

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

CRC Bhopal - Newsletter

Issue No. 5 | Nov/ 2025



Director's Pen...

It gives me immense pleasure to share the November month's edition of our Newsletter, which captures the spirit of inclusion, empowerment, and collective responsibility towards persons with disabilities. A key highlight of this issue is the Purple Fair, which served as a vibrant platform to showcase abilities, promote assistive solutions, encourage participation, and foster meaningful engagement among persons with disabilities, professionals, caregivers, and the wider community.

This Newsletter also reflects our continued efforts in awareness generation through outreach programs, training sessions, and community-based initiatives aimed at sensitizing society and promoting equal opportunities for persons with disabilities. I extend my sincere appreciation to all stakeholders, partners, and team members whose dedication and commitment have made these initiatives impactful. I hope this Newsletter inspires continued collaboration towards building an inclusive and accessible society for all.



Dr. Narendra Kumar
Director, CRC Bhopal



About CRC Bhopal

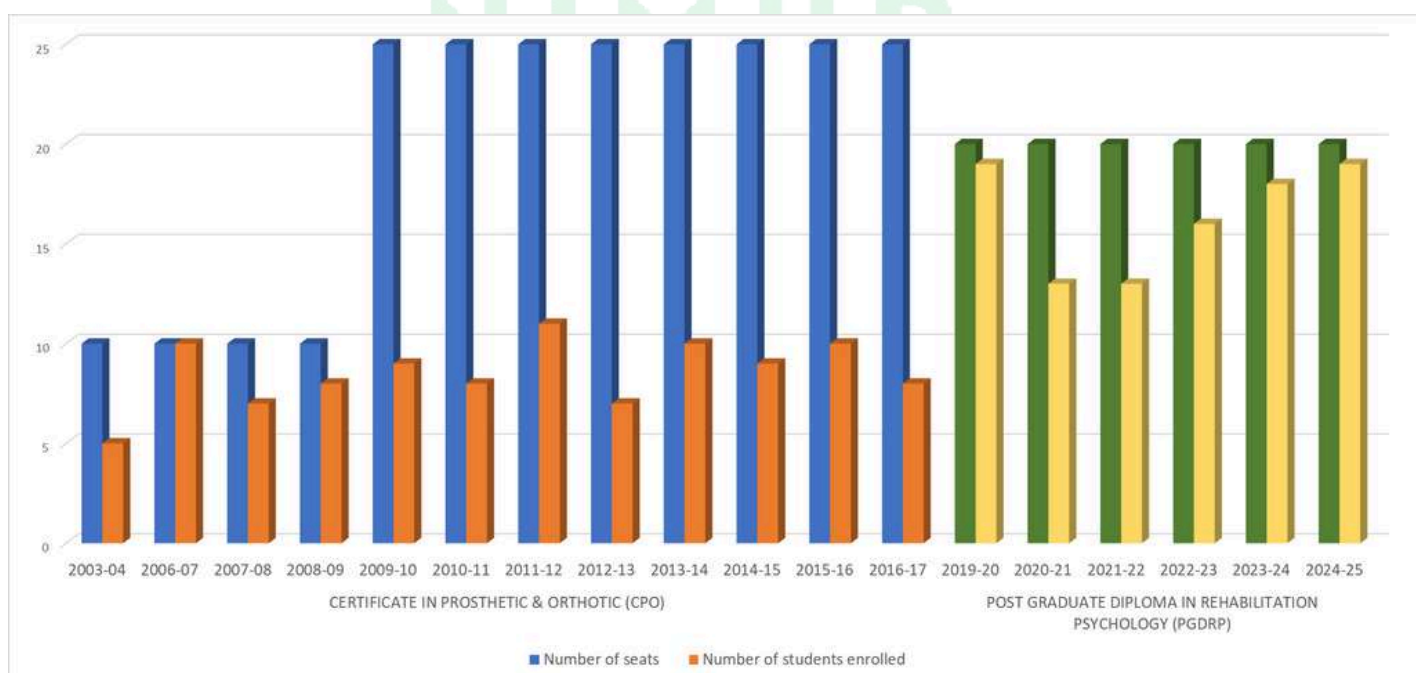
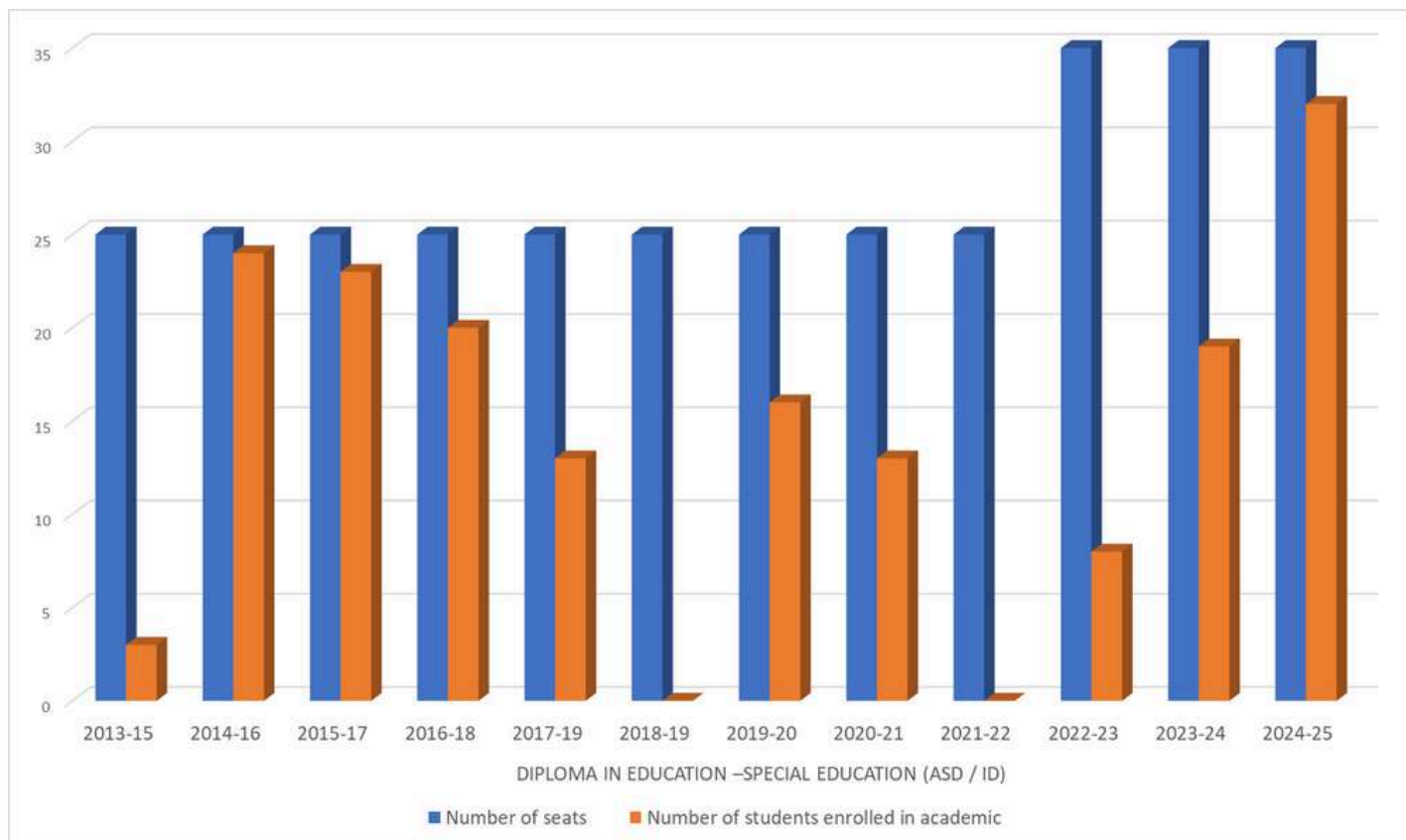
CRC, Bhopal was established on 14 August 2000 by National Institute of Empowerment of Persons with Intellectual Disabilities (NIEPID), Secunderabad under the Scheme of Implementation of the Rights of Persons with Disabilities Act (SIPDA). It was realigned in February 2006 to Ali Yavar Jung National Institute for the Speech & Hearing Disabilities (Divyangjan), Mumbai, an autonomous body under the Department of Empowerment of Persons with Disabilities (DEPwD), 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 persons with disabilities in the Central India region by providing rehabilitation services for all categories of persons with disabilities. The center was conferred with the national award for barrierfree environment in the year 2006. Apart from rendering rehabilitation services, CRC Bhopal also offers various long term and short-term training programmes recognized by Rehabilitation Council of India, implements various schemes and programme of DEPwD like CDEIC, PMDK, Skill Development, registration for UDID, Niramaya etc. and conducts awareness generation activities and different levels which includes grassroot level functionaries, parents, NGOs etc.

CRC aims to empower persons with disabilities (divyangjan) to live independently and contribute to the community like everyone else.

The primary objective of setting up CRC is to create the infrastructure required for training and manpower development, research, and providing services to persons with disabilities, particularly in those parts of the country where such infrastructure is lacking. CRC has following objectives:-

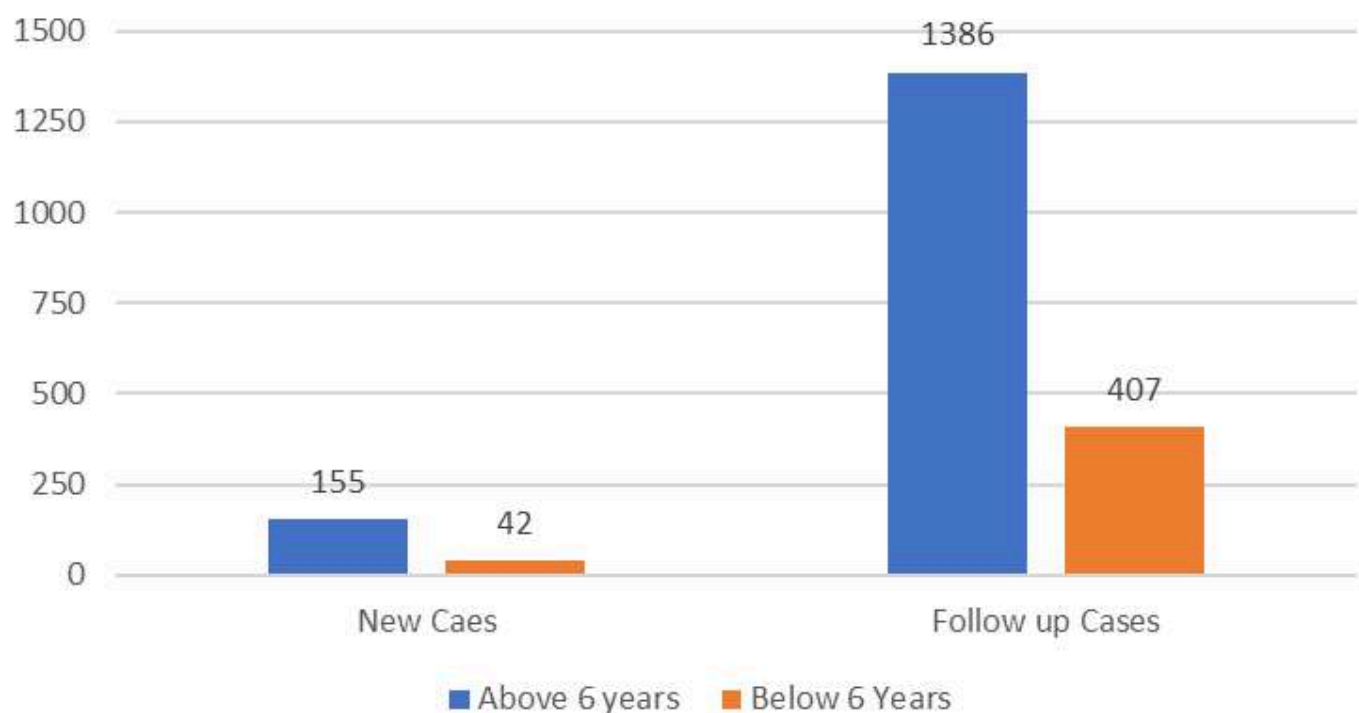
- To serve as a resource centre for rehabilitation and special education of persons with disabilities.
 - To establish linkages with existing medical, educational, and employment services, following the principles of community-based rehabilitation and offer extension services in rural areas.
 - To stimulate the growth of services by encouraging and supporting voluntary organizations, parent groups, and self-help groups.
 - To undertake human resource development by training rehabilitation professionals, village level workers, multi-rehabilitation workers, and other functionaries in the government and non-government sector required for providing services to persons with disabilities.
 - To develop strategies for delivering rehabilitation services suitable to the socio-cultural background of the region.
 - To undertake research and development with specific reference to the needs of diverse groups of people with disabilities, keeping in view the nature and severity of disability in the region.
 - To undertake public education programs for the creation of awareness in the parents and the community.
 - To undertake designing, fabrication, and fitment of aids and appliances to help individuals overcome their disability.
 - To conduct the service of education and skill development leading to the enhancement of opportunities for employment, rehabilitation, mobility, communication, recreation, and integration in society.
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Historical Data

