

Composite Regional Center for Skill Development,
Rehabilitation & Empowerment of Persons with Disabilities

CRC Bhopal – Newsletter

Issue No1. | July / 2025



NIMHR

Director’s Pen...

I am delighted to forward the first issue of CRC Bhopal's Newsletter of July 2025 on the occasion of 25th year of its establishment.

This newsletter contains the completion of data and highlights of the respective month along

with the glimpse of the academic and cocurricular activities.

I am confident that CRC Bhopal's Newsletter in its e-form will facilitate the communication and engagement with stakeholders.

With Best wishes.



Dr. Akhilesh Kumar Shukla
Director,, NIMHR Sehare

About CRC Bhopal

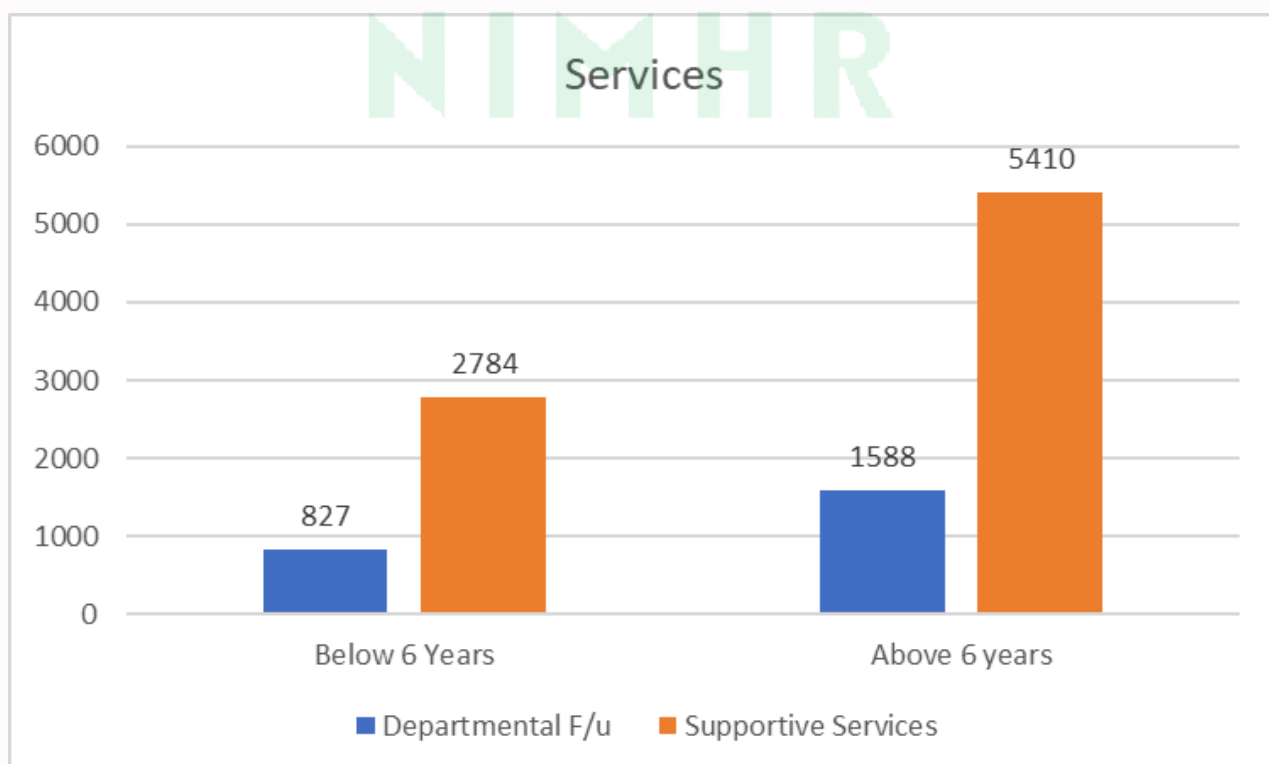
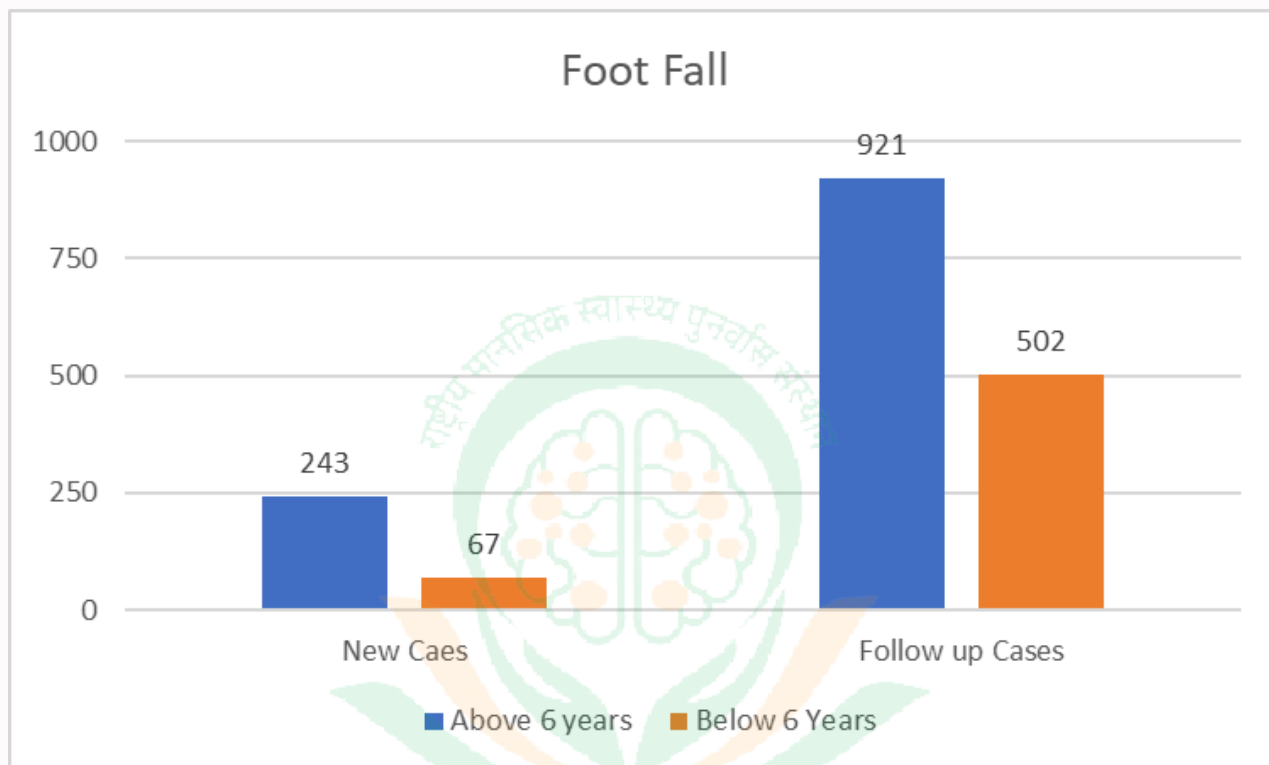
CRC, Bhopal was established on 14 August 2000 by NIEPID, Secunderabad under the Scheme of Implementation of the Rights of Persons with Disabilities Act (SIPDA). It was realigned in February 2006 to Ali Yavar Jung National Institute for the Hearing Handicapped (Divyangjan), Mumbai: an autonomous body under the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice & Empowerment, Government of India. From August 2024, CRC Bhopal is under administrative control of National Institute of Mental Health Rehabilitation (NIMHR) Sehore, Bhopal Madhya Pradesh.

CRC Bhopal has been working for the development of rehabilitation services for persons with disabilities in the central India region. This center is focusing on providing comprehensive disability rehabilitation services for all categories of persons with disabilities.

The center is conferred with the national award for barrier-free environment in the year 2006.

