

Sub-Scheme under SIPDA for setting up of Cross-Disability Early Intervention Centres at National Institutes (NIs) and Composite Regional Centres (CRCs) under DEPwD

1. Introduction:

- a. As per Census, 2011 there are about 20.42 lakh children (0-6 years) with disabilities comprising 7% of children population in the country. With the coming into force of the Rights of Persons with Disabilities Act, 2016 which now recognises 21 disabilities, it is expected that the number of children with disabilities would increase.
- b. Research studies suggest that early childhood (0-6 years) is a time of remarkable brain development. It is the critical period that determines a person's ability to reach their lifelong health, social and economic potential. Providing quality childhood intervention early in life helps to develop the skills needed to enable individuals to lead an independent and dignified life. Early Intervention can provide specialized support and services for infants and young children at risk or with disability and/or developmental delay and their families to help their development, well-being and participation in family and community life. The earlier the disability/ at risk/developmental delay children are provided timely rehabilitative care and intervention, the better is the scope of overall improvement in the person's well being.
- c. 0-6 years is also said to be the appropriate age for learning for a child. It is, therefore, essential to prepare the children with disabilities for their school readiness at this age to improve their physical and cognitive abilities, communication and language skills so as to enable them to live a secured and independent life.
- d. Presently, such facilities and specialised personnel for cross-disability rehabilitation of children with disabilities are not available in National Institutes (NIs) and Composite Regional Centres (CRCs) under Department of Empowerment of Persons with Disabilities (DEPwD). While the District Early Intervention Centres (DEICs) set up under Ministry of Health & Family Welfare focuses on aspects related to identification and treatment, there is no comprehensive program for early rehabilitative care and intervention for children at risk cases or those with disabilities or having developmental delays in order to help in reduction in their overall disability burden. As such, a need was felt to begin cross-disability early intervention centres in NIs and CRCs under the Department.
- e. The National Institutes (NIs) under this Department are mostly serving a particular category of disability. For example, National Institute of

Locomotor Disabilities (NILD), Kolkata, Swami Vivekanand National Institute of Rehabilitation Training and Research (SVNIRTAR), Cuttack and Pandit Deendayal Upadhyaya National Institute for Persons with Physical Disabilities (PDUNIPPD), Delhi serve persons with locomotor disabilities only. The National Institute for Empowerment of Persons with Visual Disabilities (NIEPVD), Dehradun is for persons with visual disability, Ali Yavar Jung National Institute for Empowerment of Persons with Speech and Hearing Disability (AYJNISHD), Mumbai for persons with hearing disability and National Institute for Empowerment of Persons with Intellectual Disability (NIEPID) at Secunderabad for persons with intellectual disabilities.

- f. Similarly, the Composite Regional Centres (CRCs) under the Department, attached to NIs also need to give focussed attention to cross-disability early intervention for children in the age bracket of 0-6 years. Presently 21 CRCs are located at Agartala, Ahmedabad, Balangir, Bhopal, Davangere, Gangtok, Gorakhpur, Guwahati, Port Blair, Imphal, Kozhikode, Lucknow, Naharlaghun, Nagpur, Nellore, Patna, Rajnandgaon, Ranchi, Shillong, Srinagar and Sundernagar.
- g. There is, thus, a need for developing a program for providing early identification and rehabilitative-intervention services to children with disabilities and children at risk cases covering the entire gamut of 21 disabilities under a single roof with a contiguous, accessible, aesthetically appealing and child-friendly environment.

2. Objective:

To provide financial assistance for setting up of Cross-Disability Early Intervention Centres (CDEICs) at National Institutes and Composite Regional Centres and matters incidental there to. Such Cross-Disability Early Intervention Centres should be equipped to provide the following services:

Screening and Identification	<ul style="list-style-type: none"> • Facilities for early identification of at risk children • Referring for appropriate interventional services
Therapeutic Services	<ul style="list-style-type: none"> • Communication and language development • Speech stimulation and therapy • Occupational therapy • Physiotherapy • Behaviour management • Cognitive development

Counselling	<ul style="list-style-type: none"> • Family, guardian and caregiver counselling & training • Peer counselling
School Readiness	<ul style="list-style-type: none"> • Communication, language & cognitive development • Foundational literacy • Motor and physical development • Personal, social and emotional development • Facility of preparatory school