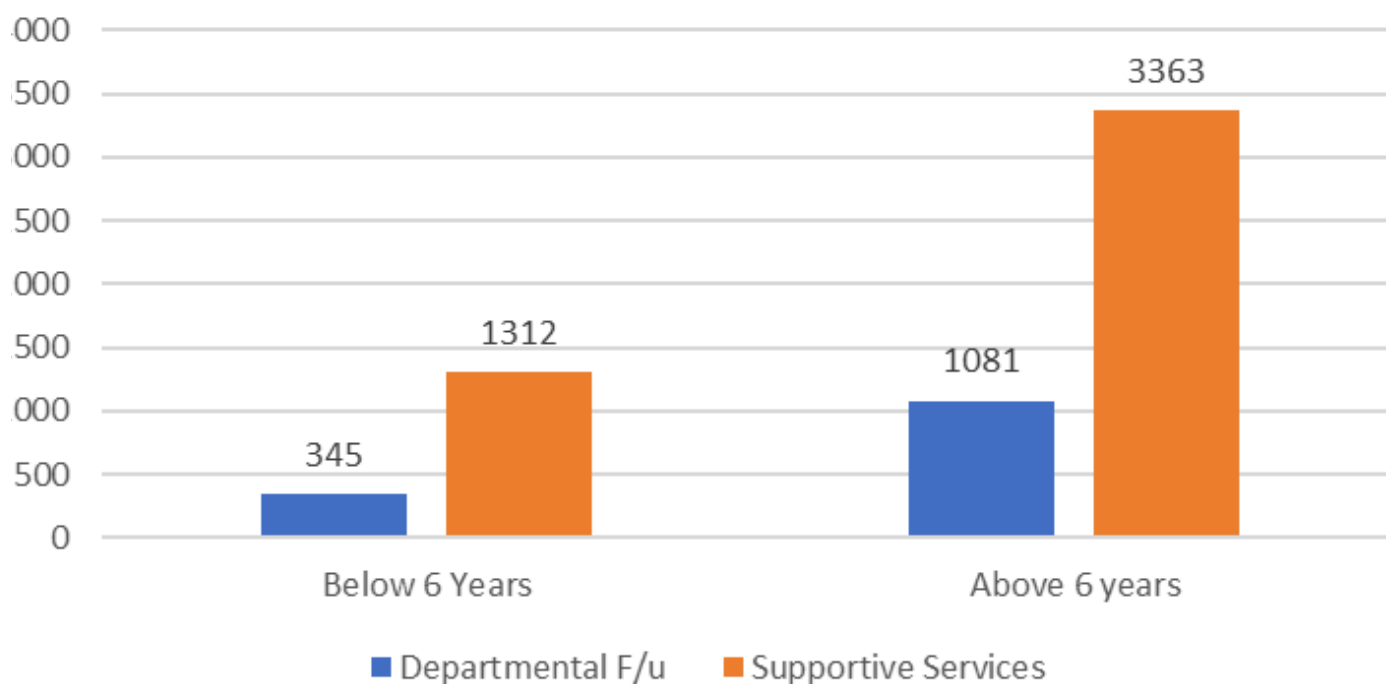


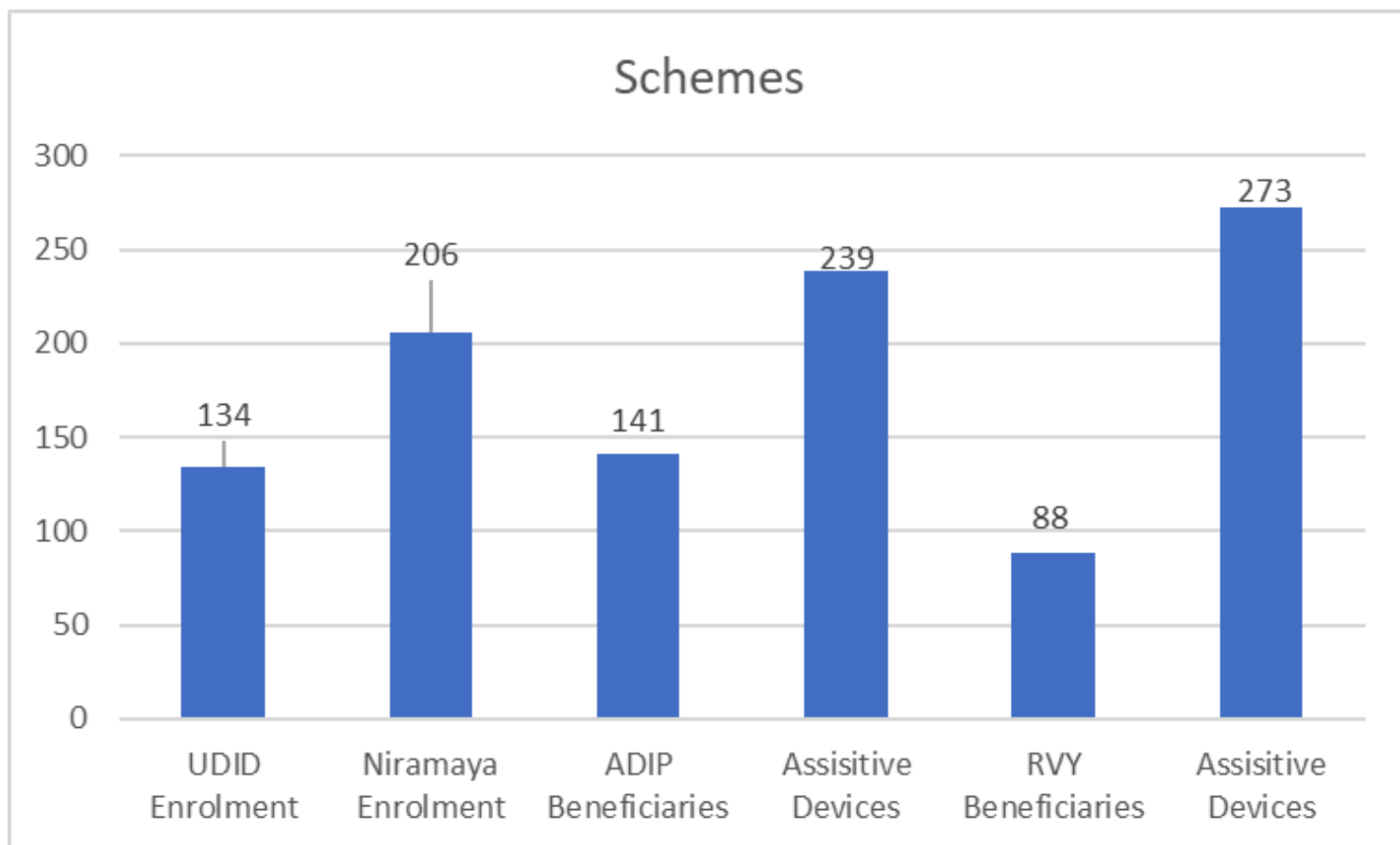
Highlight for the Month of Oct. 2025

Foot Fall



Services





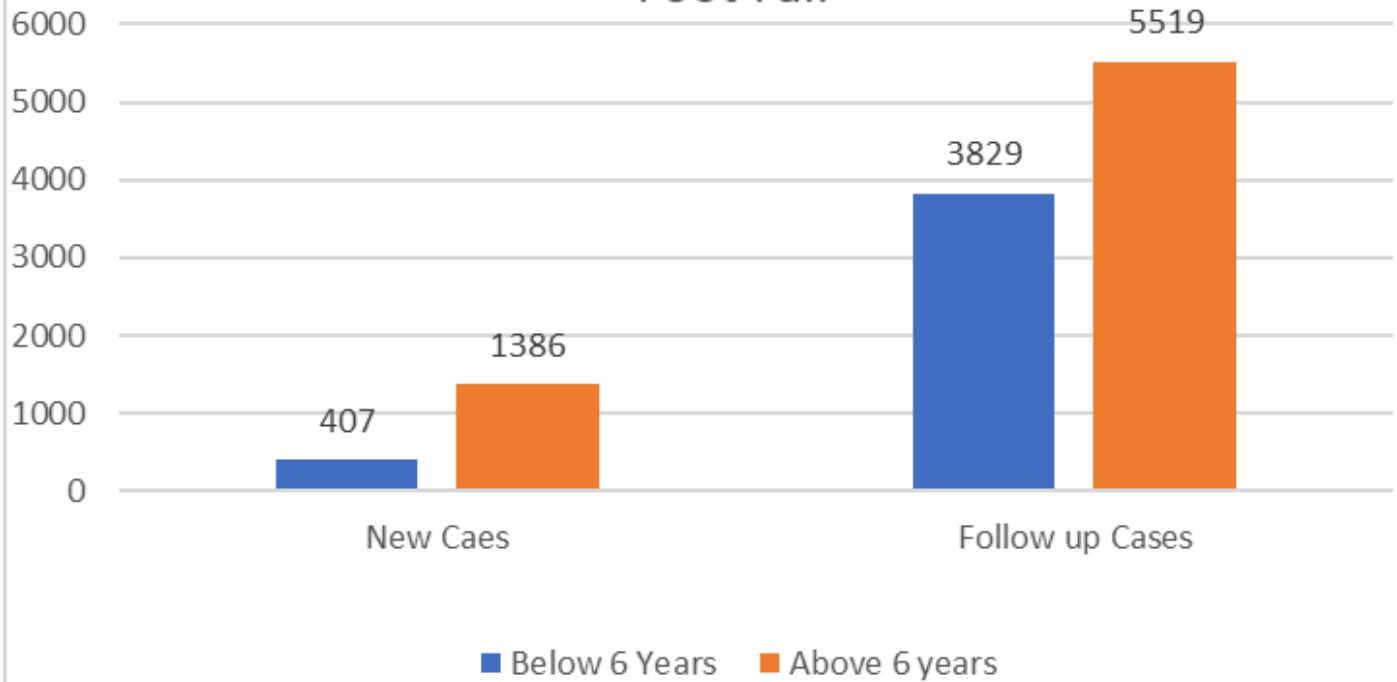
Dr. Satendra Singh



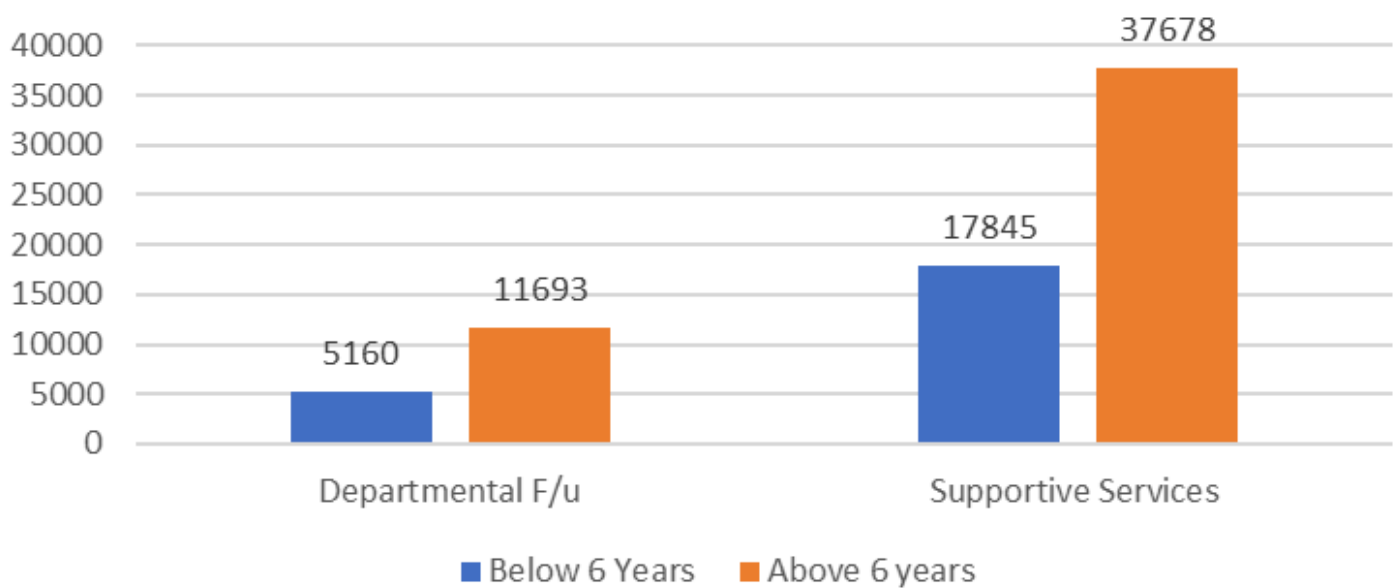
Satendra Singh, an acclaimed doctor contracted Polio when he was just nine months old. He is also a prominent disability activist. He is the man, whose efforts made ATMs disabled-friendly by constructing ramps.