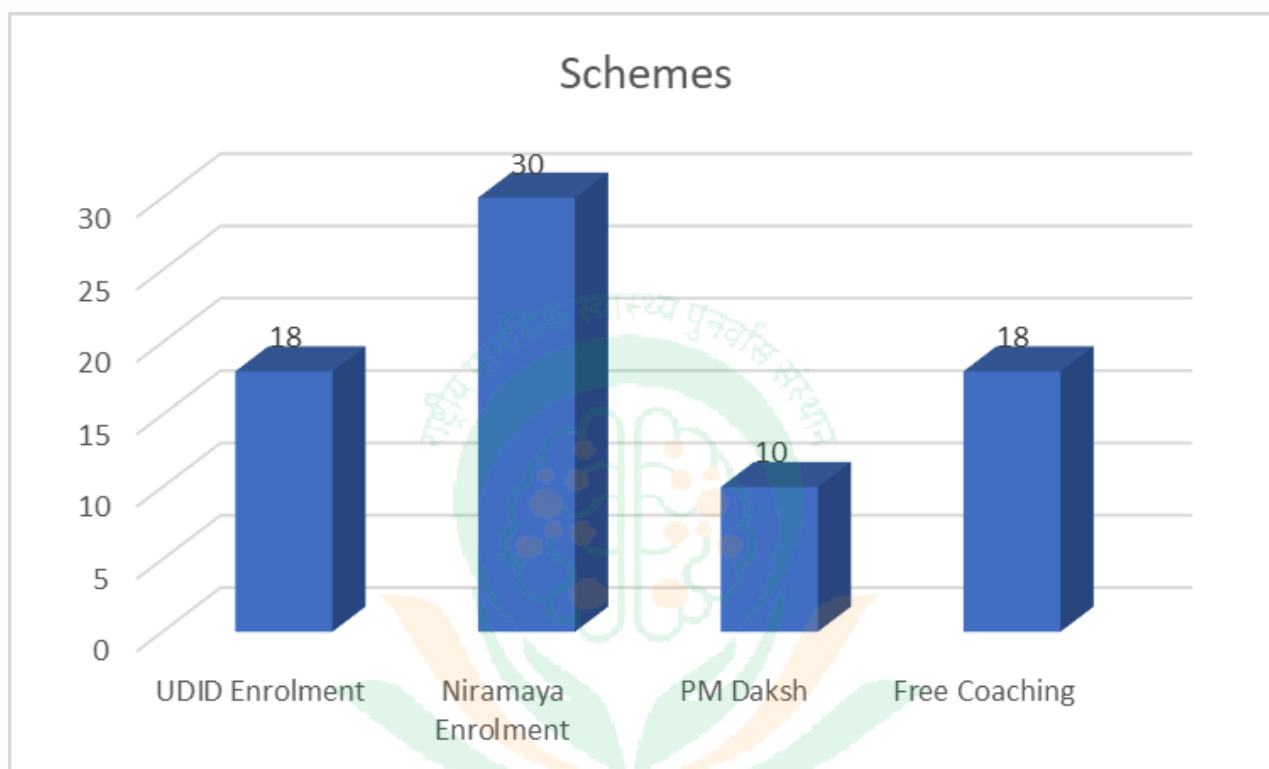
Highlight for the Month of July 2025

Services



Highlight for the Month of July 2025

Services



“My advice to other disabled people would be, concentrate on things your disability doesn’t prevent you doing well, and don’t regret the things it interferes with. Don’t be disabled in spirit as well as physically.”

-Stephen Hawking

Highlight for the Month of July 2025

Academics



- CRE programme was conducted on 17th and 18th July at CRC Bhopal. The Topic was Mobility aids and seating devices for PWDs. Total 45 number of participants attended.
- CRE was conducted on 15th July at CRC Bhopal. The topic was Research in the area of Rehabilitation. Total 30 number of participants attended.
- Admission process of PGDRP, DHLS, DEd.SE (IDD), DISLI is going on.



Highlight for the Month of July 2025

Outreach



CRC Bhopal has organized an awareness cum training program at Jan Chetna Vidyalaya, Ratlam in collaboration with District Administration, Ratlam (MP) on 16th July 25.

About 155 people has participated in this program.

CRC Bhopal has organized an awareness programmes for parents of Divyangjans, teachers and students at Shri Sitaram Jaju Government Girls College and DIET, Neemuch (MP) on 23rd July 2025 in collaboration with District Administration and DDRC, Neemuch (MP).

