergence of scheme of IEDC and ADIP with SSA
- Module on special education to be an essential part of teacher education in all pre-service teacher training programmes
- EGS&AIE to be utilised to educate CWSN
- Advice to states to take action for meeting the targets sets for Xth Plan
- Programmes of NIOS for flexi general and vocational education to CWSN
- Support of CIVE for vocational education.

## **XII. Removal of Architectural Barriers:**

A child with a special need can make use of all the above-mentioned support services only if the schools are made barrier free. Thus, removal of architectural barriers in schools should be undertaken for easy access of children with special needs, especially those with locomotor problems. Effort should be taken to provide disabled-friendly facilities in schools. Development of innovative designs for schools to provide an enabling environment for CWSN should also be a part of the programme. This activity could be undertaken jointly with the Civil Works component under SSA. All new school buildings being constructed under

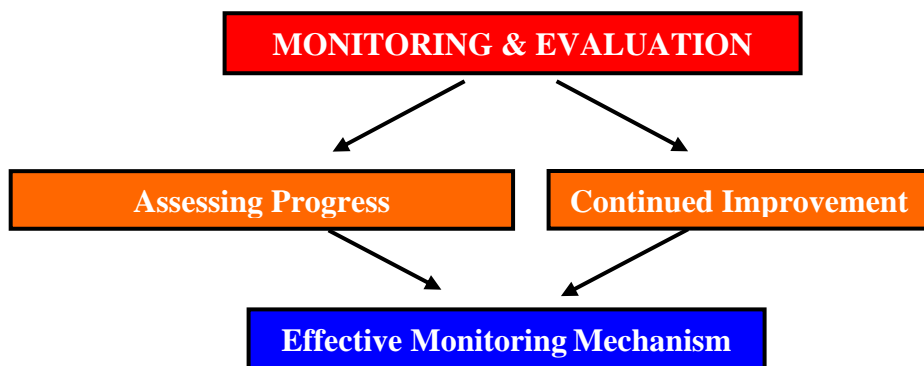


SSA should have ramps, handrails and other such modifications to provide easy access. Some provisions should also be made so that the existing school buildings are also made barrier free.

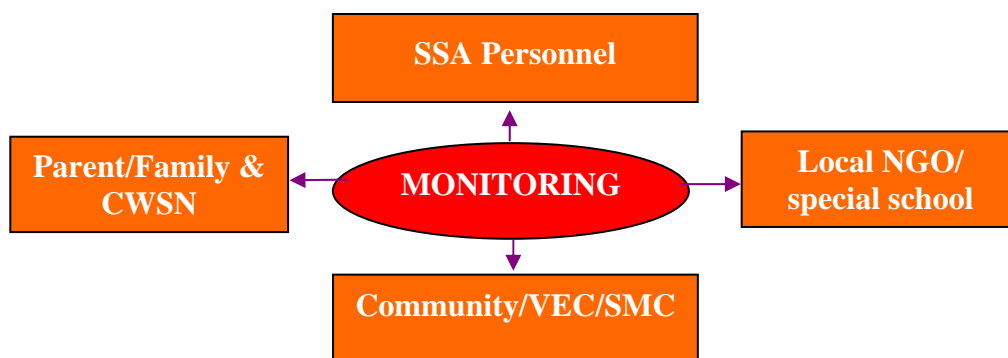
Once these essential items are provided to CWSN, the next step should be to monitor and evaluate the progress of inclusive education under SSA.

## **XIII. Monitoring:**

Monitoring is simply the process of compiling and collating essential information at all levels. It is important to continually monitor and evaluate every programme in order to ensure that it meets the objectives for which it was launched. Hence, mid-course corrections should be carried out from time to time. Monitoring helps in identifying the strengths and weaknesses of the programme as well as assessing its progress.



In SSA, monitoring on inclusive education should be done by receiving periodical feedback from district level functionaries, block level functionaries, resource teachers, headmasters, classroom teachers, parents and others involved in the process of education of these children. This information could be collected from direct observation of the student’s performance, evaluation of student’s academic achievement, their attendance and through interaction with the parents and the community. All functionaries at the state/district/block and village level should be involved in the monitoring process.



Monitoring on the following major variables will show the effectiveness and the impact of the IE programme in SSA:

- Identification and enrolment of CWSN
- Retention
- Number of teachers trained through various training programmes
- Supply of aids and appliances
- Effective teaching methodologies
- Teaching learning material
- Procurement of disability certificates, scholarships and other provisions/ incentives
- Peer group interaction
- Participation in extra curricular activities
- Learning achievement of CWSN.

A sample format that can be used by the SSA State Mission Societies for the purpose of monitoring is given as **Annex-X**.

The various interventions discussed above can be obtained either through convergence with various schemes, programmes, organisations or through SSA. A statement showing the agencies/schemes providing support, intervention wise is at **Annex-XI**.

## CHAPTER-IV

### POSSIBLE UTILIZATION OF AVAILABLE FUNDS FOR CWSN UNDER SSA

The success of the entire programme of educating CWSN under SSA, including monitoring, depends largely on the proper utilization of the available funds. SSA framework provides Rs.1200 per disabled child per year. While planning the possible utilization of this money, it should be borne in mind that the amount available is not for the use of a particular child with a special need, but has to be utilized for planning of IE activities at the district level also. For example, if a district has identified 1000 CWSN, the total budgetary allocation for that particular district for that year would be Rs.12.00 lakh (1200x1000). The SSA State Mission Societies would have to prepare a plan consisting of all essential activities on which the amount of Rs.12.00 lakh could be spent. A draft plan on the possible utilization of Rs.12.00 lakh is provided below.

#### Draft Plan on IED - Possible Utilization of Rs. 1200/- Per Disabled Child in SSA

S. No.	Activity	Estimated Cost	Remarks
1.	Identification		Since this would be a part of micro-planning and once a year activity, no cost will be incurred on this. However, micro-planning exercise should be done by those who have had some orientation to IED so that no children are left out in the survey
2.	Functional and formal assessment	Rs.10,000/- per camp 10 camps would mean Rs. 1.00 lakh	A team of experts shall be constituted at the district level that can conduct camps to ascertain the type, nature and degree of disability at the block level.
3.	Provision of aids and appliances*	Rs.5.00 lakh per district	The first attempt should be to provide aids and appliances through convergence. If this is not possible, then SSA funds could be utilised for this purpose.
4.	Development of training material	Rs. 1.00 lakh per district	Review of modules prepared by RCI, national institutes, IGNOU and other agencies should be undertaken and modules for different target audiences could be developed for IED
5.	Teacher training on IED- (3 kinds)		

S. No.	Activity	Estimated Cost	Remarks
	<ul style="list-style-type: none"> <li>General orientation</li> </ul>	As per SSA norms,	Part of 20-day in-service teacher - training in SSA
	<ul style="list-style-type: none"> <li>Special orientation</li> </ul>	As per SSA norms, Rs.70/- per teacher for 1 day training	A 3-5 day training should be done for one teacher from every school exclusively on IE to make them understand the problems, needs and effective classroom management of children with disabilities
	<ul style="list-style-type: none"> <li>Long-term training for resource support</li> </ul>	Rs.1500/- through distance mode as already determined by M.P. Bhoj Open University	With the help of RCI, long-term training of in-service teachers should be undertaken so that every child with a disability is provided the necessary support, he/she needs
6.	Awareness and community mobilisation on IED	Rs.1.00 lakh per district	This is important to make the community aware of the needs and potential of disabled children. As per SSA norms, 8 village members that are to be trained for two days, one of the members could be parent of a disabled child
7.	Support from NGOs/special schools	Rs.3.00 lakh per district	Networking with good and competent NGOs could be established. Their experience could be utilised for training, assessment, providing aids and appliances, preparation of modules, TLM etc.
8.	Workshops/meetings	Rs. 50,000/- per district	For district level workshop on IED
9.	Training to parents of severely disabled children	As per SSA norms	Under Innovation Head of SSA
10.	Utilisation of EGS centres for education of CWSN	As per SSA norms	In remote habitations, where CWSN cannot come to school, EGS centres should be utilised for disabled children also.

\* ***SSA funds should be used for aids and appliances only if they cannot be obtained through convergence.***



SSA State Mission Societies could develop a plan on CWSN on the basis of a format providing all the details of the number of CWSN identified and enrolled, proposed activities for that year and budgetary allocation against each activity.

This manual gives broad guidelines for the launching, operation and monitoring of inclusive education programme in SSA. A great deal will depend on the resourcefulness of the SSA State Mission Societies on how effectively these measures are carried into effect.

Any further clarification on education of CWSN in SSA can be sought by contacting the Elementary Education & Literacy Bureau, MHRD, Government of India and TSG Consultant for IE. The concerned officers and their phone numbers are given at **Annex-XII**.

## **OPERATIONAL DEFINITIONS OF DIFFERENT KINDS OF DISABILITIES**

### **Visual Impairment:**

- Blindness – total absence of sight
- Low vision – a person with an impairment of visual functioning even after treatment

### **Hearing Impairment:**

- Difficulty in hearing sounds from behind or any other side

### **Mental Retardation:**

- Incomplete development of brain and uncommon social behavior

### **Locomotor Impairment:**

- Disability of bones, joint or muscles leading to substantial restriction in the movement of any part of the body

### **Learning Disability:**

- Marked difficulty in reading/writing/calculating or hyper activity

### **Cerebral Palsy:**

- Varying degrees of disturbance of voluntary movements caused by damage to the brain.

### **Multiple Disabilities:**

- A combination of two or more disabilities

### **Others:**

- Any other impairment.

**CHECKLIST FOR IDENTIFICATION OF CHILDREN WITH SPECIAL NEEDS**

<b>Visual Impairment</b>	<b>Yes</b>	<b>No</b>
Does the child have difficulty in counting the fingers of an outstretched hand at a distance of one meter?		
Does the child have abnormal eyes (bulging/ too big or too small)?		
Does the child's eyes get red frequently?		
Does the child move his/her head towards the source of light?		
Does the child move his/her head side to side while reading?		
Does the child face difficulty in recognising distant objects?		
Does the child rub his eyes frequently?		
Does the child exhibit difficulty in doing other work requiring close use of eyes?		
Does the child hold books too close or too far from his/her eyes?		
Does the child frequently ask other children when taking down notes from the blackboard?		
Does the child exhibit difficulty in reading from the blackboard?		
Does the child stumble over objects or bump into people?		
Does the child hit against objects on the side?		

**Note:** If any of the above 4 responses are yes, then the child should be properly examined by a qualified ophthalmologist to see if the existing condition can be improved by medical treatment or by using glasses or magnifiers.

<b>Hearing Impairment</b>	<b>Yes</b>	<b>No</b>
Does the child have problems paying attention in class?		
Does the child favour one ear for listening purposes?		
Does the child have problems to hear when you speak to him from behind?		
Do you think that the child speaks too loudly or too softly?		
Does the child exhibit voice problem & mispronunciation?		
Does the child tune the TV/Radio too loud?		
Does the child answer your questions irrelevantly?		
Does the child keep away from his age mates?		
Is the child unable to respond when you call from the other room?		
Does the child understand only after few repetitions?		

**Note:** If any of the above 3-4 questions elicits response that indicates some kind of hearing/speech loss, then the child should be carefully examined by a qualified ENT specialist, an audiologist, speech therapist. If the child is below 4-5 years, a psychologist should also be consulted.

<b>Learning Disabilities</b>	<b>Yes</b>	<b>No</b>
Is the child so destructively restless that he/she is unable to complete the task in the same time as his/her age peers?		
Is the child easily distracted by the irrelevant activities taking place at home/school?		
Does the child reverses letters or symbols too frequently as compared to his/her age peers while reading (example b as d, saw as was)?		
Does the child lose place, or repeat / insert / substitute / omit words too frequently while reading?		
Does the child reverse numbers too frequently while reading or writing (example 31 as 13, 6 as 9)?		
Is the child excessively poor in calculations?		
Does the child have problem copying from other sources correctly (book / blackboard), even though he has normal vision?		
Does the child write letters or words too close or too far (spacing problems)?		
Does the child seem to be understanding everything what is taught, but is not able to answer when questioned?		

**Note:** If the answer to any of the above 3-5 statements is positive, the child should be carefully examined by a qualified psychologist/ special educator.

<b>Locomotor Impairment</b>	<b>Yes</b>	<b>No</b>
Does the child have difficulty in moving or using any part of the body?		
Is any part of the child's body amputated?		
Does the child limp or has difficulty in moving his hands?		
Does the child walk with jerks?		
Is the child using a stick to walk?		
Does the child lack bodily coordination?		
Does the child have tremors?		

**Note:** If answer to any of the above written statements is positive, the child should be carefully examined by a qualified orthopaedic surgeon physiotherapist/ prosthetic/ orthotic technician.

<b>Mental Retardation</b>	<b>Yes</b>	<b>No</b>
Did the child start sitting at the age of 12-15 months?		
Did the child start walking after 2 ½ years or later?		
Did the child start talking after 2 ½ years or later? Has his hearing being checked? If so, is it within normal limits?		
Did the child have severe illness before the age of 5?		
At the age of 6, does the child have problem in undertaking the following activities: Toilet independently Eat independently Dress independently		
Does the child have problem in holding a pencil/ cut with a scissors?		
Is the child unable to play with a ball or play gulli danda with his peers?		
Does the child throw temper tantrums too often, while playing with his peers?		
Is the child usually inattentive to what is said to him?		
Does the child require too many repetitions to remember simple things?		
Does the story have to be divided into smaller parts to make him understand?		
Does the child have problems in naming 5 fruits, vegetables or plants?		
Does the child have problems in naming the days of the week?		
Does the child exhibit problems in expressing his needs in clear language like his other peers?		
Is the child unable to concentrate on tasks even for short periods of time?		
Are the child's oral responses usually inappropriate?		

**Note:** If the responses to any of the above 4 indicators is positive then the child should be properly assessed by a qualified psychologist/ special educator.

**NATIONAL INSTITUTES AND THEIR REGIONAL INSTITUTES/  
APEX LEVEL INSTITUTIONS**

<b>S. No.</b>	<b>National Institutes</b>	<b>Regional Institutes</b>
1.	Director National Institute for the Mentally Handicapped Manovikas Nagar Bhovanpalli Secunderabad – 500 011 Andhra Pradesh	Regional Centre National Institute for the Mentally Handicapped C/o. N.I.H.H Kishan Chand Marg Bandra (W) Mumbai-400 050  Regional Training Centre National Institute for the Mentally Handicapped Kasturba Niketan Lajpat Nagar New Delhi – 110 024
2.	Director National Institute for Visually Handicapped 116, Rajpur Road Dehradun – 248 001	Regional Centre National Institute for Visually Handicapped Poonamalle Chennai, Tamil Nadu
3.	Director Ali Yavar Jung National Institute for the Hearing Impaired Kishan Chand Marg Bandra (W) Mumbai-400 050	Director Ali Yavar Jung National Institute for the Hearing Impaired C/o. N.I.M.H., P.O. Bowanpally Manovikas Nagar Secunderabad – 500 011  Director Ali Yavar Jung National Institute for the Hearing Impaired B.T. Road, Bonhooghly Calcutta – 700 090  Director Ali Yavar Jung National Institute for the Hearing Impaired Kasturba Niketan, Lajpat Nagar New Delhi – 110 024

<b>S. No.</b>	<b>National Institutes</b>	<b>Regional Institutes</b>
4.	Director National Institute for Orthopaedically Handicapped B.T. Road Bonhooghly Calcutta – 700 090	
5.	Direcotr The National Institute for Physically Handicapped 4, Vishnu Digambar Marg New Delhi – 110 002	
6.	National Institute of Rehabilitation Training & Research P.O. Bairoi Cuttack – 754 010.	



**DISTRICT REHABILITATION CENTRES**

<b>S. No.</b>	<b>Name of the District Rehabilitation Centres</b>
1.	District Rehabilitation Centre Capital Hospital Campus, VI Bhubaneswar – 751 001
2.	District Rehabilitation Centre Kharagpur General Hospital P.O. Kharagpur, Distt. Midnapore West Bengal – 721 301
3.	District Rehabilitation Centre Lal Bagh, (Near Raja College Field) Shahjahanpur Road, Sitapur.
4.	District Rehabilitation Centre Opposite Nurse Hostel, Sardar Patel Hospital Campus Bilaspur – 495 001
5.	District Rehabilitation Centre 1 <sup>st</sup> Floor, Laundry Section Civil Hospital Bhiwani – 125 021
6.	District Rehabilitation Centre Room No. 10, IIIrd Floor Vikas Bhawan, Sultanpur Uttar Pradesh – 227 809
7.	District Rehabilitation Centre G.S.T. Road, Near Court Chengalpattu – 603 001 Madras
8.	District Rehabilitation Centre Pulikeshi Road, Govt. School for Blind Children Premises Thilak Nagar Mysore – 571 021
9.	District Rehabilitation Centre Kharodi Naka, Bolinji Agashi Road, Tal: Vasai Distt: Thane
10.	District Rehabilitation Centre MBS Hospital Complex Kota – 324 001
11.	District Rehabilitation Centre Opp. Prabodha Book Centre, Gopal Reddy Road, Governor Pet State Guest House Campus Vijayawada – 520 002.