Achievements in 2025-26, till Nov. 2025

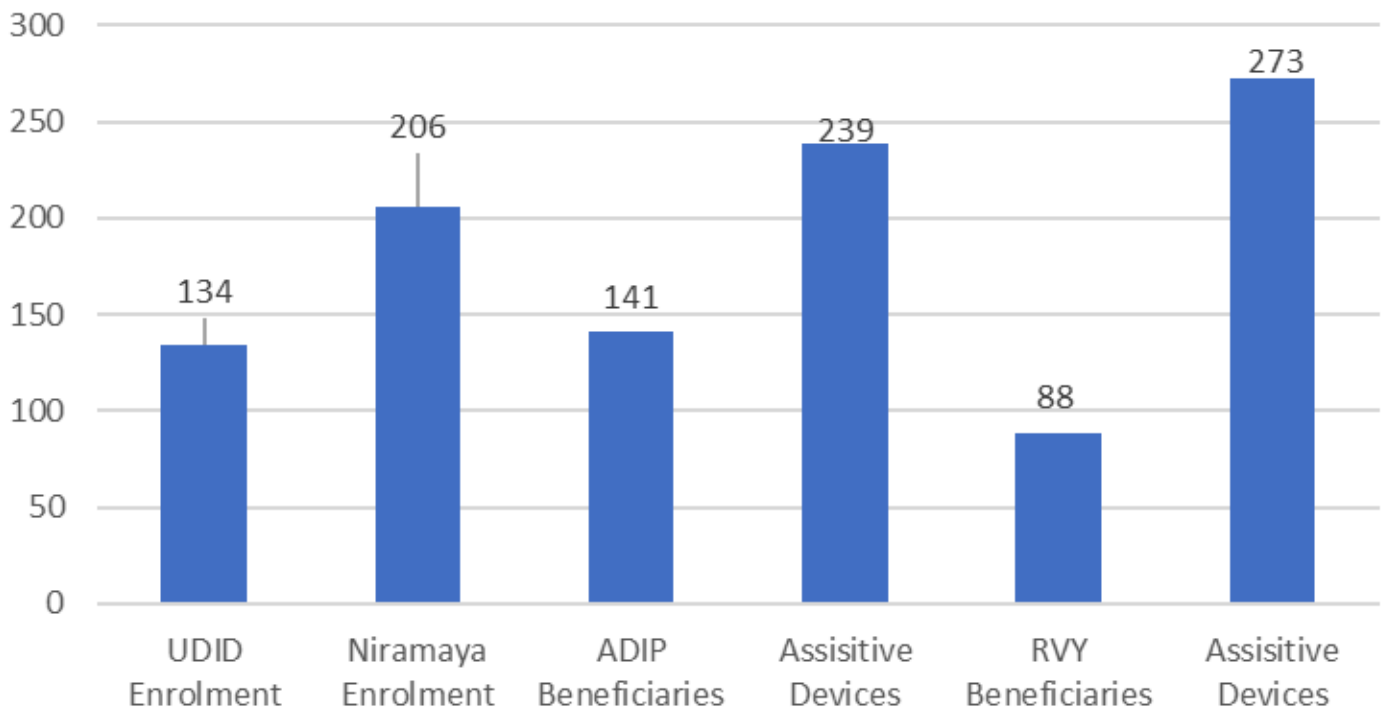
April to November Foot Fall



April to November Services



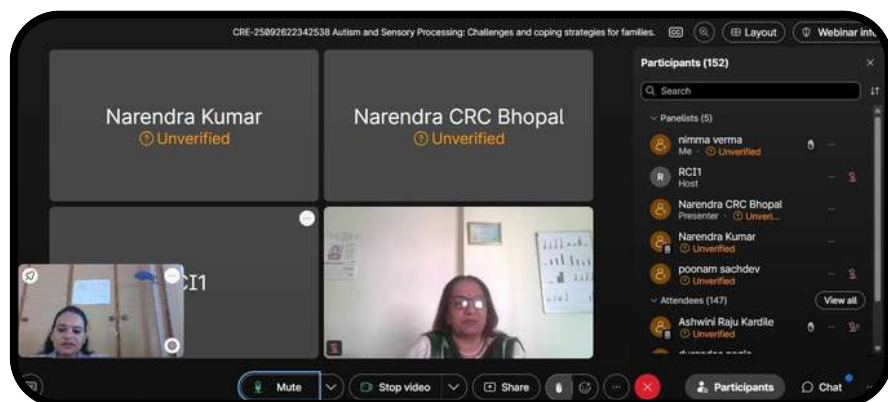
Schemes



Disability Need Not Be An
Obstacle To Success.

~ STEPHEN HAWKING ~

Academics



CRC Bhopal successfully conducted a national-level Online CRE on 11 November 2025 on “Autism and Sensory Processing: Challenges and Coping Strategies for Families,” with participation from 194 RCI-registered professionals. Expert speakers delivered comprehensive sessions on sensory processing difficulties, their impact on families, and effective coping approaches.

On 18 November 2025, CRC Bhopal conducted an offline Continuing Rehabilitation Education (CRE) programme on “Management of Voice Development.” The programme was inaugurated by the Director, Dr. Narendra Kumar, and attended by 29 RCI-registered professionals. Sessions were led by Mr. Kushum Kumar Verma, Mrs. Sumona, Mrs. Ankita Upadhyay, and Ms. Shivani Tiwari, covering voice disorders, normal and disordered voice development, management techniques, medical-surgical interventions, and the multidisciplinary team approach. Participants shared positive feedback, stating that the training was new, highly useful, and enhanced their understanding of comprehensive rehabilitation.



On 21 November 2025, Dr. Poonam Singh participated as a Resource Person at the National CRE programme held at CRC Jaipur on “Disability Rights and Status in India: Policies and Programs” and delivered a lecture on “Mental Health and Disability”.



A significant MoU was signed today between CRC Bhopal and Hamidia Hospital to strengthen collaborative rehabilitation and pediatric services. The agreement outlines weekly service exchange, including visits by CRC's Rehabilitation Psychologist and Special Educator to Hamidia Hospital and consultations by pediatric specialists at CRC Bhopal. It also promotes joint research initiatives aimed at enhancing interventions for children with special needs. This partnership marks a progressive step toward inclusive, accessible, and quality rehabilitation services.



On 26 November 2025, CRC Bhopal conducted a one-hour interactive session with Dr. Raj Narayan Sharma from Utah Valley University, USA, for D.Ed. Special Education (IDD) and PGDRP students. Dr. Narendra Kumar, Director, CRC Bhopal, welcomed the speaker. Dr. Sharma discussed the inclusive school system, education of children with special needs, and related Acts and policies in the USA. Faculties and students actively participated in the session.



On 28 November 2025, CRC Bhopal organized a one-day workshop on “Teaching–Learning Material (TLM) Development” for D.Ed. Special Education (IDD) students. The workshop began with an inspiring address by Dr. Narendra Kumar, Director, CRC Bhopal. Under the supervision of CRC faculty, students actively created various teaching–learning materials, showcasing creativity and skill. The workshop provided students with valuable creative, artistic, and practical learning experiences.



A study visit for DISLI (1st & 2nd year) and DHLS students was organized by CRC Bhopal to the National Institute of Mental Health Rehabilitation (NIMHR), Sehore on 28 November 2025. The visit provided students with valuable exposure to rehabilitation services, operational procedures, and training programs, making the experience highly informative and enriching.



Highlight for the Month of Oct. 2025

Outreach



CRC Bhopal organized International Prosthetics & Orthotics Day on 04 November 2025 at Atal Bihari Vajpayee Government Medical College, Vidisha. The programme highlighted the significance of prosthetics and orthotics, showcased modern assistive technologies, and included demonstrations by experts from CRC Bhopal and industry representatives. A total of 125 participants, including doctors, faculty, MBBS and nursing students, attended the highly informative event.

CRC Bhopal conducted an awareness and parent training programme on 04 November 2025 at Suraj Niketan Special School and Umeed Shikshan Sanstha, Vidisha, focusing on government schemes related to disability rehabilitation. Parents received guidance on attention-building and recreational skills, along with detailed information on rehabilitation-related schemes and services. A total of 52 parents and 127 participants benefited from this informative outreach event



On 25 November 2025, CRC Bhopal, in collaboration with Sagar Multispeciality Hospital, organized a large-scale Community-Based Rehabilitation eye screening camp at Government School, Village Chopda Kalan. A total of 59 beneficiaries—including students, persons with disabilities, children, adults, and older individuals—received free eye examinations, and over 100 villagers participated.

Community Sensitization and training Programme



CRC Bhopal conducted a Community-Based Rehabilitation program on 04 November 2025 at Village Chopra Kala, benefiting 27 individuals including children, adults, and older persons with disabilities. The team provided assessment, counselling, physiotherapy, special education support, and health-related guidance both at the Panchayat Bhavan and through home visits. The outreach program was highly effective and well appreciated by the community.

CRC Bhopal conducted a Community-Based Rehabilitation (CBR) program on 14 November 2025 at Adampur Chhawani, benefiting 46 individuals including children, adults, and persons with disabilities. The team conducted assessments, screenings, guidance, and therapy services, identifying 3 new PwDs and screening 7 students. Services were provided at the local school, Anganwadi centre, and through home visits.



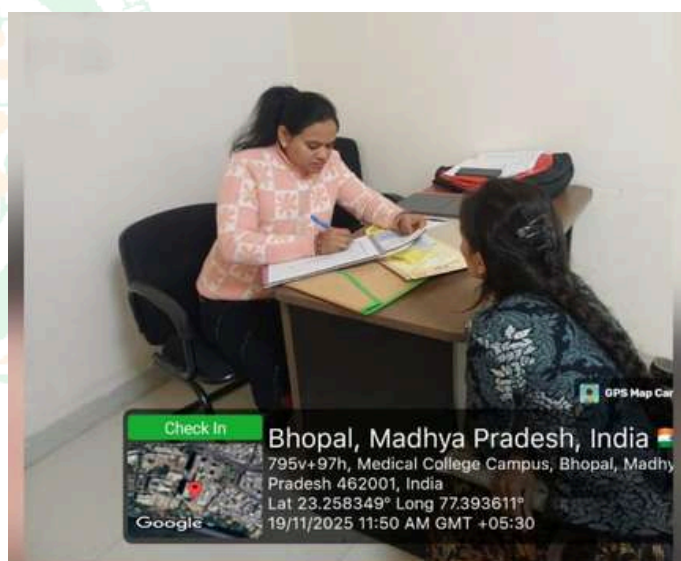
On 21 November 2025, CRC Bhopal conducted a Community-Based Rehabilitation (CBR) programme at Village Bilkhiria, Bhopal. A total of 28 beneficiaries—including children, adults, older persons, and persons with disabilities—received services, and two new individuals with disabilities were identified. The CRC team provided assessment, early identification, guidance, physiotherapy, special education, and other rehabilitation services at the government school, Anganwadi centre, and through home visits.



Extended Services at Hamedia Hospital, GMC Bhopal

The CDEIC team of CRC-Bhopal conducts Half Day-weekly assessment and counseling sessions for children with special needs at the Pediatric Department (Neonatal Unit) of Hamidia Hospital, GMC Bhopal. Intervention services were provided to beneficiaries are as follows:

Date	No of Beneficiaries provided early intervention services
12/11/2025	10
19/11/2025	06
26/11/2025	10



Awareness program



CRC Bhopal organized a Capacity Building Program on 31 October 2025 under Vigilance Awareness Week 2025, on the national theme “Vigilance – A Shared Responsibility.” Session focused on ethics, good governance, conduct rules, and procurement procedures, highlighting the importance of integrity and adherence to institutional guidelines.

CRC Bhopal conducted a parent training program on 14 November 2025 at Shalom Special School, Lambakheda, Karond. Around 32 parents participated and received detailed guidance on positive behaviour strategies and the importance of reinforcement for children with special needs. Parents expressed satisfaction and appreciated the usefulness of the session.



Parent training program was conducted by CRC Bhopal on 14 November 2025 at the Anganwadi Centre in Chopda Kala village. Around 46 parents participated in the session, which focused on understanding disability and early identification. Information on CRC’s rehabilitation services was also shared, and the participants expressed satisfaction with the training. The program concluded with a vote of thanks.



On 17 November 2025, a disability-rehabilitation awareness and parent-training programme was held at the Indian Red Cross Society, District Disability Rehabilitation Centre, Rewa, in collaboration with CRC Bhopal and the District Administration. Mr. Mohammad Kaleem Siddiqui and Mr. Syed Mohammad Qutubuddin Niyazi provided guidance on functional teaching and government rehabilitation schemes. The programme saw the participation of 62 attendees and significantly enhanced awareness and parents' understanding of available disability-related services.



On 17 November 2025, CRC Bhopal organized the National Epilepsy Day programme at Government Excellence School No. 1, Martand, Rewa. Mr. Shyam Singh Mewada (Awareness Coordinator) and Dr. Poonam Singh (Lecturer, Medical Psychology) oriented students on the theme of Epilepsy Day, its importance, early awareness, and rehabilitation-related information. A total of 185 participants, including school students, attended the session with high interest, actively engaging in questions that were addressed by CRC experts, thereby strengthening epilepsy awareness and understanding in the community.