About 165 people participated in the programme.



Parent's Feedback

I brought my child with lot of behavioral problem speech delay repetitions of speech does not sit at one place but after two months of therapy she has improved a lot.

I'm writing to express my heartfelt gratitude to your creative team at CRC. Your continued support understanding and care have made a magical difference in my child's journey. The compassion, the passion, dedication with which you all have worked with my child it has not only helped in the development but have also brought immense comfort and resonance to our family.

It is rare to find a place where children are met with such empathy and encouragement trained support we feel truly fortunate to have found that here .

Thank you.



Parent Name: Mrs. Tazeem rizvi
Reg No of the beneficiary: 26313/25

यहाँ का वातावरण बच्चों के लिए बहुत अच्छा है। यहाँ सभी प्रकार की थेरेपी की सुविधा उपलब्ध है और एक ही कैपस में सभी सुविधाएँ मिलती हैं। यहाँ आकर हमारा भी आत्मविश्वास बढ़ा है कि हम एक अच्छी जगह आए हैं, जिससे हमारे और बच्चों में सकारात्मक बदलाव आए हैं। यहाँ के स्टाफ और सभी टीचर सहयोगी हैं, और बच्चों को सिखाने का तरीका बहुत अच्छा है। बच्चे इसे जल्दी अपनाते भी हैं।



Parent Name: Shakun Yadav
Reg no of the beneficiary: 26067/25

“Disability is a matter of perception. If you can do just one thing well, you're needed by someone.”

-Martina Navratilova

Student's Contribution

जब भोर की पहली किरण,
लालिमा का आँचल फैलाती है,
सारा जग आलोकित होता है,
पर आधी दुनिया अब भी सपनों में सो जाती है।
जब तपन से वह मुख दिखाता है,
दुनिया उसे उग्र कह जाती है,
अभिमान और अहंकार के नाम,
उसकी ममता को ढक जाती है।
जब ढलने को होता है दिन,
और सूर्य घर को लौटने लगता है,
तब वह अपनी कोमलता
दुनिया को दिखा नहीं पाता है।
सो अपनी सुनहरी मुस्कान
चाँद के आँचल में छोड़ आता है,
जहाँ उसका शीतल रूप
मृदु चाँदनी में मुस्कुराता है।
न वह दिखावा करता है, न दावा,
बस प्रतिदिन उगकर संसार को रौशन कर जाता है,
और क्षितिज के उस पार
मौन मुस्कान में खो जाता है।

Ms. Swati Rajput
(PGDRP- Student)

Creativity and Expression



By - Mstr. Harshil Gangrade, 7 Yrs.
Diagnosis: ASD



By - Ms. Neha
D. Ed Spl. Edn. (IDD)



Lippan art
By - Ankita Mishra, PGDRP

Media Coverage

दिव्यांग अधिकार अधिनियम एवं दिव्यांग जागरूकता कार्यक्रम में 165 दिव्यांग, दिव्यांगों के अभिभावकों, महाविद्यालय के छात्र / छात्राओं, शिक्षकों ने प्रशिक्षण में भाग लिया

नीमच आज दिनांक 23 जुलाई 2025 को जिला कलेक्टर श्री हिमंशु चन्द्र के आदेशानुसार एवं डिप्टी कलेक्टर एवं उपसंचालक सामाजिक न्याय एवं दिव्यांगजन सशक्तिकरण विभाग नीमच के मार्गदर्शन में एवं समेकित क्षेत्रीय कौशल विकास, पुनर्वास एवं दिव्यांगजन सशक्तिकरण केंद्र (सी. आर. सी.) - भोपाल द्वारा जिला दिव्यांग पुनर्वास केंद्र नीमच (डी. डी. आर. सी.), नीमच के संयुक्त तत्वावधान में विभिन्न स्वयंसेवी संस्थाओं, दिव्यांगजनों के अभिभावकों, शिक्षकों तथा विशार्थियों के लिए जागरूकता कार्यक्रमों का आयोजन दिनांक 23 जुलाई 2025 को किया गया। कार्यक्रम का आयोजन श्री सीताराम जाजू शास्त्रीय कन्या महाविद्यालय तथा डाइट, नीमच में किया गया। कार्यक्रम में डॉ. पूनम सिंह, व्याख्याता चिकित्सा मनोविज्ञान ने व्यवहार संशोधन, सुश्री शिवानी तिवारी, व्याख्याता वक्ता श्रवण