## LIST OF DISTRICT DISABILITY REHABILITATION CENTRES

State/District	Implementing Agency	Facilitating Team
<b>Andhra Pradesh</b> Anantpur	DRC, Vijaywada	The Spastics Society of Tamil Nadu, Chennai
Krishna	do -	-do-
Vishakhapatnam	do -	-do-
<b>Assam</b> Dibrugarh	ALIMCO, Kanpur	Indian Institute of Cerebral Palsy, Calcutta
Kachhlar	ALIMCO, Kanpur	- do -
Tejpur	NIOH, Kolkata	- do -
<b>Arunachal Pradesh</b> Itanagar	ALIMCO, Kanpur	Indian Institute of Cerebral Palsy, Calcutta
Dibang Valley	ALIMCO, Kanpur	- do -
<b>Bihar/ Jharkhand</b> Sahibganj	ALIMCO, Kanpur	Action Aid, New Delhi
Bhagalpur		
Muzzafarpur		
Nawadah		
Hazaribag		
Banka		
Singhbhum	- do -	-do –
Gaya	NIVH, Dehradun	Orthotics & Prosthetics Society of India, Bangalore
Darbhanga	NIOH, Kolkata	-do –
Ranchi	NIOH, Kolkata	-do -
<b>Gujarat</b> Ahmedabad	IPH, New Delhi	Smt. P.N. Ramji Shah Society, Bhav Nagar, Gujarat
Baroda	- do -	
Surat	NIHH, Mumbai	-do –
Rajkot	-do –	-do –
Jamnagar	-do –	-do –
<b>Goa</b> Panaji	NIHH, Mumbai	Smt. P.N. Ramji Shah Society Bhav Nagar, Gujarat
<b>Haryana</b> Bhiwani	DRC, Bhiwani	Prof. M.L. Gupta
Rohtak	-do –	-do –
Kurukshetra	-do –	-do –
Sonepat	-do –	-do –

State/District	Implementing Agency	Facilitating Team
<b>Himachal Pradesh</b> Shimla Dharamshala	IPH, New Delhi NIVH, Dehradun	Prof. M.L. Gupta - do -
<b>Jammu &amp; Kashmir</b> Udhampur	IPH, New Delhi	Prof. M.L. Gupta
<b>Karnataka</b> Tumkur Mangalore Bellary Belgaum Gulbarga	DRC, Mysore -do – -do- DRC, Mysore NIMH, Secunderabad	Mobility India, Bangalore -do -do- -do- - do -
<b>Kerala</b> Kozhikode  Thiruvananthapuram Thrissur	NIMH, Secunderabad  - do - - do -	Spastics Society of Tamil Nadu, Chennai - do - - do -
<b>Mizoram</b> Aizwal	ALIMCO, Kanpur	Indian Institute of Cerebral Palsy, Calcutta
<b>Meghalaya</b> Shillong	NIOH, Kolkatta	Indian Institute of Cerebral Palsy, Calcutta
<b>Manipur</b> Imphal	ALIMCO, Kanpur	Indian Institute of Cerebral Palsy, Calcutta
<b>Maharashtra</b> Aurangabad  Buldana Vardha Kolhapur Latur Sindhudurg	ALIMCO, Kanpur  NIHH, Mumabi NIMH, Secunderabad NIHH, Mumbai DRC, Virar ALIMCO, Kanpur	Smt. P.N. Ramji Shah Society, Bhav Nagar, Gujarat do – do – do – do – - do -
<b>Madhya Pradesh</b> Gwalior Indore Raigarh  Balaghat Durg Raipur Jhabua Rewa	NIRTAR, Cuttack NIMH, Secunderabad NIRTAR, Cuttack in collaboration with RCS DRC Bilaspur NIRTAR, Cuttack DRC Bilaspur NIRTAR, Cuttack DRC, Bilaspur	Action Aid, New Delhi -do – -do –  -do – -do – -do – -do – -do –

State/District	Implementing Agency	Facilitating Team
Rajgarh Sagar	NIMH, Secunderabad NIRTAR, Cuttack	-do- -do-
<b>Nagaland</b> Dimapur	NIOH, Kolkatta	Indian Institute of Cerebral Palsy, Kolkatta
<b>Orissa</b> Sambhalpur Mayurbhanj Phulbani Kalahandi Koraput	DRC Bhubaneswar - do - - do - NIRTAR, Cuttack - do -	Action Aid, New Delhi -do - -do - -do - - do -
<b>Punjab</b> Patiala Sangrur Ferozpur	IPH, New Delhi ALIMCO, Kanpur - do -	Prof. M.L. Gupta - do - - do -
<b>Rajasthan</b> Udaipur Ajmer Jodhpur Bikaner Jhunjhunu	IPH, New Delhi DRC, Kota - do - - do - - do -	
<b>Sikkim</b> Gangtok	NIHH, Mumbai	Indian Institute of Cerebral Palsy, Kolkatta
<b>Tripura</b> Agartala	ALIMCO, Kanpur	Indian Institute of Cerebral Palsy, Kolkatta
<b>Tamil Nadu</b> Chengalpattu  Vellore Madurai Salem Tutikori Virudhunagar	DRC Chengalpattu  - do - - do - ALIMCO, Kanpur DRC, Chengalpattu ALIMCO, Kanpur	The Spastics Society of Tamil Nadu, Chennai do - do - do - do - do -
<b>Uttar Pradesh/ Uttranchal</b>  Gonda Mau Gorakhpur Agra Varanasi Allahabad Balua Farrukhabad Jhansi Pilibhit	  DRC, Jagdishpur DRC, Jagdishpur do - DRC, Sitapur DRC, Jagdishpur NIOH, Kolkatta IPH, New Delhi ALIMCO, Kanpur ALIMCO, Kanpur ALIMCO, Kanpur	Orthotics and Prosthetics Society of India, Bangalore -do- -do- -do- -do- -do- -do- -do- Action Aid, New Delhi -do- Dr. Vijay Sharma

<b>State/District</b>	<b>Implementing Agency</b>	<b>Facilitating Team</b>
Almorah Tehri Garwal Merrut Haridwar	NIVH, Dehradun - do - DRC, Sitapur NIVH, Dehradun	-do- -do- -do- -do-
<b>West Bengal</b> Jalpaiguri  North Dinajpur Murshidabad	NIHH, Mumbai  ALIMCO, Kanpur NIHH, Mumbai	Indian Institute of Cerebral Palsy, Calcutta do - do -
<b>Andaman &amp; Nicobar Island</b> Port Blair	DRC, Chengalpattu	Action Aid, New Delhi
<b>Daman &amp; Diu</b> Diu	DRC, Virar	Smt. P.N. Ramji Shah Society, Bhav Nagar, Gujarat
<b>Lakshadweep</b> Kavarati	NIMH, Secunderabad	Action Aid, New Delhi
Dadra & Nagar Haveli 1. Silvasa	DRC, Virar	Action Aid, New Delhi
<b>Pondicherry</b> 1. Pondicherry	DRC, Chengalpattu	The Spastics Society of Tamil Nadu, Chennai

Total: 102 districts

**LIST OF COMPOSITE RESOURCE CENTRES (CRC)**

<b>No.</b>	<b>Name of the State</b>	<b>Address of the CRC</b>
1.	Assam	Lt. Col. (Retd) P.J. Sounderarajan Director in Charge, CRC Guwahati PMRT Building, Guwahati Medical College Hospital Campus, Guwahati – 781 032 Assam
2.	Jammu & Kashmir	Dr. Abdul Salam Director in charge CRC, Sector 01 C, House No. 036, Lane No. 03 Pin Code 190010. Post Office: Karanagar. Srinagar Bemina Housing Colony, Near Municipal Community Park Opposite J&K Bank, Bemina
3.	Madhya Pradesh	Dr. Ashutosh Pandit Officer in charge CRC, Near Nutan College, Link Road, No. 2, Shivaji Nagar, Bhopal
4.	Himachal Pradesh	Dr. S.R. Shukla, Director NIVH & Director in charge of CRC Sundernagar, NIVH, 116, Rajpur Road, Dehradun.  <b>or</b>  Mr. Manjeet Saini, Asst. Prof. – Spl. Edn. (Sr. most in the centre) CRC Sundernagar, Near Maya Mandir, Sunder Nagar Dist. Mandi (H.P.)
5.	Uttar Pradesh	Girish V. Gupta Nodal Officer Composite Regional Rehabilitation Centre Shashtri Bhawan, (Opp. U.P. Sainik School), Sarojini Nagar, Lucknow (UP) – 226 008.

**ORGANISATIONS RUNNING TRAINING OF CAREGIVERS SCHEME  
UNDER NATIONAL TRUST ACT**

<b>S. No.</b>	<b>Organisation</b>	<b>District and State</b>
1.	Sri Dakshinya Bhava Samiti	Guntur, AP
2.	Swayamkrushi	Secunderabad, AP
3.	Rural Small Industries Develop. Society	Chittoor, AP
4.	Manochetana	Warangal, AP
5.	Prerona Pratibandhi Shishu Bikash Kendra	Jorhat, Assam
6.	CRC-Guwahati	Guwahati, Assam
7.	Shishu Sharothi	Guwahati, Assam
8.	Assam Mental Welfare Society	Nalbari, Assam
9.	JM Institute	Patna, Bihar
10.	Bihar Blind People's Care Society	Patna, Bihar
11.	Deepalaya	Purnia, Bihar
12.	Samarpan	Patna, Bihar
13.	Indian Institute of Health Education & Research	Patna, Bihar
14.	ECOVIC	Patna, Bihar
15.	Shama Vikas Samiti	Nalanda, Bihar
16.	Karpuri Thakur Gramin Vikas Sansthan	Patna, Bihar
17.	Aakanksha	Raipur, Chattisgarh
18.	Ankur Korba	Korba, Chattisgarh
19.	GIMRC	Chandigarh
20.	Blind People's Association	Ahmedabad, Gujarat
21.	Smt. PNR Society	Bhavnagar, Gujarat
22.	Sh Excellent Yuwak Mandal	Bhavnagar, Gujarat
23.	Arpan	Rohtak, Haryana
24.	Chetna	Bilaspur, HP

<b>S. No.</b>	<b>Organisation</b>	<b>District and State</b>
25.	Deepshikha	Ranchi, Jharkhand
26.	Angavikalara Asha Kiran Trust	Davengere, Karnataka
27.	SWIM	Davengere, Karnataka
28.	Grameena Abyudaya Seva Samsthe	Doddaballapur, Karnataka
29.	Shri. PRS Pillay Balavikas Trust	Trivandram, Kerala
30.	Manovikas Special School	Kollam, Kerala
31.	MP Vikalang Kalyan Samiti	Ujjain, MP
32.	Asha Deep vikalang Vikas Avam Kalyan Sangathan	Siwani, MP
33.	Savali	Pune, Maharashtra
34.	Aavishkar	Kolhapur, Maharashtra
35.	All Manipur Mentally handicap persons welfare organization	Imphal, Manipur
36.	Community Development Programme Centre	Thoubal, Manipur
37.	Inspiration	Tilak Nagar, Delhi
38.	Action for Autism	Chiragh Dilli, Delhi
39.	Vikash	Bhubneswar, Orissa
40.	VSS Institute	Sambalpur, Orissa
41.	ASHRA	Bolangir, Orissa
42.	Prachi Pathagar	Puri, Orissa
43.	Vikash Sadan	Puri, Orissa
44.	Research Academy for Rural Enrichment	Sonepur, Orissa
45.	Jewels International	Bhubneswar, Orissa
46.	Regional Spinal Injury Center,	Cuttack, Orissa
47.	National Rehab. And Aritificial Limb Center	Rourkela, Orissa
48.	IRC	Faridkot, Punjab
49.	Sadhu Basant Residential Care	Patiala, Punjab
50.	Saday	Saday, Pondicherry



<b>S. No.</b>	<b>Organisation</b>	<b>District and State</b>
51.	Lucky School for MR	Bharatpur, Rajasthan
52.	Prayas	Udaipur, Rajasthan
53.	Narayan Sewa Sansthan	Udaipur, Rajasthan
54.	Spastics Society of TN	Chennai, TN
55.	Solai Program	Vellore, TN
56.	Vidya Vikasini Opportunity School	Coimbatore, TN
57.	Ecomwel Orthpaedic Centre	Salem, TN
58.	Rural Aid	Tvmalai, TN
59.	People's Craft Training Centre	Tv Malai, TN
60.	Sadhna Trust	Madurai, TN
61.	RUCODE India	Nagercoil, TN
62.	Mother Theresa Special School	Coimbatore, TN
63.	DCDR	Madurai, TN
64.	Bharathamatha	Tiruvarur, TN
65.	Society for Community Organisation & Rural Development	Thiruvarur, TN
66.	Keel Ottivakkam Grama Sangam	Kancheepuram, TN
67.	Santhee Neethi Kendra	Nilgiris, TN
68.	Tripura Charitable Health Society	Agartala, Tripura
69.	Drishti samajik sansthan	Lucknow, UP
70.	Integrated Institute for the Disabled	Varanasi, UP
71.	UP Parents Assn.	Lucknow, UP
72.	Rastriya Buddha Shiksha Evam Samajik Sansthan	Jp Nagar, UP
73.	Chetna	Lucknow, UP
74.	UNECSS	Bageshwar, Uttaranchal
75.	Mangal Deep Vidya Mandir Samiti	Almora, Uttaranchal
76.	Indian Institute for Cerebral Palsy	Kolkata, WB

<b>S. No.</b>	<b>Organisation</b>	<b>District and State</b>
77.	Manovikas Kendra	Kolkata, WB
78.	Kenduadihi Bikash Soceity	Birbhum, WB
79.	Rampurhat Spastics and Handicapped Soceity	Rampurhat, WB
80.	Bikashayan	Kolkata, WB
81.	Midnapore Rehab. Center for Children	Midnapore, WB
82.	SHELTER	Hooghly, WB
83.	Indian Red Cross Soceity	Dakshin Dinajpur, WB
84.	North Calcutta Pratibandhi Seva Kendra	Kolkata, WB
85.	Soceity for Mental Health Care	Burdwan, WB
86.	Pradip Center For Autism Management	Kolkata, WB
87.	Mahila Unnayan Shibir	Howrah, WB
88.	North Bengal Handicapped Rehabilitation Society	Darjeeling, WB

## **LIST OF AIDS AND APPLIANCES REQUIRED BY CHILDREN WITH SPECIAL NEEDS**

The following are the appliances that would be required by a child having a disability of a particular kind. Category-wise equipment is listed below.

### **Visual Impairment:**

- Glasses or lenses
- Hand held or stand magnifier
- White cane
- Abacus
- Taylor frame
- Braille slate

### **Hearing impairment:**

- Individual hearing aid

### **Orthopaedic Impairment:**

- Adjustable furniture
- Thick pens
- Wheel chairs
- Hand rest/foot rest
- Braces
- Crutches
- Artificial limbs (custom made)
- Callipers (individual needs)

Door spaces should be made big enough for wheel chairs to go through. There should be ramps all around the school. Special toilets and railing for support especially for wheel chaired person to be constructed wherever required. Multi level construction and thresholds should be avoided.

### **Intellectual Impairment (mental retardation & learning disability):**

- Worksheets/ workbooks/ picture boards/charts
- Pencil grip to aid in writing skills
- Educational toys and games
- Blocks
- Models of common objects, letters, numerals etc.

The sum of Rs. 500/- for the teachers under SSA may be utilised for development of low cost / no cost TLM that would also meet the educational needs of a child with a special need in a regular classroom.

A few tests like the Raven's Progressive matrices, Indian adaptation of Weschler Intelligence Scale for Children, Stanford - Binet Test and other Indian Tests could also be made available for testing the mental ability of the children. Simple projective tests, which measure the personality of the child, can also be used.

## **SCHEME OF ASSISTANCE TO DISABLED PERSONS FOR PURCHASE/FITTING OF AIDS AND APPLIANCES (ADIP)**

### **Introduction**

It has been the constant endeavour of the Government to provide the disabled persons with aids/appliance at minimum costs. The requirement for providing of aids/appliances, which are essential for the social, economic and vocational rehabilitation of the disabled persons, has come into sharp focus, particularly after the enactment of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, which came into force in 1996. Various surveys conducted from time to time have made it clear that India has a very large number of disabled persons. Many of them come from low-income groups. Disability restricts their opportunities for leading functionally productive lives. From the application of modern technology, there have emerged a number of aids, which can reduce the effects of disabilities and enhance the economic potential of the disabled. To illustrate a wheel chair, an artificial limb, crutch, a brace, a splint can greatly improve the mobility of physically disabled individual. Similarly, with the help of a powerful hearing aid, persons with some residual hearing can be helped to carry on many activities of daily living. Low vision to read, print and undertake other activities resulting in their rehabilitation. However, a large number of disabled persons are deprived of the benefits of these appliances because of their inability to find funds to purchase them.