CRC Bhopal successfully organized a "Community Service Campaign Led by Persons with Disabilities" on 28 November 2025, featuring tree plantation, public cleanliness activities, and environmental awareness initiatives. The campaign aimed to enhance leadership, confidence, and social participation among persons with disabilities while promoting inclusion, responsibility, and community engagement.



Other Activities

Visits



CRC Bhopal hosted an educational visit on 03 November 2025 for M.Ed. Semester III students from IASE Bhopal to orient them to disability, rehabilitation services, and inclusive education practices. Students visited various departments, observed services firsthand, and received academic inputs from the Special Education faculty. The visit was informative and helped students gain practical insight into rehabilitation and disability support systems. **No. of participant 33.**

CRC Bhopal hosted an educational visit on 04 November 2025 for Class 12 students from Army Public School, Bhopal, to provide firsthand exposure to disability services, assistive technologies, and rehabilitation facilities. Students explored various departments, interacted with professionals, and learned about rehabilitation processes and career opportunities in allied health sciences. The visit proved highly informative, fostering awareness, empathy, and an inclusive outlook among the students.

No. of participant 15.



CRC Bhopal facilitated a visit to the Madhya Pradesh Legislative Assembly on 13 November 2025 for 25 beneficiaries, providing them exposure to parliamentary functioning and procedures. The Director of Pt. Kunjilal Dubey National Parliamentary Academy briefed the group on legislative activities, followed by a guided tour of the Assembly premises. The visit was informative and enriching, offering participants a unique learning experience.



On 18 November 2025, CRC Bhopal facilitated an educational visit for 34 MBBS third-year students and 1 faculty member from People's Medical College, Bhopal (total 35 participants). During the visit, students were oriented to all departments, rehabilitation services, and academic programmes offered at CRC Bhopal. They were given a detailed walkthrough of ongoing services, and their questions related to rehabilitation and various types of disabilities were addressed comprehensively, enhancing their understanding of disability and rehabilitation practices.

On 26 November 2025, CRC Bhopal facilitated an educational visit for 42 CCCG and DVR students and 5 faculty members from NIMHR Sehore (total 47 participants). The visitors were oriented to all departments, ongoing rehabilitation services, and academic programmes of CRC Bhopal. They were shown the services physically and briefed on their functioning. Students' queries related to rehabilitation and various disabilities were addressed effectively.



On 26 November 2025, CRC Bhopal facilitated an educational visit for 42 CCCG and DVR students and 5 faculty members from NIMHR Sehore (total 47 participants). The visitors were oriented to all departments, ongoing rehabilitation services, and academic programmes of CRC Bhopal. They were shown the services physically and briefed on their functioning. Students' queries related to rehabilitation and various disabilities were addressed effectively.

Purple Fair -2025

CRC Bhopal, under the Department of Empowerment of Persons with Disabilities, organized the “Purple Fair” on 12 November 2025 at Mahakavi Padmakar Auditorium, Sagar, in collaboration with the District Administration. The fair aimed to promote inclusion, self-reliance, and recognition of the talents and abilities of Persons with Disabilities. Various cultural performances, exhibitions, awareness stalls, and ADIP assistive device distribution were conducted, engaging around 400 beneficiaries. The event was impactful, inspiring, and successfully highlighted the message of dignity, empowerment, and equal opportunities for all.



Other Activities



CRC Bhopal organized a Parent Training Programme on 03 November 2025, focusing on the role of homeopathy in the holistic development of children with special needs. The session was conducted by Guest Speaker Dr. Vishal Taneja (BHMS, MD), Taneja Homeopathic Clinic, Abohar; Visiting Professor, Homoeopathic Medical College & Hospital, Abohar, Punjab. Parents participated enthusiastically, asking meaningful questions and gaining valuable insights into integrative developmental approaches. **No. of Participant 30.**

CRC Bhopal conducted a Short-Term Student Training Program (Non-CRE) on 03 November 2025 for PGDRP and D.Ed. first-year students, aimed at introducing them to emerging career opportunities in rehabilitation. The session was led by Dr. Mamta Taneja, Rehabilitation Psychologist and Career Counsellor, who provided valuable guidance and motivation for future professional growth. The programme was well received and proved highly beneficial for all participants. **No. of participant 48.**



CRC Bhopal organized a recreational visit to the Manav Sangrahalaya, Bhopal on 06 November 2025 for children with special needs, their parents, and staff members. A total of 16 children and 26 parents participated enthusiastically, enjoying the outing and engaging in joyful activities.



CRC Bhopal organized the “Vande Mataram” programme on 07 November 2025 in alignment with the national event led by the Ministry of Culture, Government of India. The event highlighted the history and significance of the national song, followed by collective singing to promote unity and patriotism. Participants also viewed the live address of the Hon’ble Prime Minister, making the programme an inspiring and patriotic experience.

A Children’s Day program was organized on 14 November 2025 at CRC Bhopal for children with special needs. The event was inaugurated by Shri Rituraj Gupta, Superintendent of Police (CID), Bhopal, who also visited the CRC campus. A series of fun and inclusive activities were conducted, in which 40 children participated with great enthusiasm.



On 18 November 2025, CRC Bhopal administered an oath to staff, students, and CRE participants under the Nasha Mukta Bharat Abhiyan. The session included detailed information on the harmful effects of substance use, its consequences, and preventive management strategies, followed by an online pledge. Participants, students, and staff actively took part, strengthening awareness and commitment toward a drug-free society.

On 26 November 2025, CRC Bhopal organized an awareness programme on the occasion of Constitution Day of India, which included the collective reading of the Preamble. All staff members, PGDRP, D.Ed.–Special Education (IDD), and DHLS students participated.



Parent's Feedback

मैं राजीव निटोरिया अपने बच्चे को पिछले 5 वर्ष से CRC भोपाल में थेरेपी के लिए लेकर आ रहा हूँ। मेरे बच्चे को ऑटिज़्म की समस्या है। यहाँ आने के बाद बच्चे में बहुत अच्छे परिणाम देखने मिले हैं। सभी शिक्षकों का व्यवहार तथा मार्गदर्शन बहुत अच्छा है। वे हमें घर पर बच्चे को किस प्रकार ट्रेनिंग देना है, इसके बारे में भी उचित दिशा-निर्देश प्रदान करते हैं।

चिकित्सा एवं थेरेपी की सुविधाएँ भी संतोषजनक हैं।

नाम – राजीव निटोरिया

बच्चे का नाम – तन्मय निटोरिया

पंजीकरण संख्या – 25162/24

Success Story

अलफ़्रेज़ मंसूरी का जन्म 21 फ़रवरी 2004 को हुआ और शुरुआती महीनों से ही उनके विकास में कई कठिनाइयाँ दिखाई देने लगीं। वे एक जगह बैठ नहीं पाते थे, लगातार उछल-कूद करते रहते थे, खाने में बहुत चयनशील थे और फल बिल्कुल नहीं खाते थे। वे बोल नहीं पाते थे, टॉयलेट-ट्रेनिंग नहीं थी, और अक्सर गुस्से में बाल खींचना, सिर पटकना और मार-पीट जैसे व्यवहार करते थे। तेज आवाज़ों से अत्यधिक डर, मिट्टी व वस्तुएँ मुँह में डालना, चीज़ों को सूँघना-चाटना और गोल-गोल घूमते रहना जैसी समस्याएँ भी थीं।

CRC भोपाल में नियमित थेरेपी और परिवार की निरंतर देखभाल के बाद अलफ़्रेज़ में उल्लेखनीय सुधार देखा गया है। अब वे एक जगह बैठते हैं, लगभग सभी चीज़ें—including फल—खाने लगे हैं, बोलना सीख रहे हैं और अपनी ज़रूरतें शब्दों में बताते हैं। टॉयलेट-ट्रेनिंग पूरी हो चुकी है और वे खुद ब्रश करना, नहाना, कपड़े पहनना और अपनी दिनचर्या का पालन करना सीख चुके हैं। गुस्सा काफी हद तक नियंत्रित हो गया है, तेज आवाज़ों का डर कम हुआ है और पहले वाले कई व्यवहार अब लगभग समाप्त हो चुके हैं। उन्होंने ओपन स्कूलिंग के माध्यम से 8वीं कक्षा की परीक्षा भी सफलतापूर्वक उत्तीर्ण कर ली है।

परिवार के अनुसार, CRC भोपाल के सहयोग से अलफ़्रेज़ में आए बदलाव उनके लिए जीवन बदल देने वाले हैं। कौशल विकास (Kaushal Vikas) कोर्स के अंतर्गत अलफ़्रेज़ को शामिल किया गया है। आज वे अधिक आत्मनिर्भर, शांत और समझदार बने हैं, और उनकी प्रगति परिवार तथा CRC दोनों के लिए गर्व का विषय है।

Media Coverage

दिव्यांगजनों की सशक्तिकरण और उनके उत्थान के लिए सरकार लगातार कार्य कर रही है: जिपं सीईओ

महाकवि पद्माकर सभागार में पर्पल फेयर सम्मेलन में दिव्यांगजनों को प्रदान किए गए उपकरण

सागर / आरएनएन

सागर के महाकवि पद्माकर सभागार में समेकित क्षेत्रीय कौशल विकास पुनर्वास एवं दिव्यांग सशक्तिकरण केंद्र भोपाल के द्वारा पर्पल फेयर 2025 सम्मेलन का आयोजन किया गया। इस अवसर पर जिला पंचायत के सीईओ विवेक केव्ही ने कहा कि दिव्यांग जनों की सशक्तिकरण एवं उनके उत्थान के लिए सरकार लगातार कार्य कर रही है। दिव्यांग जनों के जीवन को और अधिक सुविधाजनक व सम्मानजनक बनाने के लिए केंद्र सरकार ने सुगम भारत मिशन 2.0 की शुरुआत की है। इस योजना के तहत देश भर में सरकारी इमारतों, बस अड्डों, रेलवे स्टेशनों और शैक्षणिक संस्थानों को दिव्यांग अनुकूल बनाने पर जोर दिया जाएगा तथा डिजिटल सेवाओं को भी दिव्यांग जनों के लिए सुगम किया जाएगा। मिशन के अंतर्गत दिव्यांग विद्यार्थियों के लिए विशेष छात्रवृत्ति, डिजिटल लर्निंग टूल्स और स्किल डेवलपमेंट कार्यक्रम भी शुरू किए जा रहे हैं।

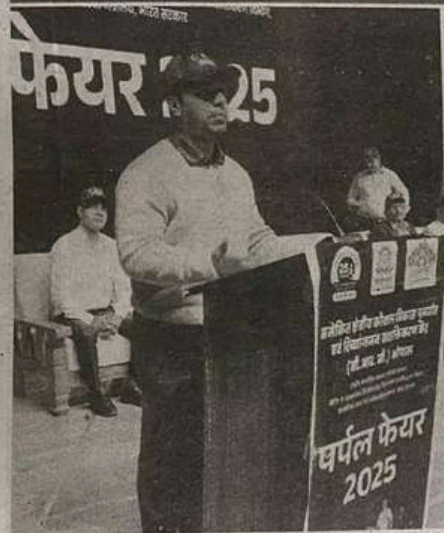


इसके साथ ही निजी क्षेत्र की कंपनियों को दिव्यांग जनों की भर्ती में प्रोत्साहन देने के लिए टैक्स में छूट की योजना पर भी विचार किया जा रहा है। इस मेले में दिव्यांगजन अपनी कला, उत्पाद, हस्तशिल्प, तकनीकी कौशल और उद्यमिता का प्रदर्शन करते हैं। इसका उद्देश्य यह है कि समाज यह समझे कि दिव्यांगता कमजोरी नहीं बल्कि अलग तरह की क्षमता है। पर्पल फेयर का नाम

पर्पल इसलिए चुना गया है क्योंकि यह रंग गरिमा, आत्मविश्वास और प्रेरणा का प्रतीक है। यह मेला समाज को यह संदेश देता है कि दिव्यांगजन हमारे समाज का अभिन्न हिस्सा है और जब उन्हें अवसर मिलता है तो वे असंभव को संभव बना देते हैं। इस दौरान दिव्यांगों को उपकरण भी प्रदान किये एवं कार्यक्रम स्थल पर लगाई गई दिव्यांग जनों के द्वारा प्रदर्शनी का अवलोकन भी किया।