ने विभिन्न वाक एवं भाषा विकारों तथा श्री सैयद मोहम्मद कुतुबुद्दीन नियाजी, पुनर्वास अधिकारी ने दिव्यांगजनों हेतु संचालित विभिन्न सरकारी योजनाओं के बारे में जानकारी प्रदान की। कार्यक्रम में बड़ी संख्या में दिव्यांगजन, उनके अभिभावक, शिक्षक, विद्यार्थी, तथा जिला शिक्षा केंद्र से प्रभारी एपीसी आई ई डी श्री नरेंद्र कुमार यदुवंशी, एम

आर सी श्री कमलेश अहिर एवं डी. डी. आर. सी., नीमच से प्रशासनिक अधिकारी श्रीमती अभिलाषा वर्मा, क्लिनिकल साइकोलॉजिस्ट श्री भूपाल अहिर, लेखपाल श्री उमेश चौहान, चौकीदार श्री सत्यराम रावत आदि स्टाफ सदस्य का सराहनीय सहयोग रहा। कार्यक्रम में लगभग 165 लोगों ने भाग लिया।

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CRCBHOPAL

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www.crcbhopal.nic.in

Review of Literature

When Good Intentions Become Pressure: The Hidden Impact of Parental Expectations

(By: Ms. Ritika Baranwal, PGDRP)

In today's competitive world, education is often seen as the key to success, security, and social status. Many parents, driven by high expectations and societal comparisons, unintentionally place excessive academic pressure on their children. From a psychological standpoint, such pressure can significantly impact a child's emotional well-being, cognitive development, and overall mental health (Luthar et al., 2020).

Parental pressure typically arises from a combination of authoritarian parenting styles, perfectionism, and achievement motivation. In an authoritarian approach, parents set rigid standards, demand compliance, and offer limited emotional support. This can lead to extrinsic motivation, where the child studies only to avoid punishment or gain approval, rather than developing genuine interest in learning. Over time, such external motivation often reduces intrinsic motivation, which is crucial for creativity, problem-solving, and lifelong learning. Psychologically, constant academic pressure can trigger chronic stress. According to the General Adaptation Syndrome model, prolonged exposure to stress hormones like cortisol can impair memory, concentration, and decision-making abilities. Children may experience test anxiety, low self-esteem, or even develop learned helplessness, where they believe they cannot succeed despite effort (Grolnick & Pomerantz, 2009).

Furthermore, excessive emphasis on academic performance can disrupt a child's self-concept. When self-worth is tied solely to grades, failure in exams may lead to feelings of shame, guilt, or inferiority. This can increase the risk of internalizing disorders such as depression and anxiety, as well as externalizing behaviors like aggression or withdrawal from social activities (McEwen, 2017). From the lens of Erik Erikson's psychosocial theory, school-aged children are in the stage of Industry vs. Inferiority. Supportive guidance fosters a sense of competence, but overbearing pressure can push them toward feelings of inadequacy. Similarly, Self-Determination Theory suggests that children need autonomy, competence, and relatedness to thrive academically; pressure undermines these needs. Long-term effects may include burnout, reduced resilience, and strained parent-child relationships. Some adolescents may even rebel by disengaging from studies entirely, while others may overwork themselves to the point of mental exhaustion.

To prevent these negative outcomes, psychologists recommend a balanced parenting style—high in warmth and reasonable in expectations. Encouraging a growth mindset, where mistakes are seen as opportunities to learn, can help children develop healthy coping strategies. Parents should also prioritize open communication, emotional support, and recognition of effort over results (Baumrind, 1991).

In conclusion, while parental involvement in education is essential, excessive academic pressure can be psychologically damaging. A supportive environment that values mental health alongside academic achievement fosters not just better students, but happier, well-adjusted individuals.