In the light of the Government's growing stress on helping disabled persons and in bringing the aids and appliances within their reach, it has been decided to continue the ADIP Scheme and modify it in such a way that it becomes more user-friendly and the needy are not deprived of aids/appliances, which are essential for their social, economic and vocational rehabilitation. If they can, thereby, become earning members they would be much closer to achieve economic self-dependence and also be able to live and pursue their activities dignity.

### **The Scheme and its Objectives**

The Scheme aims at helping the disabled persons by bringing suitable, durable, scientifically-manufactured, modern, standard aids and appliances within their reach. The estimates, according to Sample Survey conducted by NSSO in 1991, indicate that there are about 16.15 million persons with various types of disabilities in the country. Their disabilities restrict the opportunity for their economic and social growth. In addition, about 3 % of the children below 14 years of age suffer from delayed development. Many of them are mentally retarded and cerebral palsied and require some aids/appliances to attain the capacity for self-care and independent living.

The main objective of the Scheme is to assist the needy disabled persons in procuring durable, sophisticated and scientifically manufactured, modern, standard aids and appliances that can promote their physical, social and psychological rehabilitation, by reducing the effects of disabilities and enhance their economic potential. The aids and appliances supplied under the Scheme shall conform to BIS specifications to the extent possible.

## **Scope**

The Scheme will be implemented through the Implementing Agencies as listed in the following para. The Agencies will be provided with financial assistance for purchase, fabrication and distribution of such standard aids and appliances that are in conformity with objective of the Scheme. The Implementing Agencies will take care of/make suitable arrangements for fitting and post-fitting care of the aids and appliances distributed under ADIP Scheme. The scope of the Scheme has been further enlarged to include use of mass media, exhibitions, workshops etc. for exchange of information and promoting awareness and distribution and use of aids/appliances.

The Scheme shall also include under its ambit, medical/surgical correction & intervention, which is essential prior to fitment of aids and appliances. The cost could range from Rs. 500/- for hearing & speech impaired to Rs. 1,000/- for visually disabled and Rs. 3,000/- for orthopaedically disabled.

## **Eligibility of Implementing Agency under the Scheme**

The following agencies would be eligible to implement the Scheme on behalf of Ministry of Social Justice and Empowerment, subject to fulfillment of laid down terms and conditions:

- i. Societies, registered under the Societies Registration Act, 1860 and their branches, if any, separately.
- ii. Registered charitable trusts
- iii. District Rural Development Agencies, Indian Red Cross Societies and other Autonomous Bodies headed by District Collector/Chief Executive Officer/District Development Officer of Zilla Parishad.
- iv. National/Apex Institutes including ALIMCO functioning under administrative control of the Ministry of Social Justice and Empowerment/Ministry of Health and Family Welfare.
- v. State Handicapped Development Corporations.
- vi. Local Bodies- Zilla Parishad, Municipalities, District Autonomous Development Councils and Panchayats.
- vii. Nehru Yuvak Kendras.

## **Grant-in-aid under the Scheme will not be given for commercial supply of aids/appliances.**

The NGOs should preferably possess professional/technical expertise in the form of professionally qualified staff (from recognized courses) for the identification, prescription of the required artificial aids/appliance, fitment and post-fitment care of the beneficiaries as well as the aid/appliance.

The NGO should also preferably possess infrastructure in the form of machinery/equipment for the fabrication, fitment and maintenance of artificial aid/appliance to be given to a disabled person under ADIP Scheme.

Implementing Organisations should network and establish linkages with medical colleges/district hospitals/rural hospitals/PHCs/fitment centers of ALIMCO/DRCs/ any other

professionally competent agency to acquire/avail the requisite infrastructure for fitment and maintenance of aids/appliances distributed under ADIP Scheme available with these bodies. The Implementing Agencies shall also avail of the professional/technical expertise of above-mentioned agencies for fitment and post-fitment care of the beneficiaries as well as aids/appliances. National Institutes, fitment centers of ALIMCO and DRCs functioning under the administrative control of Ministry of Social Justice and Empowerment shall also assist DRDAs and other autonomous organisations to develop requisite manpower and infrastructure over a period of time to provide satisfactory service to the beneficiaries under the Scheme. Such organisations while applying for the grant under the Scheme shall produce sufficient proof of linkages with the professional agencies preferably in the form of a Memorandum of Understanding.

### **Eligibility of the Beneficiaries**

A person with disabilities fulfilling following conditions would be eligible for assistance under ADIP Scheme through authorized agencies:

- i. He/she should be an Indian citizen of any age.
- ii. Should be certified by a Registered Medical Practitioner that he/she is disabled and fit to use prescribed aid/appliance.
- iii. Person who is employed/self-employed or getting pension and whose monthly income from all sources does not exceed Rs. 8,000/- per month.
- iv. In case of dependents, the income of parents/guardians should not exceed Rs. 8,000/- per month.
- v. Persons who have not received assistance from the Government, local bodies and Non-Official Organisations during the last 3 years for the same purpose. However, for children below 12 years of age this limit would be 1 year.

### **Quantum of Assistance to Disabled**

Only those aids/appliances, which do not cost less than Rs. 50/- and more than Rs. 6,000/- are covered under the Scheme. However, for visually mentally, speech & hearing or multiple disabled, the limit should be Rs. 8,000/- during their study period upto XII standard. The limits will apply to individual items of aid and where more than one aid is required, the ceiling will apply separately. The amount of assistance will be as follows:

<b>Total Income</b>	<b>Amount of Assistance</b>
Upto Rs. 5,000/- per month Rs. 5,001/- to Rs. 8,000/- per month	Full cost of aid/appliance 50% of the cost of aid/appliance

Further, travelling cost would be admissible limited to bus fare in ordinary class or railway by second class sleeper subject to a limit of Rs. 250/- for beneficiary irrespective of number of visits to the centre and a Certificate from Doctor or Rehabilitation Professional, travel expenses subject to the same limit would be admissible to an attendant/escort accompanying the beneficiary. The beneficiary should attend the Rehabilitation Centre nearest to his/her place of residence, except in the North-Eastern Region where he may be allowed travel cost for traveling outside the Region till such facilities become available within that Region.

Boarding and Lodging Expenses at the rate of Rs. 30/- per day for maximum duration of 15 days would be admissible, only for those patients whose total income is upto Rs.5,000/- per month.

### **Type of Aids/ Appliances to be Provided**

The following aids and appliances may be allowed for each type of disabled individual. However, any other item as notified from time to time by the Ministry of Social Justice and Empowerment for the purpose will also be allowed:

#### **Locomotor Disabled**

- i. All types of prosthetic and orthotic devices.
- ii. Mobility aids like tricycles, wheelchairs, crutches walking sticks and walking frames/rotators.
- iii. All types of surgical footwears and MCR chappals.
- iv. All types of devices for ADL (activity of daily living)

#### **Visually Disabled**

- i. Learning equipments like arithmetic frames, abacus, geometry kits etc. Giant Braille dots system for slow-learning blind children. Dictaphone and other variable speed recording system. Tape recorder for blind student after XII standard.
- ii. Science learning equipments like talking balances, talking thermometers, measuring equipments like tape measures, micrometers etc.
- iii. Braille writing equipments including Brailers, Braille shorthand machines, typewriters for blind students after the XII class. Talking calculators, Geography learning equipment like raised maps and globes.
- iv. Communication equipments for the deaf-blind. Braille attachments for telephone for deaf-blind persons.
- v. Low vision aids including hand-held stand, lighted and unlighted magnifiers, speech synthesizers or Braille attachments for computers.
- vi. Special mobility aids for visually disabled people with muscular dystrophy or cerebral palsy like adapted walkers.

#### **Hearing Disabled**

- i. Various types of hearing aid
- ii. Educational kits like tape recorders etc.
- iii. Assistive and alarming devices including devices for hearing of telephone, TV, doorbell, time alarm etc.
- iv. Communication aids, like, portable speech synthesizer etc.

#### **Mentally Disabled**

- i. Any suitable device as advised by Rehabilitation Professional or treating physician.

### Categories entitled to get Aids and Appliances

Category	Mild	Moderate	Severe/Profound
Locomotor	No (less than 40%)	Yes (more than 40%)	
Hearing	No (less than 40%)	Yes (41-50%)	Yes (51% and above)
Visual	Yes (20-40%)	Yes (41-75%)	Yes (76% and above)
Mentally Retarded	Yes (IQ range: 50-69)	Yes (IQ range 35-49)	Yes (IQ range 20-34: severe & <20: profound)

### Procedure for the Receipt of Grant-in-Aid by an Implementing Agency

The organisations will submit their application in the prescribed format to the Ministry of Social Justice and Empowerment through concerned State Government/UT Administration/National Institute/Regional Rehabilitation Training Centre/District Rehabilitation Centre/any other agency authorized by Ministry of Social Justice and Empowerment, every year. The application should be accompanied with following documents/information (duly attested):

- A copy Registration Certificate.
- A copy of Rules, Aims and Objectives of the Organisation.
- A copy of Certified Audited Accounts and Annual Report for the last year.
- Names of the Members of Management Committee of the Organisation.
- List of identified beneficiaries and types of aids/appliances required by the organisation for supply/fitting to the identified beneficiaries.
- Estimated expenditure for distribution/fitting of aids/appliances amongst the identified beneficiaries.
- An Undertaking that the funds will not be utilized for any other purposes.
- An Undertaking to maintain a separate account of the funds received from the Ministry under the scheme.
- The Implementing Agencies already receiving grant-in-aid under the Scheme should also furnish the list of beneficiaries assisted from the grant-in-aid released to them in the previous year and utilization certificate
- A calendar of activities for entire financial year including probable dates for holding camps etc. for distribution of aids/appliances and also maintain separate account for that.
- An Undertaking that the organisation will provide post-distribution care to the beneficiaries as well as aids/appliances, on demand.
- Organisation should be financially sound and viable and has requisite capability to mobilize the resources.
- The organisation shall have working rapport with the District Administration and shall have capacity to utilize the expertise available with District Administration for identification of aids/appliances.

### Recommendation

The State Government/UT Administration/National Institute/RRTC/DRC/any other agency authorized by the Ministry should send its recommendation with specific remarks about:



- i. Professional competence, credibility, integrity and existing infrastructural facilities for satisfactory implementation of the Scheme by the NGO/organisation.
- ii. Eligibility of the organisation as laid down by the Ministry of Social Justice and Empowerment.
- iii. Rapport with target groups, capacity and willingness to network with other NGOs and Panchayati Raj institutions etc.

The recommendation should also include whether the NGO is getting grant-in-aid from other Ministries/State Governments etc. for the same purpose.

However, no recommendation is required in case of National Institute and ALIMCO working under the administrative control of Ministry of Social Justice and Empowerment.

### **Quantum of Assistance to an Implementing Agency**

No ceiling should be imposed on the quantum of assistance to be released to an Implementing Agency and its branches (separately) during a particular financial year. However, while deciding on the amount of grant to be given, the performance, professional expertise, capacity, track record and outreach capabilities of the agency shall be kept in view

### **Sanction/ Release of Grant-in-Aid**

The Implementing Agencies will be sanctioned grant-in-aid in a particular financial year after receiving recommendation from State Government/UT Administration/National Institute/RRTC/DRC/any other agency authorized by Ministry of Social Justice and Empowerment. The subsequent financial assistance would be sanctioned after receipt of audited accounts and list of beneficiaries with their permanent addresses in the prescribed for the previous year's grant shall be furnished before the end of second quarter of each financial year, positively.

The recommending authority should create the field agencies who shall strive to conduct sample checking of beneficiaries regarding utilization of grant-in-aid by NGOs and distribution of aids and appliances by the Implementing Agency. The sample checking of beneficiaries regarding utilization of grant-in-aid by NGOs and distribution of aids and appliances by the Implementing Agencies. The sample checking would cover at least 5 to 10 percent of the beneficiaries, which are covered under the Scheme in the previous year.

The grant-in-aid would normally be released in two installments after processing of audited accounts and list of beneficiaries furnished by the organisation/implementing agency to the satisfaction of the Ministry.

### **Conditions for Assistance**

- The implementing agency will be fully competent to satisfy about the monthly income of the beneficiary and shall obtain a certificate from the concerned competent authority. The identification of the beneficiaries has to be done by an expert in accordance with guidelines issued by Ministry of Social Justice and Empowerment in this regard.
- The implementing agency will maintain a register about the beneficiaries assisted under the Scheme.

- The implementing agency shall maintain a separate account of funds received and utilized from the Ministry of Social Justice and Empowerment under the Scheme. The fund should be kept in a separate bank account to be operated under ADIP scheme.
- A certificate from the Head of the Implementing Agency to the effect that the funds have been utilized. A list of beneficiaries assisted by the organisation that the funds given by the Ministry will be furnished along with the yearly application as per procedure indicated in Para 9.
- The final accounts for a financial year will be rendered through utilization certificate and audited accounts signed by chartered accountant within six months of the close of the financial year.
- The agency implementing the scheme will obtain an undertaking from the beneficiary that he/she has not obtained such aid from any other agency/source during last two years and that he/she not obtained such aid from any other agency/source during last three years and that he/she will keep it for his/her bona fide use.
- The agency implementing the scheme will be open to inspection by an officer/agency authorized by Union Ministry of Social Justice and Empowerment or the State Government/UT Administration/National Institutes/DRCs etc.
- When the Government of India has reasons to believe that the sanction is not being utilized for the approved purpose the amount would be recovered from the implementing agency with interest and no further assistance would be given to the agency.
- The quantum of assistance to be given to an implementing agency during a particular year will be decided by the Government of India. The implementing agencies would, therefore, not incur any liability under the Scheme unless the funds have been sanctioned to them for the purpose.

**FOR MORE DETAILS, CONTACT:**

**District** : **District Welfare Officer.**

**Centre** : **Director (ADIP),  
Ministry of Social Justice & Empowerment  
Shastri Bhawan  
New Delhi.**

**ALIMCO – HEAD OFFICE & REGIONAL OFFICES**

<b>No.</b>	<b>Address</b>	<b>States Covered</b>
1.	ALIMCO, RMC IPH Campus, 4, Vishnu Digamber Marg, New Delhi – 110 002	Haryana, Rajasthan, Himachal Pradesh
2.	ALIMCO, Sales Centre, Plot No. 109A, Saheed Nagar, Bhubaneshwar – 751 007	Orissa, Andhra Pradesh
3.	ALIMCO, RMC, NIOH Campus, B.T. Road, Bon Hooghli, Calcutta – 700 090	Assam, West Bengal & North Eastern States Jharkhand (H.O.)
4.	ALIMCO, RMC, Plot No. 50, AVM Avenue, 1 <sup>st</sup> Main Road, Virogambakkam, Chennai – 600 092.	Tamil Nadu, Kerala, Karnataka
5.	ALIMCO, RMC B-03, Campus of National Institute for the Hearing Handicapped, K.C. Marg, Bandra Reclamation, Bandra (West) Opp. Telephone Exchance, Mumabi – 400 050	Maharashtra, Gujarat
6.	Artificial Limbs Manufacturing Corporation of India, G.T. Road, P.O. Naramau, Kanpur – 208016	Uttar Pradesh, Bihar, Madhya Pradesh, Chhatisgarh, Uttaranchal, Jharkhand

**REGIONAL REHABILITATION TRAINING CENTRES (RRTCs)**

<b>S. No.</b>	<b>Name of the Regional Rehabilitation Training Centres</b>
1.	Regional Rehabilitation Training Centre C/o All India Instt. of Physical Medicine and Rehabilitation Hali Ali Park, Mahalaxmi Mumbai – 400 034
2.	Regional Rehabilitation Training Centre C/o National Institute of Rehabilitation Training & Research Olatpur, P.O. Bairoi Cuttack – 754 010
3.	Regional Rehabilitation Training Centre Limb Centre Opp. Hathi Park Lucknow – 226 018
4.	Regional Rehabilitation Training Centre Govt. Institute of Rehabilitation Medicine K.K. Nagar Chennai – 600 083.