दिव्यांगजन के सशक्तिकरण के लिए सरकार संकल्पित : जिला पंचायत सीईओ

पर्पल फेयर सम्मेलन में दिव्यांगजनों को प्रदान किए गए उपकरण



सागर दिनकर

सागर। दिव्यांगजन के सशक्तिकरण के लिए सरकार संकल्पित है और लगातार उनके

उत्थान के लिए कार्य कर रही है। उक्त विचार जिला पंचायत सीईओ विवेक के वी ने सागर के महाकवि पद्माकर सभागार में आयोजित समेकित क्षेत्रीय कौशल विकास पुनर्वास एवं दिव्यांग सशक्तिकरण केंद्र भोपाल के द्वारा आयोजित पर्पल फेयर 2025 सम्मेलन में व्यक्त किये इस अवसर पर सामाजिक न्याय विभाग की उपसंचालक धन सिंह यादव, डॉक्टर इंद्रभूषण कुमार, प्रभारी निदेशक डॉक्टर प्रतीक कुमार, डॉक्टर केके वर्मा सहित बड़ी संख्या में दिव्यांगजन एवं शिक्षक सहित जन समुदाय मौजूद था।

जिला पंचायत के सीईओ विवेक के वी ने अपने उद्बोधन में कहा कि दिव्यांग जनों की सशक्तिकरण एवं उनके उत्थान के लिए सरकार

लगातार कार्य कर रही है और इसके लिए अनेक योजनाएं केंद्र सरकार एवं राज्य सरकार के माध्यम से शुरू की गई हैं। उन्होंने कहा कि दिव्यांग जनों के जीवन को और अधिक सुविधाजनक व सम्मानजनक बनाने के लिए केंद्र सरकार ने 'सुगम भारत मिशन- 2.0' की शुरुआत की है। इस योजना के तहत देश भर में सरकारी इमारतों, बस अड्डों, रेलवे स्टेशनों और शैक्षणिक संस्थानों को दिव्यांग-अनुकूल बनाने पर जोर दिया जाएगा। इस मिशन के तहत आने वाले दो वर्षों में 1,000 से अधिक सार्वजनिक स्थानों को क्वीलचेयर-अनुकूल बनाया जाएगा तथा डिजिटल सेवाओं को भी दिव्यांग जनों के लिए सुगम किया जाएगा। मिशन के अंतर्गत दिव्यांग विद्यार्थियों के लिए विशेष छात्रवृत्ति, डिजिटल लर्निंग टूल्स और स्किल डेवलपमेंट कार्यक्रम भी शुरू किए जा रहे हैं। इसके साथ ही निजी क्षेत्र की कंपनियों को दिव्यांग जनों की भर्ती में प्रोत्साहन देने के लिए टैक्स में छूट की योजना पर भी विचार किया जा रहा है।

इस मेले में दिव्यांगजन अपनी कला,

उत्पाद, हस्तशिल्प, तकनीकी कौशल और उद्यमिता का प्रदर्शन करते हैं। इसका उद्देश्य यह है कि समाज यह समझे कि दिव्यांगता कमजोरी नहीं, बल्कि अलग तरह की क्षमता है। दिव्यांगजन सशक्तिकरण विभाग भारत सरकार का एक महत्वपूर्ण विभाग है जो यह सुनिश्चित करता है कि प्रत्येक दिव्यांग व्यक्ति को शिक्षा, रोजगार, प्रशिक्षण और समान अवसर मिलें। यह विभाग समावेशी समाज के निर्माण को दिशा में कार्य करता है, जहाँ किसी को भी उसकी शारीरिक या मानसिक स्थिति के कारण पीछे न छोड़ा जाए।

पर्पल फेयर का नाम 'पर्पल' इसलिए चुना गया है क्योंकि यह रंग गरिमा, आत्मविश्वास और प्रेरणा का प्रतीक है। यह मेला समाज को यह संदेश देता है कि दिव्यांगजन हमारे समाज का अभिन्न हिस्सा हैं, और जब उन्हें अवसर मिलता है, तो वे असंभव को संभव बना देते हैं। इस अवसर पर मुख्य अतिथि विवेक के वी ने दिव्यांगजनों को उपकरण भी प्रदान किये एवं कार्यक्रम स्थल पर लगाई गई दिव्यांग जनों के द्वारा प्रदर्शनी का अवलोकन भी किया।

पर्पल फेयर में दिव्यांगजनों को उपकरण बांटे

सागर। दिव्यांगजन के सशक्तिकरण के लिए सरकार संकल्पित है और लगातार उनके उत्थान के लिए कार्य कर रही है। यह बात जिला पंचायत सीईओ विवेक केवी ने सागर के महाकवि पद्माकर सभागार में आयोजित समेकित क्षेत्रीय कौशल विकास पुनर्वास एवं दिव्यांग सशक्तिकरण केंद्र भोपाल के द्वारा आयोजित पर्पल फेयर 2025 सम्मेलन को संबोधित करते हुए कही। उन्होंने कहा दिव्यांग जनों की सशक्तिकरण एवं उनके उत्थान के लिए सरकार कार्य कर रही है, उनके लिए अनेक योजनाएं केंद्र सरकार एवं राज्य सरकार ने शुरू की है। दिव्यांगजनों के जीवन को और अधिक सुविधाजनक व सम्मानजनक बनाने केंद्र सरकार ने सुगम भारत मिशन 2.0 की शुरुआत की है।

दिव्यांगजन के सशक्तिकरण के लिये सरकार संकल्पित: सीईओ



सागर, देशबन्धु। दिव्यांगजन के सशक्तिकरण के लिये सरकार संकल्पित है और लगातार उनके उत्थान के लिये कार्य कर रही है। उक्त वचन जिला पंचायत सीईओ विवेक केवी ने महाकवि पद्माकर सभागार में आयोजित समेकित क्षेत्रीय कौशल विकास पुनर्वास एवं दिव्यांग सशक्तिकरण केंद्र भोपाल के द्वारा आयोजित पर्पल फेयर 2025 सम्मेलन में व्यक्त किये इस अवसर पर सामाजिक न्याय विभाग की उपसंचालक धन सिंह यादव, डॉ. इंद्रभूषण कुमार, प्रभारी निदेशक डॉ. प्रतीक कुमार, डॉ. केके वर्मा सहित बड़ी संख्या में दिव्यांगजन एवं शिक्षक सहित जन समुदाय मौजूद था। विवेक केवी ने अपने उद्बोधन में कहा कि दिव्यांग जनों के जीवन को और अधिक सुविधाजनक व सम्मानजनक बनाने के लिये केंद्र सरकार ने सुगम भारत मिशन 2.0 की शुरुआत की है। इस योजना के तहत देश भर में सरकारी इमारतों, बस अड्डों, रेलवे स्टेशनों और शैक्षणिक संस्थानों को दिव्यांग अनुकूल बनाने पर जोर दिया जायेगा। आने वाले दो वर्षों में 1000 से अधिक सार्वजनिक स्थानों को स्लीलचेयर अनुकूल बनाया जायेगा तथा डिजिटल सेवाओं को भी दिव्यांग जनों के लिये सुगम किया जायेगा। मिशन के अंतर्गत दिव्यांग विद्यार्थियों के लिये विशेष छात्रवृत्ति, डिजिटल लर्निंग टूल्स और रिले डेवलपमेंट कार्यक्रम भी शुरू किये जा रहे हैं। इसके साथ ही निजी क्षेत्र की कंपनियों को दिव्यांग जनों की भर्ती में प्रोत्साहन देने के लिये टैक्स में छूट की योजना पर भी विचार किया जा रहा है। इस मेले में दिव्यांगजन अपनी कला, उत्पाद, हस्तशिल्प, तकनीकी कौशल और उद्यमिता का प्रदर्शन करते हैं। इसका उद्देश्य यह है कि समाज यह समझे कि दिव्यांगता कमजोरी नहीं, बल्कि अलग तरह की क्षमता है। पर्पल फेयर का नाम पर्पल इसलिए चुना गया है क्योंकि यह रंग गरिमा, आत्मविश्वास और प्रेरणा का प्रतीक है। यह मेला समाज को यह संदेश देता है कि दिव्यांगजन हमारे समाज का अभिन्न हिस्सा हैं, और जब उन्हें अवसर मिलता है, तो वे असंभव को संभव बना देते हैं। इस अवसर पर विवेक के वी ने दिव्यांगजनों को उपकरण भी प्रदान किये एवं दिव्यांग जनों के द्वारा लगाई गई प्रदर्शनी का उद्घाटन किया।

दिव्यांग प्रतिभागियों को विधानसभा का भ्रमण कराया गया



अमन सहाय/भोपाल

मध्य प्रदेश विधानसभा के प्रथम अध्यक्ष पंडित कुंजीलाल दुबे के नाम पर संचालित संसदीय विद्यापीठ का मुख्य उद्देश्य विद्यार्थियों को शिक्षा के साथ संसदीय पद्धति एवं प्रक्रिया की जानकारी देना है। इस उद्देश्य की पूर्ति हेतु भोपाल के शिक्षण संस्थानों के

विद्यार्थियों के लिए निःशुल्क दो दिवसीय प्रशिक्षण कार्यक्रम वर्षभर संचालित किए जाते हैं। इसी क्रम में गुरुवार को समेकित क्षेत्रीय कौशल विकास, पुनर्वास एवं दिव्यांगजन सशक्तिकरण केंद्र, टाइट- भोपाल के 34 दिव्यांग प्रतिभागियों को संसदीय पद्धति एवं प्रक्रिया की जानकारी दी गई

तथा विधानसभा का भ्रमण कराया गया। कार्यक्रम का शुभारंभ संसदीय विद्यापीठ के उपसंचालक एम. के. राजोरिया द्वारा किया गया। विषय-विशेषज्ञ के रूप में डॉ. अर्चना श्रीवास्तव, प्राध्यापक, एम. एल. बी. कन्या महाविद्यालय, भोपाल एवं डॉ. सोनल खरे, सहायक प्राध्यापक, शा. हमीदिया कला एवं वाणिज्य महाविद्यालय ने व्याख्यान प्रस्तुत किए। समापन अवसर पर उपसंचालक एम. के. राजोरिया ने विद्यार्थियों से उनके अनुभव साझा करवाए। उन्होंने प्रशिक्षण कार्यक्रम में दिव्यांग बच्चों की सक्रिय एवं उत्साहपूर्ण सहभागिता की प्रशंसा की और इसे संसदीय कार्यप्रणाली की जानकारी प्राप्त करने की दिशा में एक महत्वपूर्ण पहल बताया। तत्पश्चात् सभी प्रतिभागी विद्यार्थियों को प्रमाणपत्र वितरित किए गए।

अभिभावक प्रशिक्षण कार्यक्रम का आयोजन

रीवा, देशबन्धु। अभिभावक प्रशिक्षण कार्यक्रम का आयोजन समेकित क्षेत्रीय कौशल विकास, पुनर्वास एवं दिव्यांगजन सशक्तिकरण केंद्र (सी आर सी भोपाल) तथा जिला प्रशासन एवं सामाजिक न्याय एवं दिव्यांगजन



मोहम्मद कतुबुद्दीन निवाजी, पुनर्वास अधिकारी ने दिव्यांग बच्चों के अभिभावकों, शिक्षकों एवं दिव्यांगजनों को दिव्यांगता पुनर्वास से संबंधित सभी सरकारी योजनाओं की जानकारी दी। इस अवसर पर श्री

सशक्तिकरण विभाग, रीवा के संयुक्त तत्वाधान में भारतीय रेड क्रॉस सोसाइटी, जिला दिव्यांग पुनर्वास केंद्र, रीवा में दिव्यांगता पुनर्वास से संबंधित सरकारी योजनाओं की जानकारी देने के उद्देश्य से एक कार्यक्रम का आयोजन दिनांक 17/11/2025 को किया गया। इस अवसर पर एक अभिभावक शिक्षण कार्यक्रम का आयोजन भी किया गया। इस कार्यक्रम में श्री मोहम्मद कलाम सिद्दीकी, गायबाला, विशेष शिक्षा ने क्रियात्मक शिक्षण णव्यय पर दिव्यांग बच्चों के अभिभावकों को तत्वपूर्ण जानकारी दी। इसके बाद श्री सेयद

एस डी एम त्रिपाठी, जिला संयोजक, डॉ. सरेंद्र सिंह, प्रशासनिक अधिकारी, डॉ. जगजीवन पांडे, रेड क्रॉस श्री संजय सिंह, राज एनो सस्था, रीवा ईनो जी पी विश्वकर्मा, स्नेह संस्था, रीवा सहित बड़ी संख्या में अभिभावक, पुनर्वास व्यावसायिक तथा दिव्यांगजन उपस्थित थे। इस कार्यक्रम को सफल बनाने में श्री अनिल दुबे, संयुक्त संचालक, सामाजिक न्याय, डॉ. प्रभाकर चतुर्वेदी, अध्यक्ष, रेड क्रॉस, श्रीमती निम्मा वर्मा, विशेष शिक्षक तथा श्री नीरज प्रजापति केयर गिवर ने महत्वपूर्ण योगदान दिया। इस कार्यक्रम में 62 प्रतिभागियों ने भाग लिया।