Article by Faculty

Digital Wellbeing: A Psychological Perspective on Navigating the Digital Age (Dr. Poonam Singh, Lecturer Clinical Psychology, CRC Bhopal)

Introduction

As a psychologist, I've observed firsthand the profound impact of technology on our lives. Digital tools have woven themselves into the fabric of our daily routines, shaping how we work, socialize, and even perceive ourselves. This shift has given rise to a new and important field of study: digital wellbeing. It's not about being "anti-tech" but rather about finding a healthy and intentional balance with technology that supports our mental, emotional, and physical health. The key is to understand both the opportunities and the challenges the digital world presents.

In an era where smartphones, social media, and instant connectivity have become an integral part of our lives, the concept of digital wellbeing is more relevant than ever. While technology offers undeniable advantages, it also poses significant psychological challenges that need to be understood and addressed.

What is Digital Wellbeing?

Digital wellbeing refers to the balance an individual maintains between their online and offline lives in a way that promotes mental, emotional, and social health. It involves being mindful of how we use technology and making conscious choices to ensure that digital tools serve us—rather than control us. Accordingly digital wellbeing is understood here as a shorthand term for how digital media use is connected to wellbeing rather than referring to moments of being satisfied with one's digital media use.

The Permanent Connection

It is hard to believe how wireless technologies have made us "permanently online and permanently connected" (POPC). This constant access to content, people, and services has become the default, so much so that we only notice its absence when our battery dies or the Wi-Fi cuts out. This invisible, background nature of technology is described as a "technological unconsciousness," which means we often take it for granted. Digital connectivity provides us with access to information and resources, social connection, empowerment, and self-expression, as well as efficiency and productivity.

The Double-Edged Sword of Connectivity

The digital age offers significant benefits that can enhance our psychological well-being. It's a powerful tool for connection, access, and self-improvement when used mindfully. While we gain significant benefits from this mobile connectivity, the text also makes it clear that we struggle with it. The statistics cited are striking:

- People tap, swipe, and click their smartphones over 2,600 times a day.
- The average person spends three hours per day on their phone, with heavy users spending five hours or more.

The Negative Consequences

We all are aware of several negative outcomes associated with this high level of engagement such as social interference- many a times our phone use gets in the way of real-life social interactions, reduced focus, cyber bullying and online harassment, procrastination, digital fatigue, health issues like sleep problems and mental health impacts as it can cause negative emotions like emotional exhaustion and anxiety. Excessive screen time is linked to a variety of mental health challenges. Social comparison, the act of constantly comparing our lives to the curated, often idealized, versions of others on social media, can lead to feelings of inadequacy, low self-esteem, and even depression. The "fear of missing out" (FOMO) is a common phenomenon that fuels anxiety and a constant need to check our devices.

The Struggle to Disconnect

Many people recognize the problem and want to change, but they find it difficult to do so. The data shows that a significant number of young adults, teens, and parents feel they spend too much time on their screens and want to reduce their screen time. However, attempts to disconnect often fail, suggesting that digital well-being is a difficult balance to achieve.

Striking a Healthy Balance: Tips for Digital Wellbeing

Achieving digital well-being is a personal journey, but there are practical strategies you can adopt to find a healthy balance.

- **Monitor Your Usage:** Awareness is the first step. You can use the "Screen Time" features on your smartphone to understand how you're spending your time online. This objective data can be an eye-opener and help you identify areas for change.

- **Set Boundaries:** Establish clear rules for yourself. This might mean setting specific times for checking social media, designating "no-phone zones" like the dinner table or bedroom, or using app timers to limit your usage.
- **Practice Mindful Engagement:** Instead of mindlessly scrolling, be intentional with your digital use. Ask yourself: "Why am I opening this app?" or "Is this a valuable use of my time?" Engage with content that inspires you, educates you, or connects you with others in a meaningful way.
- **Prioritize Offline Activities:** Make a conscious effort to schedule time for non-digital activities you enjoy. This could be reading a book, spending time in nature, exercising, or pursuing a hobby. These activities provide a crucial "digital detox" and support your overall mental health.
- **Prioritize real-world relationships:** Face-to-face interactions are irreplaceable for emotional health.
- **Teach digital literacy:** Educate children and adolescents about safe, respectful, and purposeful use of technology.