## TRAINING INSTITUTIONS RECOGNISED BY RCI

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0104	Sweekar Rehabilitation Institute for Handicapped, Upkar Circle, Picket, Secunderabad – 500 003
0105	Training Centre for Teachers of Visually Handicapped, 1-10-242, Ashok Nagar, Hyderabad – 500020
0107	AYJNIHH,SRC,National Institute for the Mentally Handicapped Campus,Manovikas Nagar, P.O. Bowenpally, Secunderabad
0108	Department of Special Education, Andhra University, Vishakhapatnam, Andhra Pradesh
0109	Helen Keller's Training College for the Hearing Impairment Teachers of the Deaf, 10/72, Near Sivalingam Beedi Factory, Ballary Road, Cuddapah - 516 001
0110	Royal Seema Seva Samiti, No. 9, Old Hazur Office Building,Tirupati – 517 501.
0112	College of Teacher Education, Andhra Mahila Sabha, Durgabai Deshmukh, Vidhyapeethem, Osmania University Campus, Hyderabad – 500 007.
0113	Zilla Viklangula Sangam, Vinukonda, Dist. Guntur – 522647.A.P.
0114	B.B.S. Devnar School for the Blind, (Managed by Devnar Foundation for the Blind) H.No. 10-2-231, Road No. 1, West Maredpally, Secunderabad
0115	Mangalam, 18-1-190/A, Yasoda Nagar, K.T. Tirupati
0116	Navjeevan College of Education, Voluntary Organisation of Rural Development Society, Pedda, Kottala B.P.O. Nandyal – 518 502. Kurnool (A.P.)
0117	Bethlehem Church Association for the Blind, Roypet, Narsapur – 534 275 A.P.
0119	Lebenshilfe, Association for the Mentally Handicapped, Near Lumbani Park, (Old Appu Ghar), MVP Colony, Visakhapatnam – 17. A.P.
0120	National Institute for Mentally Handicapped, Manovikas Nagar, P.O. Bowenpally, Secunderabad – 500 090 (A.P.)

**03 ARUNACHAL PRADESH**

<b>State/ Code No.</b>	<b>Name of Institution</b>
0301	Dony Polo Mission School for Hearing Impaired, Chimpu, Itanagar, Arunachal Pradesh.



**04 ASSAM**

<b>State/ Code No.</b>	<b>Name of Institution</b>
0401	Guwahati Mental Welfare Society, North Eastern Regional Training Institute for Mentally Handicapped, Vikas Nager, Dakhingaon, Kahilipara Guwahati-781 019
0402	Shishu Sarothi, Spastic Society of Assam, Opp Ramakrishna Mission Road, Birubai, Guwahati-781 016
0403	Prerna Spastic Society of Jorhat, Cinnamara Jorhat
0404	ASHADEEP, Islampur Road, Gandhi Basti, Guwahati – 781 003
0405	COMPOSITE REGIONAL CENTRE(CRC) For persons with disabilities, PMRT Building, Guwahati Medical College Hospital Campus, Guwahati – 781 032.

**05 BIHAR**

<b>State/ Code No.</b>	<b>Name of Institution</b>
0501	Indian Institute of Health Education, Health Institute Road, Near Central Jail, Beur, Patna
0502	J.M. Institute of Speech & Hearing, Inder Puri, P.O. Keshri Nagar, Patna – 800 023
0504	Ayurvedic & Magneto Therapy Research Institute, Panchsheel, kumhrar, Patna – 800 020.
0505	Deepalaya Institute for Mental Health & Rehabilitation, Kailash Puri, Sri Nagar Hata, Purnea, Bihar – 864 301.
0506	Bihar Rehabilitation & Welfare Institute, G-4, People's Co-operative Colony, Kankarbagh, Patna – 800 020.
0507	Bihar Institute of Speech & Hearing & Research Centre, Road No. 6, Rajendranagar, Patna – 800 016.
0508	Samaj Kalyan Sansthan, Nayanagar, Via-Mangalgarh, Dist. Samastipur, Bihar.
0509	SUBHAM, Reva Road, Near Bhagwanpur Chowk, Muzaffarpur.
0513	Gramin Vikas Mandal, Tenduni, Vikramganj, Rehtas, (Bihar)
0515	Bihar Viklang Kalyan Parishad, Adarsh Nagar, Lane No. 3, Majhaullia, P.O. – Khabra, Distt.- Muzaffarpur (Bihar) – 846 143

**06 CHANDIGARH**

<b>State/ Code No.</b>	<b>Name of Institution</b>
0602	Government Institute for the Mentally Handicapped, Sector-32, Chandigarh

**07 CHHATTISGARH**

State/ Code No.	Name of Institution
0701	Lions' Charitable Trust, Sector 2, Bhilai - 490 001 CHHATTISHGARH
0702	Aakansha,Lion's School for the Mentally Handicapped, Lion's Den, Jalvihar Colony, Raipur.
0703	Ankur Special School, NF-3, Kosabadi, Sada Colony, Korba – 495 679
0704	National Association for the Blind, “Prerana” M.P. Housing Board Colony, Slice – III, Herapur, Raipur Chatisgarh.

**08 DELHI**

State/ Code No.	Name of Institution
0801	Amar Jyoti Rehabilitation and Research Centre, Karkardooma, Vikas Marg, Delhi – 110 092
0802	Indian Spinal Injury Centre, Sector - C, Vasant Kunj, New Delhi – 110 070.
0803	Blind Relief Association, Lal Bahadur Shastri Marg, New Delhi – 110 003
0804	Chandra Bhushan Singh Memorial, Speech & Hearing Institute, 4, Hasanpur, I.P. Extn. Near Hasanpur Bus Depot, Delhi – 110 092.
0805	The National Association for the Blind, Sector –V. R.K. Puram, New Delhi – 110 022
0806	Kulachi Hansraj Model School (DAV run School), Ashok Vihar, Delhi
0807	TAMANA, Special School, B-6 street, Vasant Vihar, New Delhi.
0808	Delhi Society for the Welfare of Mentally Retarded Children, Teachers Training Institute for Special Education, Okhla Centre, Okhla Marg,New Delhi – 110 025.
0809	AYJNIHH, NRC, Kasturba Niketan, Lajpat Nagar- II, New Delhi – 110 024.

**09 GOA**

0901	Shree Gujarati Samaj School for the Deaf and Dumb, Near Maruti Mandir,Aquem, Margo, Salecte – Goa
0902	Lokvishwas Pratishtan, School for the Handicapped Kids, Shantadurga Krupa Ashram, Opp. Matruchaya Dhavalim, Goa

## 10 GUJARAT

1001	Blind Peoples Association, Dr. Vikram Sarabhai Road, Vastrapur, Ahmedabad – 380 015
1003	Medical Care Centre Trust, Children Hospital, Kareli Baug, Vadodara – 390 018
1004	Shri K.L. Institute for the Deaf, 51, Vidyanagar, Bhavnagar-36442, Gujarat
1005	Gujarat Kelavni Trust, Mangal Prabhat Building, Opp. St. Xavier High School, Mirzapur, Ahmedabad – 380 001.
1006	Training College for Teachers of the Deaf & Blind, Navrangpura, Ashram Road, Ahmedabad – 380 009.
1007	Akshar Trust, Meghdoot, R.C. Dutt Road, Baroda.
1008	Vadilal S. Gandhi Charitable Trust, Shri Nemnathjini Vadi, Antisar Darwaja, Kapadwanj – 387 620, Gujarat
1009	NAB Jamnagar District Branch, Aerodrome Road, Jamnagar, Gujarat
1010	NAB Sabarkantha District Branch, “Panchal Bhuwan” B/h, Satyam Auto Garrage, Srinagar Road No.10, Near Govt. Quarters. Idar – 383 430
1011	Blind Welfare Council, Mission Hospital Road, Near Railway Over Bridge, PO Box No 115, Dahod – 389 151, Gujarat.
1012	Andh Kalyan Trust, Opp. Medina Masjid, Rangari Mohallo, Dhoraji, Gujarat.
1013	NAB Surat Dist. Branch Ghoddod Road, Athwalines, Surat – 395 007, Gujarat
1014	Sneh Nirzar Society for the Mentally Retarded, Sau. University Road, Opp. B.T. Savani Kidney Hospital, Rajkot – 360 005. Gujarat
1015	Society for Relief and Rehabilitation of the disabled, 51, Vidyanagar, Bhavnagar, Gujarat – 364 002.

## 11 HARYANA

State/ Code No.	Name of Institution
1101	ARPAN, Institute for the Mentally Handicapped, Gandhi Nagar, Rohtak – 124 001
1102	Association for the Welfare of Handicapped, 5 N/12, N.I.T., Faridabad
1103	National Association for the Blind, Central Green, KC Road, N.I.T., Faridabad

**12 HIMANCHAL PRADESH**

<b>State/ Code No.</b>	<b>Name of Institution</b>
1201	HP Primary Education Society, Glen Hogin, Lal Pani , Shimla
1202	Aastha Special School, Opp. General Post Office, Near Panchayat Bhawan, Pucca Tank, Nahan, District- Sirmour (H.P.) – 173 001.
1203	School for the Physically Handicapped Children, Jawahar Nagar, Dharamshala (H.P.)
1205	Chetna Sansthan, Red Cross Bhawan, Bilaspur (H.P.)
1206	H.P. Council for Child Welfare, Mini Secretariat, Shimla – 171 002.
1207	ASHADEEP, Block No. 7, 34, Cecil Hotel, Shimla – 171 004.
1208	School for Blind, Dhali, Shimla.
1209	School for Deaf, Dhali, Shimla,
1210	Bharat Vikas Parishad, Viklang Punarwas Sanstha, Udhyog Nagar, Nagrota Bagwan, Dist.-Kangra (HP)
1211	The Learning Centre, Bishop Cotton School, Shimla – 171 002.

**13 JAMMU & KASHMIR**

<b>State/ Code No.</b>	<b>Name of Institution</b>
1301	Composite Regional Centre for Persons with Disabilities, Near SKIMS Medical College Bemina, Parimpora. P.O. Srinagar (J & K) – 190 017.

**14 JHARKHAND**

<b>State/ Code No.</b>	<b>Name of Institution</b>
1401	Deepshikha Institute for Child Development & Mental Health, Arya Samaj Mandir, Sharadchand Road, Ranchi – 834 001
1402	Bateshwar Seva Sansthan, Maheshpur, Godda, Jharkhand.
1403	Jeevan Jyoti, Bekar Bandh, Dist.-Dhanbad, Jharkhand.
1404	Bokaro School for the Deaf, C/o Ashok Kumar, Audiologist, Department of ENT, Bokaro General Hospital, Bokaro, Jharkhand. ,
1405	Van Uden Badhir KalyanVidyalaya, Dhobi Jharna, Mircowave Tower, Sahebganj, Santhal Pargana, Jharkhand.

**15 KARNATAKA**

<b>State/ Code No.</b>	<b>Name of Institution</b>
1502	St.Agnes Special School Bedore, Mangalore –575 002
1504	Shree Ramana Maharishi Academy, For the Blind, (Regd.),3 <sup>rd</sup> Cross, 3 <sup>rd</sup> Phase, (Near Ragi Gudda), J.P. Nagar, Bangalore-78.
1505	Karnataka Parents Association for the Mentally Retarded Citizen, AMH Compound, Officers House Road, Near Kidwai Memorial Hospital, Bangalore – 560 029.
1506	Govt. Teacher Training Centre for the Hearing handicapped, Tilak Nagar, Govt. of Karnataka, Mysore – 570 021.
1507	The Spastics Society of Karnataka, 31, 5 <sup>th</sup> Cross, off-5 <sup>th</sup> main, Indira Nagar, 1 <sup>st</sup> stage Bangalore.
1508	Association for Rehabilitation of the Disabled, PB No. 24,Vivekananda Colony, Gangavathi – 83 227, Koppal Dist.
1509	Sangam Education Society, EWS 90, Hudco Colony, Bidar – 585 401
1510	Shri Manju Education Society,Balaji Road, Rajput Street, Betgeri-gadag – 582 102 (Karnataka)
1511	Shri B.D. Tatti (Annvaru) Memorial Charitable Trust, Pethbana, Laxmeshwara – 582 116
1512	Divya Shanthi Special School, Silas House, First Cross Road, Opp. Municipal Ground, Robertsonpet, KGF-63122(MR)
1513	Belgaum Integrated Rural Development Society Naganur, Tq : Gokak, Dist- Belgaum, Karnataka
1514	CBR Network (South Asia), 134, Ist Block, 6 <sup>th</sup> Main, 3 <sup>rd</sup> Phase, BSK, Bangalore – 85

**16 KERALA**

<b>State/ Code No.</b>	<b>Name of Institution</b>
1601	AWH Institute for the Mentally Handicapped, Rehmania Special School for the Handicapped, Calicut Medical College, P.O. Calicut – 673 008
1603	C.S.I. Training Centre for Teachers of the Hearing Impaired, P.O. Valakom, Kollam – 691 332
1605	Bala Vikas Teacher's Training Centre, Gandhi Marg, Opp. Hindustan Latex, Pecoorkada, Trivandrum – 695 005
1606	Nirmala Sadan Teachers Training Centre Ernakulam (Distt.), Muvattapuzha, Kerala – 686 661
1607	Central Institute on Mental Retardation Murinjapalam, Medical College P.O. Thiruvananthapuram – 695 011.
1608	Kerala Federation of the Blind Training Centre for the Teachers of V.H., P.O. Karimpuzha, Palakkad, Kerala – 679 513
1609	National Institute of Speech & Hearing Palace Road, Poojappura, Trivandrum, Kerala – 695 012.
1610	Faith India , Faith India Bhawan, Puthencruz P.O. Distt. Ernakulam, Kerala – 682 308
1611	Rahmania Pre-Primary Teachers Training Institute for the Young Deaf (Under AWH Special College, Calicut) Medical College P.O. Calicut – 673 008

1612	K.V.M. College of Special Education, P.B. No. 30, Cherthala – 688 524, Alappuzha Dist. Kerala
1613	MANOVIKAS, Special School for Mentally Handicapped, Post – Pallisserikkal, Sasthamcotta, Kollam, Kerala – 690 521
1614	Sneha Sadan, College of Special Education, Ankamaly – 683 572, Ernakulum, Kerala.

## 17 MADHYA PRADESH

State/ Code No.	Name of Institution
1701	Digdarshika Institute of Rehabilitation & Research, Red Cross Bhawan, Shivaji Nagar, Bhopal – 462 016.
1702	M.P. Bhoj (Open) University, Campus I, Red Cross Bhawan, Shivaji Nagar, Bhopal – 462 016.
1705	Mahesh Dristihein Kalyan Sangh, Scheme No. 54, Behind Satya Sai Vidyalaya Vihar, A.B. Road, Indore
1706	Sanjeevani Seva Sangam, Behind Satya Sai Vidya Vihar, Scheme No. 54, Indore
1707	M.P. Welfare Association for the Blind, 33 B/D, Kila Maidan, Indore – 452 006.
1708	Deaf & Dumb Association Scheme No. 71 B (Behind Ranjit Hanuman Mandir), Indore – 452 009. M.P.
1709	Nav Jeevan School for Hearing Handicapped, Children for Speech and Language Development, Navjeevan Badhir Samithi, 3/1, Old Palasia, Near Navneet Tower, Indore – 452 001.
1710	Avsar Punarwarwas avem Anusandhan Sansthan, 386, Choti Payega, Keshav Ganj, Sagar.
1711	J.T.M.R.I. Rotary Club hall, Pachpedi, Civil line, Jabalpur

## 18 MAHARASHTRA

State/ Code No.	Name of Institution
1804	Ayodhya Charitable Trust, Near SRP, Gate No. 2, Vikas Nagar, Wahowadi Village, Pune-411 040
1805	Matoshri Late Jankidevi Atkar Special Teacher's Training Centre, Geeta Nagar, Doyelayout, Zingabai Takli, Ward No. 1, Nagpur - 440 030
1806	Mind's College of Education Research, Society for the Care Treatment & Training of children in need of Social Care, Sewri Hills, Sewri Road, Mumbai 400 033.
1808	Kamayani Prashikshan and Sanshodhan Society C.T.S.No. 3024/11, Plot 270/B, Gokhale Nagar, Pune – 16.
1809	National Association for the Blind, Unit Maharashtra, 3 <sup>rd</sup> Floor, Yeshwant Mandal, Raviwar Karanja, Nashik – 422 001.
1810	Navjeevan School for Mentally Retarded, Plot No. P-65, MIDC Naregaon Fata Aurangabad
1811	Poona Blind Men's Association, 82, Rasta Peth, Pune, Maharashtra
1812	Director, Centre for Job opportunities for the Spastics, Chembur, Mumbai

1813	The Spastics Society of India, K.C. Marg, Bandra Reclamation, Bandra (W) Mumbai – 400 050
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## 19 MANIPUR

State/ Code No.	Name of Institution
1901	All Manipur Mentally Handicapped Persons Welfare Organisation, Keshamthong Top Leirak, Imphal-795008

## 20 MEGHALAYA

State/ Code No.	Name of Institution
2002	BETHANY SOCEITY, Lady Veronica Lane, Laitumkhrah, Shillong, Megaalaya – 793 003
2003	Ferrando Speech and Hearing Centre, MAWROH – MAWLAI, Shillong – 793 008
2004	Bethany Society, C/o Jyoti Sroat School for the Blind, St. Edmund's Campus, Shillong – 793 003

## 21 MIZORAM

State/ Code No.	Name of Institution
2101	SCERT, Chaltang, Aizol, Mizoram – 796 012.