देशबन्धु 18/11/25 रीवा

पर्पल फेयर दिव्यांगजन सशक्तिकरण की दिशा में में अभिनव पहल

दैनिक अभिव्यक्ति एक्सप्रेस

सागर। समेकित क्षेत्रीय कौशल विकास पुनर्वास एवं दिव्यांगजन सशक्तिकरण केंद्र (सीआरसी) भोपाल, दिव्यांगजन सशक्तिकरण विभाग द्वारा आज दिनांक 12 नवंबर 2025 को महकवि पचाकर समाचार, सागर में 'पर्पल फेयर' का आयोजन जिला प्रशासन सागर के सहयोग से किया गया। इस मेले का उद्देश्य दिव्यांगजनों को समाज की मुख्यधारा में शामिल करते हुए उनके सर्वांगीण विकास, स्वावलंबन एवं आत्मसम्मान को प्रोत्साहित करना है।

कार्यक्रम का शुभारंभ मुख्य अतिथि श्री विवेक के. वी. मुख्य कार्यकारी अधिकारी, सागर, डॉ. धनसिंह यादव, संयुक्त संचालक, सामाजिक न्याय एवं दिव्यांगजन सशक्तिकरण विभाग, सागर, डॉ. इन्द्र भूषण कुमार, सहायक प्राध्यापक चिकित्सा मनोविज्ञान, श्री कुमार कुमार वर्मा, सहायक प्राध्यापक (वाक-श्रवण) एवं पर्पल फेयर समन्वयक, सी आर सी भोपाल द्वारा प्रातः 10.00 बजे दीप प्रज्वलन व सरस्वती माँ को माल्यार्पण के साथ किया गया।

कार्यक्रम के शुभारंभ के उपरान्त के डॉ. इन्द्र भूषण कुमार ने उनके संबोधन में सी आर सी भोपाल का संक्षिप्त परिचय देते हुए कहा कि यह केंद्र मध्य भारत में विगत 25 वर्षों से दिव्यांगजनों के पुनर्वास में कार्य करता आ रहा है। इस केंद्र में सभी 21 प्रकार की दिव्यांगताओं हेतु विभिन्न प्रकार की सेवाएँ, उपकरण और सहायक उपकरणों का भारत सरकार की एडीप योजना के तहत निशुल्क वितरण किया जाता है। सी आर सी भोपाल में दिव्यांगता के क्षेत्र में मानव संसाधन विकास की पूर्ति हेतु विभिन्न दीर्घवर्षीय डिप्लोमा एवं पोस्ट ग्रेजुएट स्तर के पाठ्यक्रम संचालित हैं। ये सभी पाठ्यक्रम रोजगार मुख्ती होने के साथ साथ मध्य भारत में दिव्यांगता पुनर्वास के क्षेत्र विशेष विशेषज्ञों की कमी की पूर्ति करता है। इसके साथ ही अल्पावधि पाठ्यक्रमों के तहत पुनर्वास विशेषज्ञों, अभिभावकों, शासकीय एवं अशासकीय संस्थाओं



आज केंद्र और राज्य शासन दिव्यांगजनों के सशक्तिकरण में बहुत सारे कार्यक्रम एवं योजनाएँ चला रही हैं जिसके कारण आज हम दिव्यांग कलाकारों की प्रतिभाओं को देखकर बहुत गर्वित महसूस कर रहे हैं और देख रहे हैं कि दिव्यांगजनों में वह क्षमता है जो एक सामान्य व्यक्ति से कम नहीं है। इस दौरान मुख्य अतिथि द्वारा अपने एक साथी दिव्यांग आई ए एस का भी उदाहरण दिया और जिला प्रशासन सागर की तरफ से हर संभव सहायता का आश्वासन दिया।

आज का पर्पल फेयर कार्यक्रम दिव्यांगजन सशक्तिकरण विभाग, सामाजिक न्याय एवं अधिकारिता मंत्रालय भारत सरकार की जागरूकता सृजन एवं प्रचार-प्रसार योजना के तहत सी आर सी भोपाल द्वारा आज सागर जिले में पर्पल फेयर का आयोजन किया जा रहा है। पर्पल फेयर एक ऐसा

कि दिव्यांगता कमजोरी नहीं, बल्कि अलग तरह की क्षमता (स्वतंत्रता, बुद्धि, दृष्टि) है। दिव्यांगजन सशक्तिकरण विभाग, भारत सरकार का एक महत्वपूर्ण विभाग है जो यह सुनिश्चित करता है कि प्रत्येक दिव्यांग व्यक्ति को शिक्षा, रोजगार, प्रशिक्षण और समान अवसर मिलें। यह विभाग समावेशी समाज (इन्क्लूजिव सोसाइटी) के निर्माण की दिशा में कार्य करता है, जहाँ किसी को भी उसकी शारीरिक या मानसिक स्थिति के कारण पीछे न छोड़ा जाए। पर्पल फेयर का नाम 'पर्पल' इसलिए चुना गया है क्योंकि यह रंग गरिमा, आत्मविश्वास और प्रेरणा का प्रतीक है। यह मेला समाज को यह संदेश देता है कि दिव्यांगजन हमारे समाज का अभिन्न हिस्सा हैं, और जब उन्हें अवसर मिलता है, तो वे असंभव को संभव बना देते हैं।

मेले में विभिन्न संस्थानों, स्वयंसेवी संगठनों द्वारा रोजगार एवं कौशल विकास परामर्श, शैक्षणिक सहायता,

सरकारी योजनाओं की जानकारी से संबंधित स्टॉल लगाए गए। इस अवसर पर एलिमको पीएम-दिव्यांग केंद्र, भोपाल ने एडिप योजना के तहत लाभार्थियों को मुख्य अतिथि के कर कमलों द्वारा निशुल्क सहायक उपकरणों का वितरण किया।

सांस्कृतिक कार्यक्रम समारोह श्री होरा सिंह राजपूत, जिला पंचायत अध्यक्ष, सागर श्री देवेन्द्र सिंह उपाध्यक्ष जिला पंचायत सागर, श्री रमेश तिवारी की गरिमायुगी उपस्थिति में आयोजित किए गए। दिव्यांगजनों की प्रस्तुतियों से अभिभूत होकर उन्होंने अपने सम्बोधन कहा कि भारत सरकार और राज्य शासन की कल्याणकारी योजनाओं के कारण हम अपने दिव्यांग लाभार्थियों की प्रतिभाओं को देख पा रहे हैं।

34 दिव्यांग प्रतिभागियों ने किया विधानसभा का भ्रमण



अनमोल संदेश, भोपाल

मध्य प्रदेश विधानसभा के प्रथम अध्यक्ष पंडित कुंजीलाल दुबे के नाम पर संचालित संसदीय विद्यापीठ का मुख्य उद्देश्य विद्यार्थियों को शिक्षा के साथ संसदीय पद्धति एवं प्रक्रिया की जानकारी देना है। इस उद्देश्य की पूर्ति के लिए भोपाल के शिक्षण संस्थानों के विद्यार्थियों के लिए निःशुल्क दो दिवसीय प्रशिक्षण कार्यक्रम वर्षभर संचालित किए जाते हैं।

इसी क्रम में समेकित क्षेत्रीय कौशल विकास, पुनर्वास एवं दिव्यांगजन सशक्तिकरण केंद्र, सीआरसी- भोपाल के 34 दिव्यांग प्रतिभागियों को संसदीय पद्धति एवं प्रक्रिया की जानकारी दी गई तथा विधानसभा का भ्रमण कराया गया। कार्यक्रम का शुभारंभ संसदीय विद्यापीठ

के उपसंचालक एम. के. राजोरिया द्वारा किया गया। विषय-विशेषज्ञ के रूप में डॉ. अर्चना श्रीवास्तव, प्राध्यापक, एम. एल. बी. कन्या महाविद्यालय, भोपाल एवं डॉ. सोनल खरे, सहायक प्राध्यापक, शा. हमीदिया कला एवं वाणिज्य महाविद्यालय ने व्याख्यान प्रस्तुत किए। सम्मान अवसर पर उपसंचालक एमके राजोरिया ने विद्यार्थियों से उनके अनुभव साझा करवाए।

उन्होंने प्रशिक्षण कार्यक्रम में दिव्यांग बच्चों की सक्रिय एवं उत्साहपूर्ण सहभागिता की प्रशंसा की और इसे संसदीय कार्यप्रणाली की जानकारी प्राप्त करने की दिशा में एक महत्वपूर्ण पहल बताया। तत्पश्चात् सभी प्रतिभागी विद्यार्थियों को प्रमाण-पत्र वितरित किए गए।

दिव्यांगजन के सशक्तिकरण के लिए सरकार संकल्पित -- जिला पंचायत सीईओ

दे.राही संवाददाता

सागर। दिव्यांगजन के सशक्तिकरण के लिए सरकार संकल्पित है और लगातार उनके उद्धान के लिए कार्य कर रही है। उक्त विचार जिला पंचायत सीईओ श्री विवेक के वी ने सागर में महकवि पचाकर समाचार में आयोजित समेकित क्षेत्रीय कौशल विकास पुनर्वास एवं दिव्यांग सशक्तिकरण केंद्र भोपाल के द्वारा आयोजित पर्पल फेयर 2025 समेलन में व्यक्त किये इस अवसर पर सामाजिक न्याय विभाग की उपसंचालक धन सिंह यादव, डॉक्टर इन्द्रभूषण कुमार, प्रभारी निदेशक डॉक्टर प्रतीक कुमार, डॉक्टर केके वर्मा सहित बड़ी संख्या में दिव्यांगजन एवं शिक्षक सहित जन समुदाय मौजूद था।

जिला पंचायत के सीईओ विवेक के वी ने अपने उद्घोषण में कहा कि दिव्यांग जनों की सशक्तिकरण एवं उनके उद्धान के लिए सरकार लगातार कार्य कर रही है और इसके लिए अनेक योजनाएँ केंद्र सरकार एवं राज्य सरकार के माध्यम से शुरू की गई हैं। उन्होंने कहा कि दिव्यांग जनों के जीवन को और अधिक सुविधाजनक व सम्मानजनक बनाने के लिए केंद्र सरकार ने

सुगम भारत मिशन -2.0 की शुरुआत की है। इस योजना के तहत देश भर में सरकारी इमारतों, बस अड्डों, रेलवे स्टेशनों और शैक्षणिक संस्थानों को दिव्यांग-अनुकूल बनाने पर जोर दिया जा रहा है। इस मिशन के तहत आने वाले दो वर्षों में 1,000 से अधिक सार्वजनिक स्थानों को कीलचेयर-अनुकूल बनाया जाएगा तथा डिजिटल सेवाओं को भी दिव्यांग जनों के लिए सुगम किया जाएगा। मिशन के अंतर्गत दिव्यांग विद्यार्थियों के लिए विशेष छात्रवृत्ति, डिजिटल लर्निंग टूल्स और स्किल डेवलपमेंट कार्यक्रम भी शुरू किए जा रहे हैं। इसके साथ ही निजी क्षेत्र की कंपनियों को दिव्यांग जनों की भर्ती में प्रोत्साहन देने के लिए टैक्स में छूट की योजना पर भी विचार किया जा रहा है। इस मेले में दिव्यांगजन अपनी कला, उत्पाद, हस्तशिल्प, तकनीकी कौशल और उद्यमिता का प्रदर्शन करते हैं। इसका उद्देश्य यह है कि समाज यह समझे कि दिव्यांगता कमजोरी नहीं, बल्कि अलग तरह की क्षमता है। दिव्यांगजन सशक्तिकरण विभाग भारत सरकार का एक महत्वपूर्ण विभाग है जो यह सुनिश्चित करता है कि

प्रत्येक दिव्यांग व्यक्ति को शिक्षा, रोजगार, प्रशिक्षण और समान अवसर मिलें। यह विभाग समावेशी समाज के निर्माण की दिशा में कार्य करता है, जहाँ किसी को भी उसकी शारीरिक या मानसिक स्थिति के कारण पीछे न छोड़ा जाए। पर्पल फेयर का नाम 'पर्पल' इसलिए चुना गया है क्योंकि यह रंग गरिमा, आत्मविश्वास और प्रेरणा का प्रतीक है। यह मेला समाज को यह संदेश देता है कि दिव्यांगजन हमारे समाज का अभिन्न हिस्सा हैं, और जब उन्हें अवसर मिलता है, तो वे असंभव को संभव बना देते हैं। इस अवसर पर मुख्य अतिथि श्री विवेक के वी ने दिव्यांगजनों को उपकरण भी प्रदान किये एवं कार्यक्रम स्थल पर लगाई गई दिव्यांग जनों के द्वारा प्रदर्शनी का अवलोकन भी किया।

जिला जल उप



Review of Literature

Effectiveness of Swimming Intervention on Behavioral and Sensory Outcomes in Children with Autism and ADHD

-Ankita Mishra
(PGDRP)

Abstract-

Swimming has become one of the most effective therapeutic activities for children diagnosed with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD). Both conditions are characterized by challenges in attention, social interaction, and sensory regulation. In India, cases of these disorders are steadily increasing, and there is a growing need for interventions that promote both physical and emotional development. Swimming provides structured sensory experiences that calm the body, improve focus, and encourage social bonding. This review highlights evidence from Indian and international studies that explain how swimming benefits cognitive, emotional, and behavioral functioning in children with ASD and ADHD.