Final Thoughts

Digital technology is neither inherently good nor bad—it's how we engage with it that determines its impact. Just as we care for our physical and mental health, cultivating digital wellbeing is essential in today's interconnected world. By being more intentional, aware, and balanced in our tech usage, we can harness the power of the digital age while protecting our psychological well-being.

Ultimately, digital wellbeing is about taking back control. It's about being the user, not the product. By understanding the psychological landscape of the digital world and implementing intentional strategies, you can harness the benefits of technology while protecting your most valuable asset: your mental and emotional well-being.

References:

1. Mohamed Basel, et al (2021) Digital wellbeing tools through users lens, Technology in Society, Vol. 67, 101778, Elsevier.
2. Vanden Abeele & Mariek M. P. (2020). Digital Wellbeing as a Dynamic Construct, Communication Theory. qtaa024, <https://doi.org/10.1093/ct/qtaa024>
3. Digital wellbeing theory and research, Moritz Buchi, New Media and Society (2021), 1-18, Sage Publications

Our Occupational Therapy Dept.

- Take a tour



In Occupational Therapy, we work hand-in-hand with individuals to make everyday life easier and more joyful — from building fine motor skills and enhancing daily living activities, to easing sensory challenges, boosting focus, and training in adaptive tools that foster independence. Our aim is to empower each person to live life to their fullest potential.

Let us know

Chief Minister Education Promotion Scheme (Madhya Pradesh)

(By: Mr. Syed Mohd. Qutubuddin Niyazi, rehabilitation Officer)

The Madhya Pradesh government started the “Chief Minister Education Promotion Scheme” in the year 2013 with the aim of encouraging students with disabilities towards education.

Aim:

- 1.To encourage disabled students towards education.
- 2.To facilitate access to educational institutions for students with disability who are not able to walk on both legs (Locomotor Disability).
- 3.Providing study aids (Laptop) to students with Intellectual Disabilities, Hearing Impaired and Visual Impaired.
- 4.Making students with disabilities self-reliant by providing them higher education.

Mode of Assistance:

Sl. No.	Nature of Disability	Mode of Assistance	First Time	Second Time
1	Intellectual Disability	Laptop	On taking admission in class 10	On taking admission in Graduation/Polytechnic
2	Hearing Impaired	Laptop	On taking admission in class 10	On taking admission in Graduation/Polytechnic
3	Visual Impaired	Laptop	On taking admission in class 10	On taking admission in Graduation/Polytechnic
4	Locomotor Disabilities	Motorized Tricycle	On taking admission in class 10	On taking admission in Graduation/Polytechnic

Eligibility Criteria:

- 1.Be a native of Madhya Pradesh.
- 2.The students with locomotor disability category must have secured more than 60% marks in the previous examination and the other students with disabilities categories must have secured more than 50% marks.
- 3.They should have a UDID card with minimum 40% of disabilities.
- 4.Student must have registered on Sparsh Portal of M.P. Govt.

Application Procedure:

Students with disabilities will have to apply online through www.socialjustice.mp.gov.in the portal

Acknowledgement

Dr. Akhilesh Kumar Shukla	Director NIMHr Sehore
Dr. Narendra Kumar	Director CRC Bhopal
Dr. Indrabhushan Kumar	Asst. Professor in Clinical Psychology
Mrs. Poonam Sachdev	Lecturer in Occupational therapy
Dr. Poonam Singh	Lecturer in Clinical Psychology
Rishikesh Sapke	Rehabilitation Psychologist
Sumona	Clinical Assistant (ID)
Mr. Syed Mohd. Qutubuddin Niyazi	Rehabilitation Officer
Mrs. Tazeem Rizvi	Parent of a beneficiary
Shakun Yadav	Parent of a beneficiary
Mstr. Harshil Gangrade	Beneficiary
Ms. Swati Rajput	PGDRP- Student
Ms. Neha	D. Ed Spl. Edn. (IDD) Student
Ms. Ankita Mishra	PGDRP Student
Ms. Ritika Baranwal	PGDRP Student
All other staff, students and beneficiaries	