## 23 ORISSA

State/ Code No.	Name of Institution
2301	Chetna Institute for the Mentally Handicapped, Teachers Training Centre, A/3, Nayapalli, Bhubaneswar
2302	TYAGA, At. Chhatratota, P.O. Mahanga, Dist. Cuttack-754 206, Orissa
2303	Open Learning System, Plot No. M-75, Samanta Vihar, P.O. Mancheswar Railway Colony, Near Nalco Chhak, Bhubaneswar – 751 017.
2304	Shanta Memorial Rehabilitation Centre, 108 D, Master Canteen Building Station Square, Unit – III, Bhubaneswar – 751 001.
2305	Centre for Rehabilitation Services and Research, At- Netajinagar, PO – Madhupatana, Distt – Cuttack – 753 010.
2306	Manas School for M.R. (Under District Red Cross), Near PHD Colony, At/P.O./ Dist. Koraput, Orissa
2307	Red Cross School for M.R., At/P.O./ Dist. Nuapada, Orissa,
2308	Service Centre for the Disabled, At/P.O.. Titilagarh, Dist. Bolangir Orissa
2309	MANOVIKAS, School for M.R. At/P.O. Berhampur, Dist. Ganjam Orissa.
2310	School for M.R. Bhairabi Club, At/ P.O. Narangarh, Dist. Khurda, Orissa

**24 PUNJAB**

<b>State/ Code No.</b>	<b>Name of Institution</b>
2401	Dr. Satya Paul Khosla Charitable Memorial Trust Shaheed Uddam Singh Nagar, Opp. T.V. Studio, Jalandhar – 144 001
2402	Teacher Training Centre for the Visually Handicapped, Govt. Institution for the Blind, Braille Bhawan, Jamalpur, Ludhiana
2403	Navjivini School of Special Education Sular, Patiala-147 001
2404	Vocational Rehabilitation Training Centre, Haibowal road, Opp Kitchlu Nagar, Ludhiana Punjab- 141 001

**25 RAJASTHAN**

<b>State/ Code No.</b>	<b>Name of Institution</b>
2501	P& NM Rehabilitation Centre for the Blind, East View, Delwara Road, Mount Abu, Rajasthan-307 501.
2502	Jay Bharat Sarva Kalyan Nyas, 108, Nehru Park, Jodhpur, Rajasthan
2503	L.K.C. Jagdamba Andh Vidyalaya Samiti, Hanumangarh Road, Sriganga Nagar, 335 001.
2504	Research Education and Audiological Development Society (READS), Dundlod House, Civil Lines, Jaipur – 302 019.
2505	DISHA, Centre for Special Education Vocational Training & Rehabilitation, 450 AB, Nirman Nagar, King's Road, Jaipur – 302 019
2506	PRAYAS SANSTHAN, "Prachya Shodh Peeth Samiti", 30-A, C-1 Road, Bhupalpura, Udaipur (Raj)
2507	Marudhar Deaf & Dumb School, Laxmi Vihar Colony, Sagar Road, Bikaner – 334 001.
2508	Narayan Seva Santhan, "Sewadham", 483, Hiran Magri, Sec. – 4, Udaipur – 313 002

**27 TAMILNADU**

<b>State/ Code No.</b>	<b>Name of Institution</b>
2701	Sri Ramakrishna Mission Vidyalaya College of Education, Sri Ramakrishna Vidyalaya Post, Coimbatore – 641 020
2703	Spastic Society of Tamil Nadu, Opp. T.T.T.I., Taramani Road, Chennai – 600113
2704	S.B.T.T.T. College, Anbagam Institute for the Mentally Handicapped Children, Anbagam Extn. DRO Colony, Madurai – 625 007
2705	Deptt. of Rehabilitation Science, Holy Cross College, Tiruchirapalli – 620 002
2707	Vijay Human Services, 4, Lakshmiapuram, 3rd Street, Royapettah, Chennai-6000 014
2709	Little Flower Convent Hr. Sec. School for the Deaf, Old No. 127, New No. 4, G.N. Road, Cathedra P.O. Chennai – 60 006.
2710	Madras Institute to Habilitate Retarded Afflicted, D-171, R.V. Nagar, Anna Nagar, Chennai- 600 113.
2711	School for Young Deaf Children, Bal Vidyalaya, 14, Ist Cross street Shastri Nagar, Chennai, Tamilnadu



2712	Spastic Society of India No. 1. Ranjit Raod, Kothurpuram, Chennai – 600 085
2713	C.S.I. Balar Guana, Illam, Hasthampatty Salem – 636007.
2714	Rangammal Memorial Higher Secondary School for the Hearing Impaired, Sambanthanur Village, Somasipadi Post, Tiruvannamalai Tk., Tiruvannamalai Dt.: 606 611
2715	Vidya Vikasini Opportunity School, 66-D, Mettupalayam Road, Thudialur, Coimbatore – 641 034
2716	Oral School for the Hearing Impaired, Trowel Street, College Road, Nagercoil – 629 001.
2717	Holly Cross Service Society, 96-B, Ettupattai Bungalow, Puthur, Trichy – 620 017.
2718	M.S. Chellamuthu Trust & Research Foundation, 643, K.K. Nagar, Madurai – 625 020
2719	Ajay Memorial Foundation, 6, Officers Colony, Anna Nagar West Extension, Chennai – 600 050.
2720	School for the Blind, Palayamkottai – 627 002. Tamil Nadu
2721	IELC School for the Blind, Barugur, Dharamapuri – 635 104
2722	TELC School for the Blind, S.M. School Hospital Post, Tiruppattur – 623 209, Tamil Nadu

## 28 TRIPURA

State/ Code No.	Name of Institution
2801	All Tripura Scheduled Castes Tribes and Minority Upliftment Council Amnagar Road No.-1 (2nd Lane) Agartala, Tripura-799 002
2802	Deaf & Dumb Institute under SW & SE, Dept. Abhoynagar, Agartala, Tripura.
2803	Mano Visash Kendra at Krishnagar, Agartala fir CP & Allied Disorder

## 29 UTTARANCHAL

State/ Code No.	Name of Institution
2901	Sharp Memorial School for the Blind, P.O. Rajpur, Distt. Dehradun - 248009
2902	RAPHAEL, Ryder Chesire International Centre, P.P. Box No.157, Dehradun (U.P.) –248 001.
2903	Indira Tastriya Chetna Evam Samajotthan Sansthan Hoshiyari Mandir, Raiwala, Dehradun.

**30 UTTAR PRADESH**

<b>State/ Code No.</b>	<b>Name of Institution</b>
3002	Chetna (A Society of the Welfare of Handicapped), Sector – C, Aliganj, Lucknow – 226 020
3003	Training College for Teachers of the Deaf, Aishbagh (Tilak Nagar), Lucknow – 226 004
3004	Institute of Advance Studies in Education, MJP Rohilakhand University Bareilly– 243 006 (UP)
3005	Banaras Hindu University, Faculty of Education, Kamachha, Varanasi 221010
3007	Integrated Institute for the Disabled, Karaundi, B.H.U. Varanasi - 221 005
3010	Jeevan Jyoti School and Community Based Rehabilitation for the Blind, Aktha, P.O. Sarnath, Varanashi – 221 00.
3012	Viklang Kendra, 13, Lukerganj, Allahabad
3013	Nav Vani School for the Deaf, Village Koirajpur, Harhua P.O. Varanasi – 221 105
3014	Shikshit Yuva Sewa Samiti, Pandey Bazar, Basti – 272 002(U.P.)
3015	Drishti Samajik Sanstha, C-1/480, Sector –G, Jankipuram, Lucknow (U.P.)
3016.	Bhartiya Chauhan Samiti, Balrampur, Dist.- Azamgarh, (U.P.)

**31 WEST BENGAL**

<b>State/ Code No.</b>	<b>Name of Institution</b>
3101	Society for Mental Health Care, P.O. & Village-Khjurdihi, Via-Katwa, Burdwan.
3102	Eastern Regional Centre, AYJNIHH, c/o NIOH Campus, Bon-Hooghly, B.T.Road, Calcutta-700090
3103	West Bengal Council for Child Welfare, 42, Ramesh Mitra Road, Kolkata - 700 025,
3104	Rama Krishna Mission Blind Boys Academy, Narendrapur, Kolkata.-700 103
3105	Indian Institute of Cerebral Palsy, (Formerly Spastic Society of Eastern India), P-35/1, Taratolla Road, Kolkata – 700 088.
3106	Vivekananda Mission Asram, Vivekanagar, P.O. Chaitanyapur (Haldia), District Medinipur, West Bengal – 721 645
3107	Speech and Hearing Institute and Research Centre, State Resource Centre (HI), 10, Mandeville Garden, Kolkatta – 700 019.
3108	North Calcutta Pratibandhi Seva Kendra, 2/8/1, Ramkrishna Ghosh Road, Kolkatta – 700 050
3109	Manovikas Kendra Rehabilitation & Research Institute for the handicapped, 482, Madudah, Flat No.I-24, Sec – I, Eastern Metropolitan By pass. Kolkatta (W.B.)
3110	Midnapore Rehabilitation Centre for Children, “Gitanjali”, Vidyasagar Road, Midnapore – 721 101

3111	SHELTER, Society for Help, Education, Love, Training & Employment for the Retarded, 3, Kalbati Lane, Bhadreswar, Hooghly,
3112	Bikashayan, 140/6, South Sinthee Road, Kolkata – 700 050
3113	Alkendu Bodh Niketan,, P-1/4/1, CIT Scheme, VII-M, VIP Road, Kanurgachi, Kolkata-700 054.
3114	Louis Braille Memorial School for the Sightless, Birla Road, P.O. Makhla (Uttarpara), Dist. Hooghly – 712 245

### 35 PONDICHERRY

State/ Code No.	Name of Institution
3501	Government College of Education, Karaikkal, Pondicherry State

**Note:** *If for any reason, any of the above Study Centres become non-functional then the candidates will be shifted to a suitable Study Centre.*

**MONITORING AND EVALUATION IN INCLUSIVE EDUCATION (IE)**

1. Name of the district:
2. No. of blocks in district:
3. Total no. of schools in the district:
4. Total no. of schools enrolling CWSN:
5. No. of CWSN identified in the district:

Visually Handicapped			Hearing Handicapped			Mentally Retarded			Orthopaedically Handicapped			Learning Handicapped			Others			Total
B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	

6. No. of CWSN enrolled in the district:

Visually Handicapped			Hearing Handicapped			Mentally Retarded			Orthopaedically Handicapped			Learning Handicapped			Others			Total
B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	

7. CWSN referred to other programmes:

Programme	No. of children referred
Special school	
Distance education	
AIE/EGS	
Home based education	
Others	

8. No. of Individualised Educational Plan (IEP) developed and followed up:

Category	No. of IEPs
Visual impairment (VI)	
Hearing impairment (HI)	
Orthopaedic impairment (OI)	
Mental retardation (MR)	
Learning disability (LD)	
Others	

9. Total no. of children requiring aids and appliances:

10. No. of children actually providing aids and appliances:

<b>Category</b>	<b>No. of beneficiaries</b>
Visual impairment	
Hearing impairment	
Orthopaedic impairment	
Mental retardation	
Learning disability	
Others	

11. Convergence:

<b>Name of the scheme/organisation</b>	<b>Type of assistance provided</b>	<b>No. of beneficiaries</b>
ADIP		
IEDC		
National Institutes		
District Disability Rehabilitation Centres		
Composite Resource Centres		
Regional Rehabilitation Training Centres		
District Rehabilitation Centres		
NGOs		
Special schools		
Red Cross Societies		
District Blindness Control Society		
National Trust Act		
Rehabilitation Council of India		
DPEP		
Janshala		
Others (pl. specify)		

12. Reading/learning material:

<b>Type of reading/ learning material</b>	<b>Who developed the material</b>	<b>Source of procurement of such material</b>	<b>No. of beneficiaries</b>

13. Type of support services provided:

	<b>Provider</b>	<b>No. of Beneficiaries</b>
Physio Therapy		
Occupational Therapy		
Speech Therapy		
Counselling - Child Parent VEC/Community		
Teaching of special skills/Vocation Training		
Use of special aids and appliances		
Correction in disability		

14. Teacher training:

- Number of key resource persons/ master trainers trained
- Number of teachers given long term training course on IED
- Number of teachers given short sensitisation course on IED (3-5 day)
- Number of teachers trained through in-service teacher training
- Any other kind of training that the state has provided. Please provide a brief write up.

15. Learning achievement\*:

<b>Category</b>	<b>No. of children secured Grade A</b>	<b>No. of children secured Grade B</b>	<b>No. of children secured Grade C</b>	<b>Remarks</b>
Visual impairment				
Hearing impairment				
Orthopaedic impairment				
Mental retardation				
Learning disability				
Others				

*NB: Grade A represents 80% marks and above. Grade B represents in between 50% to 79%. Grade C represents less than 50% marks.*

16. IED friendly support in schools:

<b>Item</b>	<b>Number of schools planned to be covered</b>
• Learning corners, for special children TLM for disabled children	
• Ramps	
• Handrails	
• Toilet modifications	
• Number of cluster resource centres to be strengthened for IED	

17. Changes provided in the evaluation system\*:

Category	Changes provided
Visual impairment	
Hearing impairment	
Orthopaedic impairment	
Mental retardation	
Learning disability	
Others	

18. Community awareness:

What initiatives the state has taken in the areas of community awareness and parental counseling. Please provide a brief write up. Additional page can also be attached.

19. Statement of budget and expenditure:

**Financial year-**

No. of CWSN identified	Amount sanctioned	No. of CWSN enrolled	Amount utilized	Activity wise estimate of the balance amount (e.g. Teacher training, preparation of module, provision of aids and appliances etc.)

*Note: \*Response to item no. 15& 17 should be on an annual basis.*

*All the other information contained in this format will be submitted from the DPO to SPO bi-annually.*

**INTERVENTIONS NEEDED FOR EDUCATION OF DISABLED CHILDREN AND  
SUGGESTED AGENCY/ SCHEME FOR ASSISTANCE**

<b>S.No.</b>	<b>Intervention</b>	<b>Agencies/ Scheme offering assistance</b>
1.	Awareness	SSA
2.	Infrastructure for IE	SSA
3.	Early detection and identification of children with special needs (CWSN)	SSA in convergence with Primary Health Centres
4.	Formal and functional assessment of CWSN	SSA with the help of a competent team comprising doctors, eye specialist, ENT specialist, resource teachers and general teachers
5.	Preparation of an Individualised Educational Plan	Resource teachers, General teachers imparted the RCI foundation course
6.	Pre- integration training	SSA with the help of special schools/resource teachers
7.	Educational placement of CWSN	Assessment team
8.	Provision of aids and appliances	SSA in convergence with ADIP, ALIMCO, IEDC, DDRC, Red Cross, National Institutes, CRC, NGOs and Voluntary Organizations
9.	Incentives like books, dress, stationery, reader allowance, transport allowance, escort allowance, hostel allowance, resource room, equipment allowance and helper and assistant for locomotor impaired children	IEDC
10.	Resource teachers to provide resource support to CWSN	IEDC, SSA in convergence with RCI
11.	General teacher training	SSA
12.	Relaxation in the evaluation system	State Government
13.	Vocational training to the child	Central Institute of Vocational Education
14.	Removal of architectural barriers	SSA
15.	Monitoring and evaluation	SSA



**LIST OF OFFICERS IN ELEMENTARY EDUCATION AND LITERACY BUREAU-  
MHRD, GOVERNMENT OF INDIA**

<b>Name</b>	<b>Designation</b>	<b>Phone</b>	<b>Email_address</b>
Shri Sumit Bose	Joint Secretary	23383451	<a href="mailto:sumit_bose.edu@sb.nic.in">sumit_bose.edu@sb.nic.in</a>
Ms. Vrinda Sarup	Joint Secretary	23383226	
Ms. Shalini Prasad	Director	23384235	<a href="mailto:shalini.edu@sb.nic.in">shalini.edu@sb.nic.in</a>
Shri Praveen Kumar	Director	23384861	<a href="mailto:praveen.edu@sb.nic.in">praveen.edu@sb.nic.in</a>
Shri Amit Kaushik	Director	23382604	<a href="mailto:amit.edu@sb.nic.in">amit.edu@sb.nic.in</a>
Ms. Ira Joshi	Director	23782883	
Ms. Prerna Gulati	Deputy Secretary	23381882	<a href="mailto:prerna.edu@sb.nic.in">prerna.edu@sb.nic.in</a>
Shri D.K. Paliwal	Deputy Educational Advisor	23385489	<a href="mailto:dineshkпалиwal@yahoo.com">dineshkпалиwal@yahoo.com</a>
Shri P.K. Mohanty (Officer-in-charge for IE)	Deputy Educational Advisor	23383432	<a href="mailto:pkm.edu@sb.nic.in">pkm.edu@sb.nic.in</a>
<i>National Level Consultant for IE</i>			
Ms. Anupriya Chadha	Consultant (IE) – TSG, Ed.CIL	23379191	<a href="mailto:anupriya82@yahoo.co.in">anupriya82@yahoo.co.in</a>

## FREQUENTLY ASKED QUESTIONS ON INCLUSIVE EDUCATION

**1. What is inclusive education?**

By inclusive education, is meant when children with special needs go to regular schools like other children. But it is important that, as far as possible, these children receive the support they need to learn adequately.