Introduction-

Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD) are among the most prevalent neurodevelopmental disorders in children. The Indian Journal of Psychiatry (2021) reports that nearly one in every hundred Indian children is on the autism spectrum, while ADHD affects about 7% of school-aged children. Both conditions are associated with challenges in maintaining attention, regulating behavior, and processing sensory information effectively.

Children with ASD often show either hypersensitivity or hyposensitivity to touch, sound, and movement. In water, the pressure and buoyancy provide a soothing sensory input that helps regulate the nervous system. The NIMHANS Annual Child Development Report (2020) stated that “children exposed to controlled aquatic environments showed noticeable emotional calmness and reduced episodes of anxiety.” This happens because water acts as a natural resistance medium, encouraging controlled body movements and helping the brain process sensory feedback more effectively.

In the case of ADHD, swimming helps by providing repetitive rhythmic motion, which enhances dopamine release—a neurotransmitter linked to focus and motivation. A report published by the World Health Organization (2019) emphasized that “physical activities involving rhythm and structure, such as swimming, significantly improve attention and self-regulation in children with hyperactivity disorders.”

Unlike team sports that can be overstimulating, swimming offers a peaceful, structured environment. It encourages children to develop self-discipline and patience, both of which are areas of struggle for those with ADHD.

In India, initiatives such as those by AIIMS Delhi, NIMHANS Bengaluru, and Autism Society of India have begun integrating aquatic therapy in rehabilitation programs. These institutions recognize swimming not just as recreation, but as a holistic therapeutic tool that enhances emotional, social, and physical health.

Review of Studies and Evidence-Based Findings

1. International Research-

A landmark study by Pan (2010) in *Research in Autism Spectrum Disorders* examined 16 children with ASD and reported a 22% improvement in balance, coordination, and sensory regulation after 10 weeks of aquatic therapy. The study concluded that “structured swimming enhances self-awareness and social responsiveness.”

Fragala-Pinkham et al. (2008) observed similar results, noting that group swimming improved endurance, flexibility, and adaptive behavior among children with developmental disabilities. According to the authors, “water provides a supportive medium that encourages movement and reduces the fear of failure.”

In 2019, Chan et al. published findings in the *Journal of Attention Disorders* showing that weekly swimming sessions helped children with ADHD increase attention span and reduce impulsivity. The study stated, “children displayed higher concentration levels after swimming, showing that consistent physical rhythm leads to better behavioral control.”

A 2021 study by Mortimer et al. in the *British Journal of Occupational Therapy* highlighted that swimming enhances emotional stability and confidence, as it allows children to experience achievement in a non-competitive setting. The authors emphasized that “aquatic therapy serves as both an exercise and a sensory experience that supports neurocognitive development.”

2. Indian Research and Observations

Indian evidence strongly supports the therapeutic benefits of swimming. Rao and Varma (2018) at AIIMS, New Delhi conducted a pilot study on 20 children with ASD who participated in weekly aquatic sessions for three months. They found that “participants showed improved social interaction, better sleep, and lower anxiety.”

Patel and Thomas (2019), in the *Indian Journal of Psychiatry*, reported that aquatic therapy sessions led to reduced irritability and improved communication among children with developmental disorders. The authors noted that swimming “provides natural behavioral reinforcement through water-based enjoyment.”

The University of Kerala (2021) observed that structured swimming improved sensory integration by 30% and reduced behavioral meltdowns. The report concluded that “water pressure and rhythmic movements support proprioceptive feedback, which helps children with autism process environmental stimuli calmly.”

In 2020, Autism Ashram Bangalore introduced a “Hydro-Therapy Program” for children with ADHD and mild autism. According to their published report, “90% of parents observed better attention and morning focus routines in children after two months of aquatic participation.”

Similarly, NIMHANS (2020) documented that aquatic environments encourage cooperation and peer interaction, crucial for improving the social lives of children with ASD.

Discussion and Implications-

All the above studies, both Indian and international, indicate that swimming is one of the most holistic and inclusive forms of therapy for children with ASD and ADHD. The natural buoyancy of water allows freedom of movement without the fear of injury, while hydrostatic pressure provides sensory feedback that calms overstimulated nerves.

Swimming helps in three main areas:

1. **Sensory Integration:** Children with ASD often face sensory overload. Water's gentle resistance helps them experience consistent tactile feedback, improving sensory balance.
2. **Attention and Focus:** For ADHD, repetitive strokes and rhythm enhance concentration, and the dopamine release post-swimming supports better cognitive control.
3. **Social and Emotional Growth:** Swimming builds self-esteem and emotional security. It encourages interaction, cooperation, and empathy among children when done in group sessions.

In India, awareness about aquatic therapy is still limited, especially in smaller cities. However, schools, NGOs, and hospitals have started integrating it into child development programs. The AIIMS Child Development Center (2021) suggested that including swimming as part of weekly school routines can “strengthen motor skills and emotional regulation in children with learning and behavioral difficulties.”

These findings point to the fact that swimming should not be treated as an optional sport but as an essential component of mental health and developmental care. The role of trained therapists and special educators is crucial in designing child-friendly aquatic programs suited to each child's sensory and behavioral profile.

Conclusion-

Swimming has proven to be a valuable, evidence-based intervention for children with ASD and ADHD. It directly influences brain and body regulation by combining structured movement, sensory balance, and emotional engagement. As numerous studies have shown, aquatic environments not only calm the nervous system but also enhance self-control, focus, and confidence.

To make this therapy more effective in India, it is essential to:

- Train instructors and therapists to understand the unique sensory needs of children.
 - Introduce swimming-based sessions in schools and therapy centers as part of inclusive education.
 - Build safe, accessible community pools for neurodiverse children.
 - Encourage parents to participate, as family engagement enhances progress and emotional comfort.
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As the NIMHANS report (2020) stated, “activities like swimming help children translate sensory energy into emotional balance.” When applied thoughtfully, swimming can become not only a form of physical exercise but also a channel of empowerment, confidence, and emotional healing for children living with ASD and ADHD.

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Article by Faculty

Emerging issues of Disabilities in higher education system

-Mohd. Kalim Siddiqui, CRC-Bhopal

Abstract-

A sound education is the necessary to a successful life for all students, including those with disabilities. Students with disabilities have individual strengths, weaknesses, and academic needs--as do all students. Hence there is urgent need and demand in higher education system to create an appropriate educational environment or disable friendly environment for disable student. Disability in higher education has different implications from that of school Education. Higher education increases the chance of employability, thus, affirming dignified life for the persons with disabilities. While going through the policies and programmes in India it is found that not much has been done in the field of disability and higher education. Keeping in above, this paper addresses emerging issues of disabilities in higher education system. Issues like institutional mission, policy issues, documentation policy, appropriate accommodations and curriculum adjustments. The paper concludes with recommendations for creating a responsive campus environment.

Introduction-

We lived in a world full of diversities. Every form of living and non-living being is quite unique and different from each other. A child comes to this earth with its own unique abilities and capacities of body and mind. Some are fortunate enough to have extraordinary ability or capacities, while others are averages or even suffer from so many deficits and deficiencies. This gap between the ability and capacities of the children or learner related to their adjustment and development. Person with disability suffer from so many deficits and deficiencies. There are variation in need and ability among disable students and non disable students. Person with disability face difficulty in learning, adjustment and development. Education of individuals with disabilities can be greatly enhanced with creation of appropriate educational environment or disable friendly environment. So there is urgent need and demand to understand the benefits of educating a disable student and create an appropriate educational environment or disable friendly environment in higher education system. On the basis of different need and ability of disable student, colleges and universities examine their mission, develop policy, and work together as a campus community. Policies should address the issues of admissions, documentation of disability, accommodations, and curriculum modifications. The purpose of this paper is to provide recommendations related to institutional mission, policies, and accommodations for students with disabilities in higher education.

Higher education-

Higher education is recognized as a critical factor in inclusive and faster growth in any country including India. It generates skilled labour force and inputs for research and development. It hardly needs any justification that higher education is an engine of economic growth in any country including India. Higher education has significant role in supporting knowledge driven economic growth strategies. It provides an opportunity to critically reflect upon the social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skills. It fosters higher growth rate and enables non-disable and disable people to compete in a globalize world. There is urgent need and demand in higher education system to create an appropriate educational environment or disable friendly environment for enhancing the educational level of individual with disability.

Understanding the disability -

There is wide range of debate about the understanding of disability. Historically, persons with a Disability have been viewed as charity cases, or from a purely medical perspective, yet this view is rapidly changing. Today, disability is viewed within a human rights framework. Countries around the world give their own definitions of disability. Disability stands for the decrement in function that a person experiences as a consequence of his or her impairment and functional limitation.

According to W.H.O. (1976), “Disability reflects the consequence of impairment in terms of performance and activity by the individual”.

According to Right of Persons with Disability (RPWD) Act of India (2016), “Person with disability means a person with long term physical, mental, intellectual or sensory impairment which, in interaction with barriers, hinders his full and effective participation in society equally with others.”

Following are the disability conditions included in the RPWD Act 2016

- Blindness
 - Low-vision
 - Leprosy Cured persons
 - Hearing Impairment (deaf and hard of hearing)
 - Locomotor Disability
 - Dwarfism
 - Intellectual Disability
 - Mental Illness
 - Autism Spectrum Disorder
 - Cerebral Palsy
 - Muscular Dystrophy
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- Chronic Neurological conditions
- Specific Learning Disabilities
- Multiple sclerosis
- Speech and Language disability
- Thalassemia
- Hemophilia
- Sickle Cell disease
- Multiple Disabilities including deaf-blindness
- Acid Attack victim
- Parkinson's disease

Emerging issues of disability in higher education system-

Institutional mission

Presently, institutions are establishing learner outcomes for all programs. While students with disabilities should be expected to meet the institution's academic standards, they should be given the opportunity to fulfil learner outcomes in alternative ways. The process by which students with disabilities demonstrate mastery of academic standards may vary from that of the larger student body, but the outcomes can and should remain the same. Accommodating students with disabilities need not jeopardize the academic standards of the institution.

A team approach to reviewing the institution's mission and its policies for evaluating its essential programmatic elements results in a balanced and integrated plan for both academic integrity and educational access. Faculty and staff from the various programs can work to outline essential program components in relation to the institution's mission. Collaboration among administrators, faculty members, and disability service professionals should ensure that academic standards are delineated and maintained.

Although the team approach to policy design may involve a number of administrative offices, it is highly recommended that services for students with disabilities be housed within the administrative structure that promotes a strong academic focus and shared faculty responsibility for providing accommodations. For some campuses that office reports directly to the president or provost; for others, disability issues may be under the purview of the academic or student affairs offices.

Policy issues

It is essential to have written policies that ensure that students with disabilities receive the same high-quality education as their peers. These policies should address the issues of admission, documentation of a disability, accommodations, and curriculum modifications. It is important that students be made aware of the existence of an appeal process which is set forth in writing. Students should have easy access to all written policies and procedures including the appeal process. Such documents should be available in a variety of formats, in all appropriate campus literature, and through available technology, such as a Web site, which all students can access.

Admission policy-

Colleges and universities vary in their admission requirements and policies; some have open admissions, while others have rigid entry requirements. Most students with disabilities meet the standard admission criteria and will not be readily identifiable during the admission process. However, some students with disabilities may appeal the standard entry requirements because of the effects of their disability on their academic performance or test scores. Within the appeal process for admission, available to all students, a mechanism is needed to consider the impact of a student's disability on his/her academic record. During the appeal process, it is important to recognize that inconsistencies in the student's academic record may reflect the presence of his/her disability. It is recommended that the admission appeal process for students with disabilities involve a team approach to decision making. It is imperative that the team consist of institutional representatives who are knowledgeable about disabilities.

Documentation policy-

Disabilities occur throughout the life span. Whether a college or university accepts a student's documentation as adequate or requires additional information before providing services, accommodation decisions should be addressed on an individual basis. The campus disability professional, in conjunction with the student, should evaluate the effects of the student's disability in relation to the curriculum and academic standards. During this process, faculty and other campus representatives may be consulted to review the academic environment and its relationship to the student.

Appropriate accommodations-

A disability is not static; its effects may change in relation to a number of student, environmental, and curricular factors. Such factors as the student's abilities, the classroom setting, methods of instruction, or task demand may entail the need to provide differing academic adjustments. These accommodations, to be requested by the student, must be made on a case-by-case basis to ensure the integrity of the academic program and the educational experience. Requests for accommodations must be responded to in a timely fashion. The decision-making process for academic adjustments may involve the faculty member, the student, and the disabilities professional. Identifying and selecting appropriate accommodations require an analysis of the task, the student's disability, course objectives, and faculty input.

There are a number of new technologies and software options available that foster access to academic materials, such as text-to-speech, speech synthesizers, visual outliners, reading programs, textbooks on tape, print enlargers, visual tracking, phonetic spell checkers, and other emerging technologies. It is critical that technology on campus be reviewed and made accessible to students with disabilities [Riley, 1997; letter to the Chancellor of the California Community College System (from Region IX OCR Regional Director, January 22, 1998)].