**2. What is meant by the term Children With Special Needs (CWSN)?**

The term children with special educational needs refers to all those children who are challenged with various problems such as that of vision, hearing, movement, learning, cerebral palsy or mental retardation. The sum of Rs.1200 per year shall be spent on a child with a minimum of 40% disability in line with the Persons With Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act, 1995. The extent of the disability of the child should be decided in the assessment camp or in a government hospital by a competent medical board.

**3. Can all children with special needs be educated?**

Most of them can be educated in common schools. But some of them may require help of a specially trained teacher and special equipment. If these facilities are provided, then most children can benefit from regular schools.

**4. Where can children with special needs be educated?**

Most children with special needs can with some help, be educated in neighbourhood schools. But some of them, who have more severe problems, may need education in special schools, either for their entire educational career or only for a short time till they acquire those social and functional academic skills necessary for inclusion in regular schools. A few disabled children may need to progress at their own pace. For their convenience, they can receive education through National Institute of Open School, which has study centres in many districts. But, in this case, most of the study has to be undertaken by the child on the basis of material provided to him/her by the study center. A few of them, who are very severely disabled, may have to study in

their own homes with the help of local people who have received some orientation to inclusive education. Some children living in remote habitations can also attend the EGS & AIE centers running there.

**5. What is a special school?**

A special school is a school, which specializes in teaching one category of CWSN. It may be a day or a residential school. Most special schools are run by NGOs, receiving some financial assistance from central or state governments.

**6. Under which Ministry are special schools covered?**

MoSJ&E and the State Directorate of Social Welfare offer assistance as well as carry out inspections of special schools.

**7. Can the provision of Rs.1200/- per disabled child per annum under SSA be also utilized for setting up special schools?**

No. SSA funds cannot be used for setting up special schools. But those CWSN, who cannot be integrated into regular schools on account of their disability, can be referred to a special school.

**8. How much amount can be spent on a CWSN placed in EGS & AIE under SSA?**

The amount of Rs.845/- per child in the EGS & AIE centre could be used for running and equipping the centre with essential teaching learning material and for teacher's salary. The amount of Rs.1200/- per disabled child per annum can be spent on meeting the special requirements of a child having special needs.

**9. What kind of children with special needs be integrated in regular schools?**

All children with almost any problem can be integrated in regular school, provided the school is able to provide the help needed by them and if their problems are not too severe.

**10. Why is it important to educate children with special needs?**

UEE, which is one of the goals of SSA, cannot be truly achieved without including 5% children with special needs. The 86<sup>th</sup> Amendment to Constitution also makes education a fundamental right for all children between 6-14 years of age. Moreover, if education is truly to be a preparation for life, must prepare them for independent living and make them contributing citizens.

**11. How will these children perform in schools in comparison with other children?**

Given the necessary help, the majority of children with special needs will learn at par with other children.

**12. Will other children accept these children?**

After initial hesitation, most peers do readily accept children with special needs.

**13. Wouldn't teaching children with special needs consume more time on the part of the teacher?**

As a rule, children with special needs are not extra burden on the teacher. In fact, experience shows that a teacher teaching children with disabilities in his/her classroom turns out to be a better teacher as he/she learns to encounter and cope with individual differences.

**14. Will the teacher need to spend more time with these children?**

In some cases, it may be necessary for a general teacher to devote more time to provide extra help to a child with a disability in those subject areas in which the child is lagging behind. But in most cases, individual time and attention and remedial assistance to children with special needs, should be provided by a resource teacher.

**15. Can cash be given to a child having special educational needs?**

No. The amount of Rs.1200 per disabled child per year should be spent by the district SSA authorities on providing special services to CWSN.

**16. What are the possible items on which the amount of Rs. 1200/- per disabled child per annum be spent?**

The amount can be spent on teacher training, assessment of children with special needs, preparation of manuals/ modules, awareness material conducting workshop, salary of resource teachers, where such teachers are being appointed, and any other item the state finds necessary. These funds can be used for aids and appliances only if they are not available through convergence. The amount can also be used for training teachers on the foundation course, developed jointly by RCI and Madhya Pradesh Bhoj Open University, through the distance mode (Rs.1500/- per teacher).

**17. What kind of vocational training could children with special needs receive?**

This depends on age, aptitude and nature of disability of the child. Training can be imparted in computers, electronics, book binding, chalk making, agriculture etc. The Central Institute of Vocational Education (CIVE)- Bhopal, has developed 500 courses in rural occupations. The SSA State Mission Societies can contact CIVE for more information on this subject.

**18. How will a child have limited mobility commute from home to school and back?**

Under the IEDC scheme of Department of Secondary Education, MHRD, transport allowance is provided to children with mobility problems. Escort allowance is also provided under the same scheme. VEC could also help in providing assistance in helping a child with moving problem to come to school. If this is not possible, then an unemployed youth could be paid some incentive (Rs.100/- per month) in helping the child to come to school.

**19. What special concessions are available to children with special needs?**

Some of the concessions provided for children with special needs include scholarships provided by most state governments, free bus pass, concessional rail fares provided by Ministry of Railways, income tax relief on medical expenses incurred on treatment of children with disabilities provided by Central Government. Other incentives offered by

IEDC scheme of Department of Secondary Education under MHRD are given at Annex-XI of the Manual.

**20. Will the children with special needs given books free of cost?**

Only girls and SC/ST with special needs can be provided free books under SSA. For other children with special needs, book allowance can be obtained either through the IEDC or through the scholarship provided by the state government.

**21. Who will repair the aids and appliances given to the child?**

More than 100 districts in the country either have District Disability Rehabilitation Centre or a branch of ALIMCO (given at Annex- VII), which can assist in the repair of aids and appliances. But the most practical strategy may be to train a carpenter or blacksmith or cobbler in simple repair of aids and appliances in a village. But hearing aids must be sent to an appropriate shop in a bigger town.

**22. If aids and appliances cannot be procured through convergence, can SSA funds be used for this purpose?**

Yes, only if such aids and appliances cannot be obtained through convergence with other schemes and programmes. As far as possible, efforts should be made to attain these through convergence.

**23. What kinds of changes do children with special needs require in exams?**

Children with special needs might need a different method of evaluation. For e.g. visually impaired children may have to answer the questions orally if no writer is available. The same applies to a child who has severe writing problems. A hearing impaired child may have to be exempted from the three language formula. Some state boards have already issued orders in this regard.

**24. Can children with special needs learn all languages?**

No. Children with hearing impairment, mental retardation and some categories of learning disabled children may have to be exempted from the three-language formula.

**25. What is meant by physiotherapy, occupational therapy and speech therapy?**

By physiotherapy it is meant simple exercises that are undertaken to strengthen weak muscle and to improve motor skills. Occupational therapy is done for developing fine motor skills and teaching daily living activities by the use of hands and arms. It primarily focuses on teaching activities of daily living through simple occupations such as weaving, drilling etc. Speech and language therapy is done for improving speech and communication skills.

**26. Will SSA also provide physiotherapy, occupational therapy and speech therapy to children with special needs?**

Most schools cannot provide these services. However, they could request local hospitals or Primary Health Centres to see if they can provide some services outside the regular time-table. The National Trust Act, 1999 is also training caregivers to offer such kind of assistance to CWSN. SSA State Mission Societies should establish convergence with the National Trust for this purpose.

**27. How can education of children with special needs become a focus programme?**

It can only become a focus programme if community awareness is raised to a level when there is an insistent demand for the education of children with special needs. This can be facilitated only if educational administrators have a positive attitude towards children with special needs.

**Scheme of Assistance to Disabled Persons for Purchase/Fitting of  
Aids and Appliances (ADIP)**

**Introduction**

It has been the constant endeavour of the Government to provide the disabled persons with aids/appliance at minimum costs. The requirement for providing of aids/appliances, which are essential for the social, economic and vocational rehabilitation of the disabled persons, has come into sharp focus, particularly after the enactment of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, which came into force in 1996. Various surveys conducted from time to time have made it clear that India has a very large number of disabled persons. Many of them come from low-income groups. Disability restricts their opportunities for leading functionally productive lives. From the application of modern technology, there have emerged a number of aids, which can reduce the effects of disabilities and enhance the economic potential of the disabled. To illustrate a wheel chair, an artificial limb, crutch, a brace, a splint can greatly improve the mobility of physically disabled individual. Similarly, with the help of a powerful hearing aid, persons with some residual hearing can be helped to carry on many activities of daily living. Low vision to read, print and undertake other activities resulting in their rehabilitation. However, a large number of disabled persons are deprived of the benefits of these appliances because of their inability to find funds to purchase them.

In the light of the Government's growing stress on helping disabled persons and in bringing the aids and appliances within their reach, it has been decided to continue the ADIP Scheme and modify it in such a way that it becomes more user-friendly and the needy are not deprived of aids/appliances, which are essential for their social, economic and vocational rehabilitation. If they can, thereby, become earning members they would be much closer to achieve economic self-dependence and also be able to live and pursue their activities dignity.

**The Scheme and its Objectives**

The Scheme aims at helping the disabled persons by bringing suitable, durable, scientifically-manufactured, modern, standard aids and appliances within their reach. The estimates, according to Sample Survey conducted by NSSO in 1991, indicate that there are about 16.15 million persons with various types of disabilities in the country. Their disabilities restrict the opportunity for their economic and social growth. In addition, about 3 % of the children below 14 years of age suffer from delayed development. Many of them are mentally retarded and cerebral palsied and require some aids/appliances to attain the capacity for self-care and independent living.

The main objective of the Scheme is to assist the needy disabled persons in procuring durable, sophisticated and scientifically manufactured, modern, standard aids and appliances that can promote their physical, social and psychological rehabilitation, by reducing the effects of disabilities and enhance their economic potential. The aids and appliances supplied under the Scheme shall conform to BIS specifications to the extent possible.



## **Scope**

The Scheme will be implemented through the Implementing Agencies as listed in the following para. The Agencies will be provided with financial assistance for purchase, fabrication and distribution of such standard aids and appliances that are in conformity with objective of the Scheme. The Implementing Agencies will take care of/make suitable arrangements for fitting and post-fitting care of the aids and appliances distributed under ADIP Scheme. The scope of the Scheme has been further enlarged to include use of mass media, exhibitions, workshops etc. for exchange of information and promoting awareness and distribution and use of aids/appliances. The Scheme shall also include under its ambit, medical/surgical correction & intervention, which is essential prior to fitment of aids and appliances. The cost could range from Rs. 500/- for hearing & speech impaired to Rs. 1,000/- for visually disabled and Rs. 3,000/- for orthopaedically disabled.

## **Eligibility of Implementing Agency under the Scheme**

The following agencies would be eligible to implement the Scheme on behalf of Ministry of Social Justice and Empowerment, subject to fulfillment of laid down terms and conditions:

- i. Societies, registered under the Societies Registration Act, 1860 and their branches, if any, separately.
- ii. Registered charitable trusts
- iii. District Rural Development Agencies, Indian Red Cross Societies and other Autonomous Bodies headed by District Collector/Chief Executive Officer/District Development Officer of Zilla Parishad.
- iv. National/Apex Institutes including ALIMCO functioning under administrative control of the Ministry of Social Justice and Empowerment/Ministry of Health and Family Welfare.
- v. State Handicapped Development Corporations.
- vi. Local Bodies- Zilla Parishad, Municipalities, District Autonomous Development Councils and Panchayats.
- vii. Nehru Yuvak Kendras.

## **Grant-in-aid under the Scheme will not be given for commercial supply of aids/appliances.**

The NGOs should preferably possess professional/technical expertise in the form of professionally qualified staff (from recognized courses) for the identification, prescription of the required artificial aids/appliance, fitment and post-fitment care of the beneficiaries as well as the aid/appliance.

The NGO should also preferably possess infrastructure in the form of machinery/equipment for the fabrication, fitment and maintenance of artificial aid/appliance to be given to a disabled person under ADIP Scheme.

Implementing Organisations should network and establish linkages with medical colleges/district hospitals/rural hospitals/PHCs/fitment centers of ALIMCO/DRCs/ any other professionally

competent agency to acquire/avail the requisite infrastructure for fitment and maintenance of aids/appliances distributed under ADIP Scheme available with these bodies. The Implementing Agencies shall also avail of the professional/technical expertise of above-mentioned agencies for fitment and post-fitment care of the beneficiaries as well as aids/appliances. National Institutes, fitment centers of ALIMCO and DRCs functioning under the administrative control of Ministry of Social Justice and Empowerment shall also assist DRDAs and other autonomous organisations to develop requisite manpower and infrastructure over a period of time to provide satisfactory service to the beneficiaries under the Scheme. Such organisations while applying for the grant under the Scheme shall produce sufficient proof of linkages with the professional agencies preferably in the form of a Memorandum of Understanding.

### **Eligibility of the Beneficiaries**

A person with disabilities fulfilling following conditions would be eligible for assistance under ADIP Scheme through authorized agencies:

- i. He/she should be an Indian citizen of any age.
- ii. Should be certified by a Registered Medical Practitioner that he/she is disabled and fit to use prescribed aid/appliance.
- iii. Person who is employed/self-employed or getting pension and whose monthly income from all sources does not exceed Rs. 8,000/- per month.
- iv. In case of dependents, the income of parents/guardians should not exceed Rs. 8,000/- per month.
- v. Persons who have not received assistance from the Government, local bodies and Non-Official Organisations during the last 3 years for the same purpose. However, for children below 12 years of age this limit would be 1 year.

### **Quantum of Assistance to Disabled**

Only those aids/appliances, which do not cost less than Rs. 50/- and more than Rs. 6,000/- are covered under the Scheme. However, for visually mentally, speech & hearing or multiple disabled, the limit should be Rs. 8,000/- during their study period upto XII standard. The limits will apply to individual items of aid and where more than one aid is required, the ceiling will apply separately. The amount of assistance will be as follows:

<b>Total Income</b>	<b>Amount of Assistance</b>
Upto Rs. 5,000/- per month Rs. 5,001/- to Rs. 8,000/- per month	Full cost of aid/appliance 50% of the cost of aid/appliance

Further, traveling cost would be admissible limited to bus fare in ordinary class or railway by second class sleeper subject to a limit of Rs. 250/- for beneficiary irrespective of number of visits to the center and a Certificate from Doctor or Rehabilitation Professional, travel expenses subject to the same limit would be admissible to an attendant/escort accompanying the beneficiary. The beneficiary should attend the Rehabilitation Centre nearest to his/her place of residence, except in the North-Eastern Region where he may be allowed travel cost for traveling outside the Region till such facilities become available within that Region.

Boarding and Lodging Expenses at the rate of Rs. 30/- per day for maximum duration of 15 days would be admissible, only for those patients whose total income is upto Rs.5,000/- per month.

### **Type of Aids/ Appliances to be Provided**

The following aids and appliances may be allowed for each type of disabled individual. However, any other item as notified from time to time by the Ministry of Social Justice and Empowerment for the purpose will also be allowed:

#### **Locomotor Disabled**

- i. All types of prosthetic and orthotic devices.
- ii. Mobility aids like tricycles, wheelchairs, crutches walking sticks and walking frames/rolators.
- iii. All types of surgical footwears and MCR chappals.
- iv. All types of devices for ADL (activity of daily living)

#### **Visually Disabled**

- i. Learning equipments like arithmetic frames, abacus, geometry kits etc. Giant Braille dots system for slow-learning blind children. Dictaphone and other variable speed recording system. Tape recorder for blind student after XII standard.
- ii. Science learning equipments like talking balances, talking thermometers, measuring equipments like tape measures, micrometers etc.
- iii. Braille writing equipments including Brailleurs, Braille shorthand machines, typewriters for blind students after the XII class. Talking calculators, Geography learning equipment like raised maps and globes.
- iv. Communication equipments for the deaf-blind. Braille attachments for telephone for deaf-blind persons.
- v. Low vision aids including hand-held stand, lighted and unlighted magnifiers, speech synthesizers or Braille attachments for computers.
- vi. Special mobility aids for visually disabled people with muscular dystrophy or cerebral palsy like adapted walkers.

#### **Hearing Disabled**

- i. Various types of hearing aid
- ii. Educational kits like tape recorders etc.
- iii. Assistive and alarming devices including devices for hearing of telephone, TV, doorbell, time alarm etc.
- iv. Communication aids, like, portable speech synthesizer etc.