Curriculum adjustments-

Before course substitutions are considered, an evaluation of the course's purposes and outcomes should be conducted. Alternatives to course substitutions might include alternative testing, alternative evaluation of performance, and course audits. Because both the integrity of the academic program and the educational experience of the student are at stake, policy of this magnitude should be established and implemented through shared decision making. A team including the faculty member, disability service provider, student, and a disability specialist constitutes a balanced forum for decision making.

Acceptable course substitutions to be considered by college personnel include the following: culturally oriented courses, anthropology courses, or sign language, logic, philosophy, or computer science courses as an alternative for a math requirement. The team making this decision should consider the individual's disability in relation to the student's chosen academic program (Tucker, 1996).

Recommendations for creating a responsive campus environment-

In recent years many questions have emerged during the development of services for students with disabilities: What documentation is necessary to determine eligibility for which services? What are the institution's responsibilities to modify a curriculum? What constitutes true access to education? Kroeger and Schuck (1993) give specific directives for creating a responsive environment. The authors call for organizing and structuring services, further defining access to higher education, clarifying of available sources and allocations of funding for services, and consistently evaluating services and the model for collaborating with faculty. Following are recommendations for building a responsive campus community to provide appropriate services to students with disabilities.

A. Review the structure of the institution -

- Ensure that written college and university policy statements regarding services for students with disabilities are consistent with the mission of the institution.
- Review all campus literature for statements of equal access and the procedures students with disabilities must follow to request services.
- Consider housing the office for disability services in academic affairs or a similar administrative office for effective reporting and support.

B. Establish Policies -

- Ensure confidentiality of student information.
 - Develop written policies and procedures, including the appeal processes, regarding students with disabilities in the areas of admission, documentation, academic accommodations and curriculum adjustments.
 - Make policies and procedures available to the entire campus community via student handbooks, catalogs, and course schedules in alternative formats.
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C. Promote Awareness -

- Establish mechanisms for dissemination of information about disabilities to students, administration, faculty, and service professionals.
- Disseminate information to the campus community about available services.
- Familiarize faculty, staff, administration, and students with laws governing accommodations for students with learning disabilities.
- Clearly designate the individuals who make the decisions regarding accommodations so that intra faculty or staff disputes are minimized.

Collaborate -

- Build campus expertise through collaboration and consultation.
- Establish a team of service providers and faculty members for decision making in regard to admission, documentation, academic adjustments and program accommodations for students with disabilities.
- Remain current regarding disability issues.
- Provide cost effective, reasonable accommodations for students with disabilities.

Conclusion-

The purpose of this paper is to provide recommendations related to institutional mission, policies, and accommodations for students with disabilities in higher education. Building an academic community responsive to diverse student populations, including students with disabilities, benefits the college community as well as society. Students with disabilities have individual strengths, weaknesses, and academic needs--as do all students. While it is important to consider individually the status of students with disabilities, it is critical that academic institutions plan for the admission and consequent education of these students. When colleges and universities examine their mission, develop policy, and work together as a campus community, education of individuals with disabilities can be greatly enhanced. Policies should address the issues of admissions, documentation of disability, accommodations, and curriculum modifications.

Ensuring the education of students with disabilities is a campus-wide responsibility. Bringing the campus community together for shared decision making requires campus-wide awareness of students with disabilities, an understanding of the legal requirements for access, a review of essential program components, and a structuring of service delivery that is compatible with the school's mission. This institutional commitment and planning will allow students, faculty, and administration to work together toward their common goal: successful higher education for students with disabilities.

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Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan)

Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan), AYJNISHD(D) was established on 9th August 1983. It is an autonomous organisation under the Department of Empowerment of Persons with Disabilities (Divyangjan), Government of India, New Delhi and is located at Bandra (West), Mumbai. It is an approved Science & Technology Institute of Govt. of India.

Regional Centres of the institute have been established in Kolkata (1984), New Delhi (1986), Secunderabad (1986) and Bhubaneswar (1986- in association with the Government of Orissa). These are centres aimed at meeting local and regional needs in terms of manpower development and services. Regional Centre in New Delhi has been shifted to Noida in 2015 and the Regional Centre at Bhubaneswar has been shifted to Janla in 2008.

Composite Regional Center (CRC), Ahmedabad, Gujarat is another service model, for providing services to persons with disabilities under one umbrella, initiated by the Ministry of Social Justice & Empowerment, Govt. of India, established on 16th August 2011. In Maharashtra, another CRC was set up at Nagpur in 2015 by NIEPID, Chennai and transferred to AYJNISHD(D) in 2020. On 8th April 2023 CRC- Chhatarpur in Madhya Pradesh was inaugurated. All these CRCs function under the administrative control of AYJNISHD(D).

Know our Team Member



Mr. Kushum Kumar Verma Graduated in Speech and Hearing from the pioneer national organization, All India Institute of Speech and Hearing, popularly known as AIISH, Mysore. He completed his Post-Graduation from the College of Speech & Hearing, Mangalore. Currently, he is working as an Assistant Professor in Speech and Hearing at CRC-Bhopal, Department of Speech & Hearing. Prior to his current position, he had worked as an Assistant Professor in Speech & Hearing at Pt. Jawaharlal Nehru Memorial Medical College at Raipur, Chhattisgarh.

Over the past 19 years, he has gained teaching experience in Bachelor's and Diploma Level courses in Speech & Hearing. He has vast experience in Clinical Practice with Speech & hearing disorders. He has sound and keen knowledge to diagnose and rehabilitate Speech and Hearing cases.

Among his various projects, he served as the nodal officer for the ADIP Cochlear Implant Scheme for the West Central Zone in India, where he successfully oversaw and coordinated its implementation. He also served as the nodal officer for the establishment and development of CRC Chhatarpur. In terms of research contributions, he has published two articles in national journals.

He possesses strong clinical expertise in the field of cochlear implants, including candidacy assessment, pre-operative evaluation, and post-operative management. His professional experience extends to the assessment and intervention of a wide range of speech and language disorders, such as speech sound disorders, misarticulation, phonological disorders, fluency disorders, voice disorders, dysarthria, and various language disorders, including aphasia.

He is also authorized to provide certification related to speech and hearing disability percentages, ensuring accurate documentation in accordance with established guidelines. Additionally, he actively engages in comprehensive rehabilitation planning, patient counselling, auditory-verbal therapy, and interdisciplinary coordination to support successful outcomes for individuals with communication disorders.

Know our Department

The Clinical Psychology department at CRC Bhopal offers a comprehensive range of mental health services, such as behavioral assessment, counseling, psychoeducation, psychotherapy and behavior therapy to support individuals and families. It also offers an RCI approved Post Graduate Diploma in Rehabilitation Psychology course guided by the dynamic leadership of Dr Indra Bhushan Kumar, Assistant Professor in Clinical Psychology and Academic incharge at CRC Bhopal.





Student's Contribution



By- Muskan Verma
(DISLI- 1 yr)



By- Krishna, Roma, Shaan
(DHLS)



By- Anju Yadav, Prachi Chakravedi, Akansha KHushwaha
(D ed Spl Ed.)



By- Rajiv ,Mansi
(DHLS)



By- Ankit Yadav, Rishi Malvia , Vaibhav Chakradhar
(D ed Spl. Ed.)



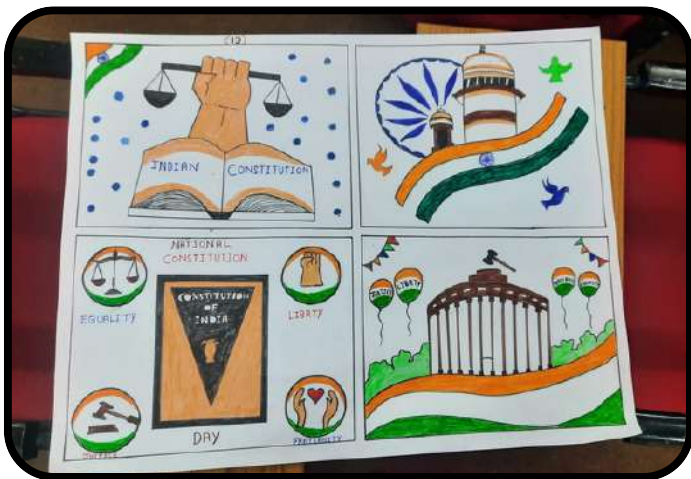
By- Sumit Khatik, Ayush
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By- Sumit Khatik, Smrati Jhariya, Ayush Bairagi
(DHLS)



By- Seema Oad and Supyar Pal
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By- Tripti Batham
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Sumriti choudhary, Roma kumari, Rajesh, Shivam
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By-
D .ed Spl. Ed. (IDD)

दिव्यांगजनों के लिए निःशुल्क कोचिंग

दिव्यांगजन सशक्तिकरण विभाग, सामाजिक न्याय एवं अधिकारिता मंत्रालय, भारत सरकार द्वारा दिव्यांग छात्रों को विभिन्न प्रतियोगी परीक्षाओं की तैयारी कराने के उद्देश्य से निःशुल्क कोचिंग योजना का संचालन किया जा रहा है। यह योजना सभी राष्ट्रीय संस्थानों तथा सी.आर.सी. के माध्यम से संचालित की जा रही है। इस कोचिंग के माध्यम से दिव्यांग छात्रों को यूपीएससी, बैंकिंग, रेलवे भर्ती बोर्ड, एसएससी सहित विभिन्न प्रतियोगी परीक्षाओं की तैयारी कराई जाती है। वर्तमान में सीआरसी भोपाल में रेलवे भर्ती बोर्ड तथा एसएससी की परीक्षाओं की तैयारी कराने के लिए कोचिंग संचालित की जा रही है। इस योजना के अंतर्गत लाभ प्राप्त करने के लिए प्रमुख नियम और शर्तें निम्नलिखित हैं।

1. दिव्यांगजन को कम से कम हायर सेकेंडरी परीक्षा उत्तीर्ण होना चाहिए।
2. कम से कम 40% दिव्यांगता का स्थायी यूडीआईडी कार्ड होना चाहिए।
3. समस्त स्रोतों से वार्षिक आय रु. 8 लाख से अधिक नहीं होनी चाहिए।

इस योजना के अंतर्गत लाभ प्राप्त करने के लिए सादे कागज पर नाम, पिता/पति का नाम, पूरा पता, जन्म तिथि, लिंग, जाति, शैक्षणिक योग्यता, परिवार की वार्षिक आय, की जानकारी देते हुए सीआरसी भोपाल में आवेदन कर सकते हैं।

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(राष्ट्रीय मानसिक स्वास्थ्य पुनर्वास संस्थान सीहोर, म. प्र. के प्रशासनिक नियंत्रणाधीन)
दिव्यांगजन सशक्तिकरण विभाग, सामाजिक न्याय एवं अधिकारिता मंत्रालय, भारत सरकार

अल्प दृष्टि दिव्यांगता

पूर्ण रूप से ठीक न होने वाली दृष्टि हानि यह एक स्थायी स्थिति है
जिसे सामान्य चश्मे, लेंस, या सर्जरी से ठीक नहीं किया जा सकता।

लक्षण

अल्प दृष्टि हेतु विशेष प्रशिक्षण एवं पुनर्वास

अल्प दृष्टि के लक्षण

- धुंधली दृष्टि
- दृश्य तीक्ष्णता में कमी
- कम कंट्रास्ट संवेदनशीलता
- विस्तृत दृश्य क्षेत्र की हानि
- देखने में कठिनाई
- दिन-प्रतिदिन के कार्यों में कठिनाई:
- सिरदर्द या आँखों में थकान
- रंग आकार एवं वस्तुओं की
- पहचान में असमर्थता जताना
- स्व-सहायता प्रशिक्षण
- अनुस्थिति ज्ञान एवं चलिष्णुता प्रशिक्षण
- दृष्टि उद्दीपन प्रशिक्षण
- प्रतिदिन के क्रियाकलापों का प्रशिक्षण
- सहायक उपकरणों का प्रशिक्षण-
ऑप्टिकल एवं नॉन ऑप्टिकल
- अल्प दृष्टि व्यक्तियों हेतु मार्गदर्शन
-आवश्यकता अनुसार मार्गदर्शन एवं परामर्श

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- व्यावसायिक मार्गदर्शन
- स्थानान्तरण मार्गदर्शन
- शासकीय योजनाओं के क्रियान्वयन हेतु परामर्श
- उपकरण वितरण
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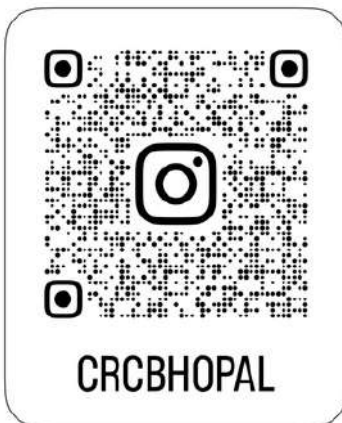


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