#### **Mentally Disabled**

- i. Any suitable device as advised by Rehabilitation Professional or treating physician.

### **Categories entitled to get Aids and Appliances**

<b>Category</b>	<b>Mild</b>	<b>Moderate</b>	<b>Severe/Profound</b>
Locomotor	No (less than 40%)	Yes (more than 40%)	
Hearing	No (less than 40%)	Yes (41-50%)	Yes (51% and above)
Visual	Yes (20-40%)	Yes (41-75%)	Yes (76% and above)
Mentally Retarded	Yes (IQ range: 50-69)	Yes (IQ range 35-49)	Yes (IQ range 20-34: severe & <20: profound)

### **Procedure for the Receipt of Grant-in-Aid by an Implementing Agency**

The organisations will submit their application in the prescribed format to the Ministry of Social Justice and Empowerment through concerned State Government/UT Administration/National Institute/Regional Rehabilitation Training Centre/District Rehabilitation Centre/any other agency authorized by Ministry of Social Justice and Empowerment, every year. The application should be accompanied with following documents/information (duly attested):

- A copy Registration Certificate.
- A copy of Rules, Aims and Objectives of the Organisation.
- A copy of Certified Audited Accounts and Annual Report for the last year.
- Names of the Members of Management Committee of the Organisation.
- List of identified beneficiaries and types of aids/appliances required by the organisation for supply/fitting to the identified beneficiaries.
- Estimated expenditure for distribution/fitting of aids/appliances amongst the identified beneficiaries.
- An Undertaking that the funds will not be utilized for any other purposes.
- An Undertaking to maintain a separate account of the funds received from the Ministry under the scheme.
- The Implementing Agencies already receiving grant-in-aid under the Scheme should also furnish the list of beneficiaries assisted from the grant-in-aid released to them in the previous year and utilization certificate
- A calendar of activities for entire financial year including probable dates for holding camps etc. for distribution of aids/appliances and also maintain separate account for that.
- An Undertaking that the organisation will provide post-distribution care to the beneficiaries as well as aids/appliances, on demand.
- Organisation should be financially sound and viable and has requisite capability to mobilize the resources.
- The organisation shall have working rapport with the District Administration and shall have capacity to utilize the expertise available with District Administration for identification of aids/appliances.

## **Recommendation**

The State Government/UT Administration/National Institute/RRTC/DRC/any other agency authorized by the Ministry should send its recommendation with specific remarks about:

- i. Professional competence, credibility, integrity and existing infrastructural facilities for satisfactory implementation of the Scheme by the NGO/organisation.
- ii. Eligibility of the organisation as laid down by the Ministry of Social Justice and Empowerment.
- iii. Rapport with target groups, capacity and willingness to network with other NAOs and Panchayati Raj institutions etc.

The recommendation should also include whether the NGO is getting grant-in-aid from other Ministries/State Governments etc. for the same purpose.

However, no recommendation is required in case of National Institute and ALIMCO working under the administrative control of Ministry of Social Justice and Empowerment.

## **Quantum of Assistance to an Implementing Agency**

No ceiling should be imposed on the quantum of assistance to be released to an Implementing Agency and its branches (separately) during a particular financial year. However, while deciding on the amount of grant to be given, the performance, professional expertise, capacity, track record and outreach capabilities of the agency shall be kept in view

## **Sanction/ Release of Grant-in-Aid**

The Implementing Agencies will be sanctioned grant-in-aid in a particular financial year after receiving recommendation from State Government/UT Administration/National Institute/RRTC/DRC/any other agency authorized by Ministry of Social Justice and Empowerment. The subsequent financial assistance would be sanctioned after receipt of audited accounts and list of beneficiaries with their permanent addresses in the prescribed for the previous year's grant shall be furnished before the end of second quarter of each financial year, positively.

The recommending authority should create the field agencies who shall strive to conduct sample checking of beneficiaries regarding utilization of grant-in-aid by NGOs and distribution of aids and appliances by the Implementing Agency. The sample checking of beneficiaries regarding utilization of grant-in-aid by NGOs and distribution of aids and appliances by the Implementing Agencies. The sample checking would cover at least 5 to 10 percent of the beneficiaries, which are covered under the Scheme in the previous year.

The grant-in-aid would normally be released in two installments after processing of audited accounts and list of beneficiaries furnished by the organisation/implementing agency to the satisfaction of the Ministry.

## **Conditions for Assistance**

- The implementing agency will be fully competent to satisfy about the monthly income of the beneficiary and shall obtain a certificate from the concerned competent authority. The identification of the beneficiaries has to be done by an expert in accordance with guidelines issued by Ministry of Social Justice and Empowerment in this regard.
- The implementing agency will maintain a register about the beneficiaries assisted under the Scheme.
- The implementing agency shall maintain a separate account of funds received and utilized from the Ministry of Social Justice and Empowerment under the Scheme. The fund should be kept in a separate bank account to be operated under ADIP scheme.
- A certificate from the Head of the Implementing Agency to the effect that the funds have been utilized. A list of beneficiaries assisted by the organisation that the funds given by the Ministry will be furnished along with the yearly application as per procedure indicated in Para 9.
- The final accounts for a financial year will be rendered through utilization certificate and audited accounts signed by chartered accountant within six months of the close of the financial year.
- The agency implementing the scheme will obtain an undertaking from the beneficiary that he/she has not obtained such aid from any other agency/source during last two years and that he/she not obtained such aid from any other agency/source during last three years and that he/she will keep it for his/her bona fide use.
- The agency implementing the scheme will be open to inspection by an officer/agency authorized by Union Ministry of Social Justice and Empowerment or the State Government/UT Administration/National Institutes/DRCs etc.
- When the Government of India has reasons to believe that the sanction is not being utilized for the approved purpose the amount would be recovered from the implementing agency with interest and no further assistance would be given to the agency.
- The quantum of assistance to be given to an implementing agency during a particular year will be decided by the Government of India. The implementing agencies would, therefore, not incur any liability under the Scheme unless the funds have been sanctioned to them for the purpose.

## **FOR MORE DETAILS, CONTACT:**

**District** : **District Welfare Officer.**

**Centre** : **Director (ADIP),  
Ministry of Social Justice & Empowerment  
Shastri Bhawan  
New Delhi.**

**LIST OF THE INSTITUTIONS FOR CONDUCTING  
FOUNDATION COURSE THROUGH DISTANCE MODE**

**01 ANDHRA PRADESH**

State/ Code No.	Name of Institution
0101	Thakur Hari Prasad Institute of Research & Rehabilitation for the Mentally Handicapped, Vivekananda Nagar, Dilsukh Nagar, Hyderabad – 500 660
0102	Rural Project of Thakur Hari Prasad Institute of Research & Rehabilitation for the Mentally Handicapped H.NO.4/186, Lala Cheruvu, Rajahmundry – 533 106
0104	Sweekar Rehabilitation Institute for Handicapped, Upkar Circle, Picket, Secunderabad – 500 003
0105	Training Centre for Teachers of Visually Handicapped, 1-10-242, Ashok Nagar, Hyderabad – 500020
0107	AYJNIHH, SRC, National Institute for the Mentally Handicapped Campus, Manovikas Nagar, P.O. Bowenpally, Secunderabad
0108	Department of Special Education, Andhra University, Vishakhapatnam, Andhra Pradesh
0109	Helen Keller's Training College for the Hearing Impairment Teachers of the Deaf, 10/72, Near Sivalingam Beedi Factory, Ballary Road, Cuddapah - 516 001
0110	Royal Seema Seva Samiti, No. 9, Old Hazur Office Building, Triupati – 517 501.
0112	College of Teacher Education, Andhra Mahila Sabha, Durgabai Deshmukh, Vidhyapeethem, Osmania University Campus, Hyderabad – 500 007.
0113	Zilla Viklangula Sangam, Vinukonda, Dist. Guntur – 522647.A.P.
0114	B.B.S. Devnar School for the Blind, (Managed by Devnar Foundation for the Blind) H.No. 10-2-231, Road No. 1, West Maredpally, Secunderabad
0115	Mangalam, 18-1-190/A, Yasoda Nagar, K.T. Tirupati
0116	Navjeevan College of Education, Voluntary Organisation of Rural Development Society, Pedda, Kottala B.P.O. Nandyal – 518 502. Kurnool (A.P.)
0117	Bethlehem Church Association for the Blind, Roypet, Narsapur – 534 275 A.P.
0119	Lebenshilfe, Association for the Mentally Handicapped, Near Lumbani Park, (Old Appu Ghar), MVP Colony, Visakhapatnam – 17. A.P.
0120	National Institute for Mentally Handicapped, Manovikas Nagar, P.O. Bowenpally, Secunderabad – 500 090 (A.P.)

**03 ARUNACHAL PRADESH**

State/ Code No.	Name of Institution
0301	Dony Polo Mission School for Hearing Impaired, Chimpu, Itanagar, Arunachal Pradesh.

**04 ASSAM**

State/ Code No.	Name of Institution
0401	Guwahati Mental Welfare Society, North Eastern Regional Training Institute for Mentally Handicapped, Vikas Nager, Dakhingaon, Kahilipara Guwahati-781 019
0402	Shishu Sarothi, Spastic Society of Assam, Opp Ramakrishna Mission Road, Birubai, Guwahati-781 016
0403	Prerna Spastic Society of Jorhat, Cinnamara Jorhat
0404	ASHADEEP, Islampur Road, Gandhi Basti, Guwahati – 781 003
0405	COMPOSITE REGIONAL CENTRE(CRC)For persons with disabilities, PMRT Building, Guwahati Medical College Hospital Campus, Guwahati – 781 032.

**05 BIHAR**

State/ Code No.	Name of Institution
0501	Indian Institute of Health Education, Health Institute Road, Near Central Jail, Beur, Patna
0502	J.M.Institute of Speech & Hearing, Inder Puri, P.O. Keshri Nagar, Patna – 800 023
0504	Ayurvedic & Magneto Therapy Research Institute, Panchsheel, kumhrar, Patna – 800 020.
0505	Deepalaya Institute for Mental Health & Rehabilitation, Kailash Puri, Sri Nagar Hata, Purnea, Bihar – 864 301.
0506	Bihar Rehabilitation & Welfare Institute, G-4, People's Co-operative Colony, Kankarbagh, Patna – 800 020.
0507	Bihar Institute of Speech & Hearing & Research Centre, Road No. 6, Rajendranagar, Patna – 800 016.
0508	Samaj Kalyan Sansthan, Nayanagar, Via-Mangalgarh, Dist. Samastipur, Bihar.
0509	SUBHAM, Reva Road, Near Bhagwanpur Chowk, Muzaffarpur.
0513	Gramin Vikas Mandal, Tenduni, Vikramganj, Rehtas, (Bihar)
0515	Bihar Viklang Kalyan Parishad, Adarsh Nagar, Lane No. 3, Majhaullia, P.O. – Khabra, Distt.- Muzaffarpur (Bihar) – 846 143



**06 CHANDIGARH**

State/ Code No.	Name of Institution
0602	Government Institute for the Mentally Handicapped, Sector-32, Chandigarh

**07 CHHATTISGARH**

State/ Code No.	Name of Institution
0701	Lions' Charitable Trust, Sector 2, Bhilai - 490 001 CHHATTISHGARH
0702	Aakansha, Lion's School for the Mentally Handicapped, Lion's Den, Jalvihar Colony, Raipur.
0703	Ankur Special School, NF-3, Kosabadi, Sada Colony, Korba – 495 679
0704	National Association for the Blind, "Prerana" M.P. Housing Board Colony, Slice – III, Herapur, Raipur Chatisgarh.

**08 DELHI**

State/ Code No.	Name of Institution
0801	Amar Jyoti Rehabilitation and Research Centre, Karkardooma, Vikas Marg, Delhi – 110 092
0802	Indian Spinal Injury Centre, Sector - C, Vasant Kunj, New Delhi – 110 070.
0803	Blind Relief Association, Lal Bahadur Shastri Marg, New Delhi – 110 003
0804	Chandra Bhushan Singh Memorial, Speech & Hearing Institute, 4, Hasanpur, I.P. Extn. Near Hasanpur Bus Depot, Delhi – 110 092.
0805	The National Association for the Blind, Sector – V. R.K. Puram, New Delhi – 110 022
0806	Kulachi Hansraj Model School (DAV run School), Ashok Vihar, Delhi
0807	TAMANA, Special School, B-6 street, Vasant Vihar, New Delhi.
0808	Delhi Society for the Welfare of Mentally Retarded Children, Teachers Training Institute for Special Education, Okhla Centre, Okhla Marg, New Delhi – 110 025.
0809	AYJNIHH, NRC, Kasturba Niketan, Lajpat Nagar- II, New Delhi – 110 024.

**09 GOA**

State/ Code No.	Name of Institution
0901	Shree Gujarati Samaj School for the Deaf and Dumb, Near Maruti Mandir, Aquem, Margo, Salecte – Goa
0902	Lokvishwas Pratishthan, School for the Handicapped Kids, Shantadurga Krupa Ashram, Opp. Matruchaya Dhavalim, Goa

## 10 GUJARAT

State/ Code No.	Name of Institution
1001	Blind Peoples Association, Dr. Vikram Sarabhai Road, Vastrapur, Ahmedabad – 380 015
1003	Medical Care Centre Trust, Children Hospital, Kareli Baug, Vadodara – 390 018
1004	Shri K.L. Institute for the Deaf, 51, Vidyanagar, Bhavnagar-36442, Gujarat
1005	Gujarat Kelavni Trust, Mangal Prabhat Building, Opp. St. Xavier High School, Mirzapur, Ahmedabad – 380 001.
1006	Training College for Teachers of the Deaf & Blind, Navrangpura, Ashram Road, Ahmedabad – 380 009.
1007	Akshar Trust, Meghdoot, R.C. Dutt Road, Baroda.
1008	Vadilal S. Gandhi Charitable Trust, Shri Nemnathjini Vadi, Antisar Darwaja, Kapadwanj – 387 620, Gujarat
1009	NAB Jamnagar District Branch, Aerodrome Road, Jamnagar, Gujarat
1010	NAB Sabarkantha District Branch, “Panchal Bhuwan” B/h, Satyam Auto Garrage, Srinagar Road No.10, Near Govt. Quarters. Idar – 383 430
1011	Blind Welfare Council, Mission Hospital Road, Near Railway Over Bridge, PO Box No 115, Dahod – 389 151, Gujarat.
1012	Andh Kalyan Trust, Opp. Medina Masjid, Rangari Mohallo, Dhoraji, Gujarat.
1013	NAB Surat Dist. Branch Ghoddod Road, Athwalines, Surat – 395 007, Gujarat
1014	Sneh Nirzar Society for the Mentally Retarded, Sau. University Road, Opp. B.T. Savani Kidney Hospital, Rajkot – 360 005. Gujarat
1015	Society for Relief and Rehabilitation of the disabled, 51, Vidyanagar, Bhavnagar, Gujarat – 364 002.

## 11 HARYANA

State/ Code No.	Name of Institution
1101	ARPAN, Institute for the Mentally Handicapped, Gandhi Nagar, Rohtak – 124 001
1102	Association for the Welfare of Handicapped, 5 N/12, N.I.T., Faridabad
1103	National Association for the Blind, Central Green, KC Road, N.I.T., Faridabad

**12 HIMANCHAL PRADESH**

State/ Code No.	Name of Institution
1201	HP Primary Education Society, Glen Hogin, Lal Pani , Shimla
1202	Aastha Special School, Opp. General Post Office, Near Panchayat Bhawan, Pucca Tank, Nahan, District- Sirmour (H.P.) – 173 001.
1203	School for the Physically Handicapped Children, Jawahar Nagar, Dharamshala (H.P.)
1205	Chetna Sansthan, Red Cross Bhawan, Bilaspur (H.P.)
1206	H.P. Council for Child Welfare, Mini Secretariat, Shimla – 171 002.
1207	ASHADEEP, Block No. 7, 34, Cecil Hotel, Shimla – 171 004.
1208	School for Blind, Dhali, Shimla.
1209	School for Deaf, Dhali, Shimla,
1210	Bharat Vikas Parishad, Viklang Punarwas Sanstha, Udhyog Nagar, Nagrota Bagwan, Dist.-Kangra (HP)
1211	The Learning Centre, Bishop Cotton School, Shimla – 171 002.

**13 JAMMU & KASHMIR**

State/ Code No.	Name of Institution
1301	Composite Regional Centre for Persons with Disabilities, Near SKIMS Medical College Bemina, Parimpora. P.O. Srinagar (J & K) – 190 017.

**14 JHARKHAND**

State/ Code No.	Name of Institution
1401	Deepshikha Institute for Child Development & Mental Health, Arya Samaj Mandir, Sharadchand Road, Ranchi – 834 001
1402	Bateshwar Seva Sansthan, Maheshpur, Godda, Jharkhand.
1403	Jeevan Jyoti, Bekar Bandh, Dist.-Dhanbad, Jharkhand.
1404	Bokaro School for the Deaf, C/o Ashok Kumar, Audiologist, Department of ENT, Bokaro General Hospital, Bokaro, Jharkhand. ,
1405	Van Uden Badhir KalyanVidyalaya, Dhobi Jharna, Mircowave Tower, Sahebganj, Santhal Pargana, Jharkhand.

**15 KARNATAKA**

State/ Code No.	Name of Institution
1502	St.Agnes Special School Bedore, Mangalore –575 002
1504	Shree Ramana Maharishi Academy, For the Blind, (Regd.),3 <sup>rd</sup> Cross, 3 <sup>rd</sup> Phase, (Near Ragi Gudda), J.P. Nagar, Bangalore-78.
1505	Karnataka Parents Association for the Mentally Retarded Citizen, AMH Compound, Officers House Road, Near Kidwai Memorial Hospital, Bangalore – 560 029.
1506	Govt. Teacher Training Centre for the Hearing handicapped, Tilak Nagar, Govt. of Karnataka, Mysore – 570 021.
1507	The Spastics Society of Karnataka, 31, 5 <sup>th</sup> Cross, off-5 <sup>th</sup> main, Indira Nagar, 1 <sup>st</sup> stage Bangalore.
1508	Association for Rehabilitation of the Disabled, PB No. 24,Vivekananda Colony, Gangavathi – 83 227, Koppal Dist.
1509	Sangam Education Society, EWS 90, Hudco Colony, Bidar – 585 401
1510	Shri Manju Education Society,Balaji Road, Rajput Street, Betgeri-gadag – 582 102 (Karnataka)
1511	Shri B.D. Tatti (Annavaru) Memorial Charitable Trust, Pethbana, Laxmeshwara – 582 116
1512	Divya Shanthi Special School, Silas House, First Cross Road, Opp. Municipal Ground, Robertsonpet, KGF-63122(MR)
1513	Belgaum Integrated Rural Development Society Naganur, Tq : Gokak, Dist- Belgaum, Karnataka
1514	CBR Network (South Asia), 134, Ist Block, 6 <sup>th</sup> Main, 3 <sup>rd</sup> Phase, BSK, Bangalore – 85

**16 KERALA**

State/ Code No.	Name of Institution
1601	AWH Institute for the Mentally Handicapped, Rehmania Special School for the Handicapped, Calicut Medical College, P.O. Calicut – 673 008
1603	C.S.I. Training Centre for Teachers of the Hearing Impaired, P.O. Valakom, Kollam – 691 332
1605	Bala Vikas Teacher's Training Centre, Gandhi Marg, Opp. Hindustan Latex, Pecoorkada, Trivandrum – 695 005
1606	Nirmala Sadan Teachers Training Centre Ernakulam (Distt.), Muvattapuzha, Kerala – 686 661
1607	Central Institute on Mental Retardation Murinjapalam, Medical College P.O. Thiruvananthapuram – 695 011.
1608	Kerala Federation of the Blind Training Centre for the Teachers of V.H., P.O. Karimpuzha, Palakkad, Kerala – 679 513
1609	National Institute of Speech & Hearing Palace Road, Poojappura, Trivandrum, Kerala – 695 012.
1610	Faith India , Faith India Bhawan, Puthencruz P.O. Distt. Ernakulam, Kerala – 682 308

1611	Rahmania Pre-Primary Teachers Training Institute for the Young Deaf (Under AWH Special College, Calicut) Medical College P.O. Calicut – 673 008
1612	K.V.M. College of Special Education, P.B. No. 30, Cherthala – 688 524, Alappuzha Dist. Kerala
1613	MANOVIKAS, Special School for Mentally Handicapped, Post – Pallisserikkal, Sasthamcotta, Kollam, Kerala – 690 521
1614	Sneha Sadan, College of Special Education, Ankamaly – 683 572, Ernakulam, Kerala.

## 17 MADHYA PRADESH

State/ Code No.	Name of Institution
1701	Digdarshika Institute of Rehabilitation & Research, Red Cross Bhawan, Shivaji Nagar, Bhopal – 462 016.
1702	M.P. Bhoj (Open) University, Campus I, Red Cross Bhawan, Shivaji Nagar, Bhopal – 462 016.
1705	Mahesh Dristihein Kalyan Sangh, Scheme No. 54, Behind Satya Sai Vidyala Vihar, A.B. Road, Indore
1706	Sanjeevani Seva Sangam, Behind Satya Sai Vidya Vihar, Scheme No. 54, Indore
1707	M.P. Welfare Association for the Blind, 33 B/D, Kila Maidan, Indore – 452 006.
1708	Deaf & Dumb Association Scheme No. 71 B (Behind Ranjit Hanuman Mandir), Indore – 452 009. M.P.
1709	Nav Jeevan School for Hearing Handicapped, Children for Speech and Language Development, Navjeevan Badhir Samithi, 3/1, Old Palasia, Near Navneet Tower, Indore – 452 001.
1710	Avsar Punarwarwas avem Anusandhan Sansthan, 386, Choti Payega, Keshav Ganj, Sagar.
1711	J.T.M.R.I. Rotary Club hall, Pachpedi, Civil line, Jabalpur

## 18 MAHARASHTRA

State/ Code No.	Name of Institution
1804	Ayodhya Charitable Trust, Near SRP, Gate No. 2, Vikas Nagar, Wahowadi Village, Pune-411 040
1805	Matoshri Late Jankidevi Atkar Special Teacher's Training Centre, Geeta Nagar, Doyelayout, Zingabai Takli, Ward No. 1, Nagpur - 440 030
1806	Mind's College of Education Research, Society for the Care Treatment & Training of children in need of Social Care, Sewri Hills, Sewri Road, Mumbai 400 033.
1808	Kamayani Prashikshan and Sanshodhan Society C.T.S.No. 3024/11, Plot 270/B, Gokhale Nagar, Pune – 16.
1809	National Association for the Blind, Unit Maharashtra, 3 <sup>rd</sup> Floor, Yeshwant Mandal, Raviwar Karanja, Nashik – 422 001.
1810	Navjeevan School for Mentally Retarded, Plot No. P-65, MIDC Naregaon Fata Aurangabad

1811	Poona Blind Men's Association, 82, Rasta Peth, Pune, Maharashtra
1812	Director, Centre for Job opportunities for the Spastics, Chembur, Mumbai

## 19 MANIPUR

State/ Code No.	Name of Institution
1901	All Manipur Mentally Handicapped Persons Welfare Organisation, Keshamthong Top Leirak, Imphal-795008

## 20 MEGHALAYA

State/ Code No.	Name of Institution
2002	BETHANY SOCEITY, Lady Veronica Lane, Laitumkrah, Shillong, Meghalaya – 793 003
2003	Ferrando Speech and Hearing Centre, MAWROH – MAWLAI, Shillong – 793 008
2004	Bethany Society, C/o Jyoti Sroat School for the Blind, St. Edmund's Campus, Shillong – 793 003

## 21 MIZORAM

State/ Code No.	Name of Institution
2101	SCERT, Chaltang, Aizol, Mizoram – 796 012.

## 23 ORISSA

State/ Code No.	Name of Institution
2301	Chetna Institute for the Mentally Handicapped, Teachers Training Centre, A/3, Nayapalli, Bhubaneswar
2302	TYAGA, At. Chhatratota, P.O. Mahanga, Dist. Cuttack-754 206, Orissa
2303	Open Learning System, Plot No. M-75, Samanta Vihar, P.O. Mancheswar Railway Colony, Near Nalco Chhak, Bhubaneswar – 751 017.
2304	Shanta Memorial Rehabilitation Centre, 108 D, Master Canteen Building Station Square, Unit – III, Bhubaneswar – 751 001.
2305	Centre for Rehabilitation Services and Research, At- Netajinagar, PO – Madhupatana, Distt – Cuttack – 753 010.
2306	Manas School for M.R. (Under District Red Cross), Near PHD Colony, At/P.O./ Dist. Koraput, Orissa
2307	Red Cross School for M.R., At/P.O./ Dist. Nuapada, Orissa,
2308	Service Centre for the Disabled, At/P.O.. Titilagarh, Dist. Bolangir Orissa

2309	MANOVIKAS, School for M.R. At/P.O. Berhampur, Dist. Ganjam Orissa.
2310	School for M.R. Bhairabi Club, At/ P.O. Narangarh, Dist. Khurda, Orissa

## 24 PUNJAB

State/ Code No.	Name of Institution
2401	Dr. Satya Paul Khosla Charitable Memorial Trust Shaheed Uddam Singh Nagar, Opp. T.V. Studio, Jalandhar – 144 001
2402	Teacher Training Centre for the Visually Handicapped, Govt. Institution for the Blind, Braille Bhawan, Jamalpur, Ludhiana
2403	Navjivini School of Special Education Sular, Patiala-147 001
2404	Vocational Rehabilitation Training Centre, Haibowal road, Opp Kitchlu Nagar, Ludhiana Punjab- 141 001

## 25 RAJASTHAN

State/ Code No.	Name of Institution
2501	P& NM Rehabilitation Centre for the Blind, East View, Delwara Road, Mount Abu, Rajasthan-307 501.
2502	Jay Bharat Sarva Kalyan Nyas, 108, Nehru Park, Jodhpur, Rajasthan
2503	L.K.C. Jagdamba Ansh Vidyalaya Samiti, Hanumangarh Road, Sriganga Nagar, 335 001.
2504	Research Education and Audiological Development Society (READS), Dundlod House, Civil Lines, Jaipur – 302 019.
2505	DISHA, Centre for Special Education Vocational Training & Rehabilitation, 450 AB, Nirman Nagar, King's Road, Jaipur – 302 019
2506	PRAYAS SANSTHAN, "Prachya Shodh Peeth Samiti", 30-A, C-1 Road, Bhupalpura, Udaipur (Raj)
2507	Marudhar Deaf & Dumb School, Laxmi Vihar Colony, Sagar Road, Bikaner – 334 001.
2508	Narayan Seva Santhan, "Sewadham", 483, Hiran Magri, Sec. – 4, Udaipur – 313 002

## 27 TAMILNADU

State/ Code No.	Name of Institution
2701	Sri Ramakrishna Mission Vidyalaya College of Education, Sri Ramakrishna Vidyalaya Post, Coimbatore – 641 020
2703	Spastic Society of Tamil Nadu, Opp. T.T.T.I., Taramani Road, Chennai – 600113
2704	S.B.T.T.T. College, Anbagam Institute for the Mentally Handicapped Children, Anbagam Extn. DRO Colony, Madurai – 625 007
2705	Deptt. of Rehabilitation Science, Holy Cross College, Tiruchirapalli – 620 002
2707	Vijay Human Services, 4, Lakshmipuram, 3rd Street, Royapettah, Chennai-600 014
2709	Little Flower Convent Hr. Sec. School for the Deaf, Old No. 127, New No. 4, G.N. Road, Cathedra P.O. Chennai – 60 006.

2710	Madras Institute to Habilitate Retarded Afflicted, D-171,R.V.Nagar,Anna Nagar, Chennai- 600 113.
2711	School for Young Deaf Children, Bal Vidyalaya, 14, Ist Cross streetShastri Nagar, Chennai , Tamilnadu
2712	Spastic Society of India No. 1. Ranjit Raod, Kothurpuram, Chennai – 600 085
2713	C.S.I. Balar Guana, Illam, Hasthampatty Salem – 636007.
2714	Rangammal Memorial Higher Secondary School for the Hearing Impaired, Sambanthanur Village, Somasipadi Post, Tiruvannamalai Tk., Tiruvannamalai Dt.: 606 611
2715	Vidya Vikasini Opportunity School, 66-D, Mettupalayam Road, Thudialur, Coimbatore – 641 034
2716	Oral School for the Hearing Impaired,Trowel Street, College Road, Nagercoil – 629 001.
2717	Holly Cross Service Society,96-B, Ettupattai Bungalow, Putchur, Trichy – 620 017.
2718	M.S. Chellamuthu Trust & Research Foundation, 643, K.K. Nagar, Madurai – 625 020
2719	Ajay Memorial Foundation, 6, Officers Colony, Anna Nagar West Extension, Chennai – 600 050.
2720	School for the Blind, Palayamkottai – 627 002. Tamil Nadu
2721	IELC School for the Blind, Barugur, Dharamapuri – 635 104
2722	TELC School for the Blind, S.M. School Hospital Post, Tiruppattur – 623 209, Tamil Nadu

## 28 TRIPURA

State/ Code No.	Name of Institution
2801	All Tripura Scheduled Castes Tribes and Minority Upliftment Council Annagar Road No.-1 (2nd Lane) Agartala, Tripura-799 002
2802	Deaf & Dumb Institute under SW & SE, Dept. Abhoynagar, Agartala, Tripura.
2803	Mano Visash Kendra at Krishnagar, Agartala fir CP & Allied Disorder

## 29 UTTARANCHAL

State/ Code No.	Name of Institution
2901	Sharp Memorial School for the Blind, P.O. Rajpur, Distt. Dehradun - 248009
2902	RAPHAEL, Ryder Chesire International Centre, P.P. Box No.157, Dehradun (U.P.) –248 001.
2903	Indira Tastriya Chetna Evam Samajotthan Sansthan Hoshiyari Mandir, Raiwala, Dehradun.



**30 UTTAR PRADESH**

State/ Code No.	Name of Institution
3002	Chetna (A Society of the Welfare of Handicapped), Sector – C, Aliganj, Lucknow – 226 020
3003	Training College for Teachers of the Deaf, Aishbagh (Tilak Nagar), Lucknow – 226 004
3004	Institute of Advance Studies in Education, MJP Rohilakhand University Bareilly– 243 006 (UP)
3005	Banaras Hindu University, Faculty of Education, Kamachha, Varanasi 221010
3007	Integrated Institute for the Disabled, Karaundi, B.H.U. Varanasi - 221 005
3010	Jeevan Jyoti School and Community Based Rehabilitation for the Blind, Aktha, P.O. Sarnath, Varanashi – 221 00.
3012	Viklang Kendra, 13, Lukerganj, Allahabad
3013	Nav Vani School for the Deaf, Village Koirajpur, Harhua P.O. Varanasi – 221 105
3014	Shikshit Yuva Sewa Samiti, Pandey Bazar, Basti – 272 002(U.P.)
3015	Drishti Samajik Sanstha, C-1/480, Sector –G, Jankipuram, Lucknow (U.P.)
3016.	Bhartiya Chauhan Samiti, Balrampur, Dist.- Azamgarh, (U.P.)

**31 WEST BENGAL**

State/ Code No.	Name of Institution
3101	Society for Mental Health Care, P.O. & Village-Khjurdihi, Via-Katwa, Burdwan.
3102	Eastern Regional Centre, AYJNIHH, c/o NIOH Campus, Bon-Hooghly, B.T.Road, Calcutta-700090
3103	West Bengal Council for Child Welfare, 42, Ramesh Mitra Road, Kolkata - 700 025,
3104	Rama Krishna Mission Blind Boys Academy, Narendrapur, Kolkata.-700 103
3105	Indian Institute of Cerebral Palsy, (Formely Spastic Society of Eastern India), P-35/1, Taratolla Road, Kolkata – 700 088.
3106	Vivekananda Mission Asram, Vivekanagar, P.O. Chaitanyapur (Haldia), District Medinipur, West Bengal – 721 645
3107	Speech and Hearing Institute and Research Centre, State Resource Centre (HI), 10, Mandeville Garden, Kolkatta – 700 019.
3108	North Calcutta Pratibandhi Seva Kendra, 2/8/1, Ramkrishna Ghosh Road, Kolkatta – 700 050
3109	Manovikas Kendra Rehabilitation & Research Institute for the handicapped, 482, Madudah, Flat No.I-24, Sec – I, Eastern Metropolitan By pass. Kolkatta (W.B.)
3110	Midnapore Rehabilitation Centre for Children, “Gitanjali”, Vidyasagar Road, Midnapore – 721 101

3111	SHELTER, Society for Help, Education, Love, Training & Employment for the Retarded, 3, Kalbati Lane, Bhadreswar, Hooghly,
3112	Bikashayan, 140/6, South Sinthee Road, Kolkata – 700 050
3113	Alkendu Bodh Niketan,, P-1/4/1, CIT Scheme, VII-M, VIP Road, Kanurgachi, Kolkata-700 054.
3114	Louis Braille Memorial School for the Sightless, Birla Road, P.O. Makhla (Uttarpara), Dist. Hooghly – 712 245

### 35 PONDICHERRY

State/ Code No.	Name of Institution
3501	Government College of Education, Karaikkal, Pondicherry State

**Note:** *If for any reason, any of the above Study Centres become non-functional then the candidates will be shifted to a suitable Study Centre.*