3. Target:

To support setting up and functioning of 28 CDEICs during the five-year period from 2021-22 to 2025-26 as under:

2021-22	2022-23	2023-24	2024-25	2025-26
14 CDEICs at 7 NIs & 7 CRCs (already set up and launched on 17.6.2021 by Hon'ble Minister SJ&E) and 5 new CDEICs at 5 CRCs	1 new CDEIC at 1 CRC	2 new CDEICs at 2 CRCs	3 new CDEICs at 3 CRCs	3 new CDEICs at 3 CRCs

4. Implementing agency:

- a. National Institutes (NIs) of Department of Empowerment of Persons with Disabilities.
- b. Composite Regional Centres (CRCs) of the National Institutes of the Department.
- c. The implementing agencies shall submit the proposal to this Department in the pro forma at **Annexure I**.

5. Eligibility Criteria:

The NIs/CRCs should have adequate space for setting up of the CDEICs preferably in own or government non-rented accommodation.

Indicative list of centres/units/room required for accommodating facilities to be provided at a model CDEIC is at **Annexure II**.

6. Components of the Scheme:

- a. One time expenditure of Rs. 20.00 lakh or as per actuals, whichever is lower, towards infrastructure including features of accessibility such as tactile strips, tiles, Braille signage, ramp with railings, emergency evacuation route, etc. and aesthetically designed interiors including attractive wall decors/paintings/tactile walls, equipment, furniture/fixtures, adequate lighting as per the indicative list at **Annexure III**.
- b. Recurring expenses of Rs. 54,36,000 per annum or as per actual, whichever is lower, towards salary of staff as per **Annexure IV** and contingency expenditure of Rs 3.00 lakh per annum or as per actual, whichever is lower.

7. Operational Arrangements:

- a. The estimates for expenditure towards infrastructure, furniture & fixtures, etc. to be signed not below the rank of Executive Engineer of CPWD.
- b. The proposal received from the implementing agencies will be considered for recommendation by the following Committee within a period of two months from the date of receipt of such proposals:
 1. Joint Secretary, DEPwD dealing with CDEICs.....Chairperson
 2. DS/Director dealing with SIPDA..... Member
 3. DS/Director (IFD).....Member
 4. DS/Director dealing with NI.....Member
 5. Representative from MoHFW.....Member
(not below the rank of Director/DS)
 6. Representative from MoWCD.....Member
(not below the rank of Director/DS)
 7. Directors from two National Institutes by rotation.....Members
(2021-22 - NIEPVD, Dehradun and NILD, Kolkata;
2022-23 - SVNIRTAR, Cuttack and NIEPID,
Secunderabad;
2023-24 - AYJNISHD, Mumbai and NIEPMD, Chennai;
2024-25 - PDUNIPPD, Delhi and NIEPVD, Dehradun;
2025-26 - NILD, Kolkata and NIEPID, Secunderabad;)
 8. Director/DS dealing with CDEIC.....Member Convener
- c. The Committee may ask for presentation including with a walk-through video of the location identified for the purpose of setting up of Cross-Disability Early Intervention Centre from the respective NIs/CRCs for its consideration.

- d. The Committee shall recommend the quantum of financial assistance permissible or reject the proposal.
- e. The proposal recommended by the above Committee shall be processed in the Department within a month.

8. Terms of payment:

- a. First instalment, i.e., 30% of the total sanctioned amount in respect of infrastructure/fixture/equipment cost, in advance after receipt of acceptance of terms and conditions of sanction by the implementing agency. The completion of civil work for infrastructure, equipment fixture, etc. should exceed one year from the date of sanction of the proposal.
- b. Second instalment, i.e., 30% of the total sanctioned amount in respect of infrastructure/fixture/equipment cost, subject to completion of work of first phase as per **Annexure V** and submission of Utilisation Certificate in respect of the first instalment.
- c. Third instalment, i.e., 30% of the total sanctioned amount in respect of infrastructure/fixture/equipment cost, after completion of work of second phase as per **Annexure V** and submission of Utilisation Certificate in respect of the second instalment.
- d. Balance amount, i.e., 10% of the total sanctioned amount in respect of infrastructure/fixture/equipment cost, after completion of third phase as per **Annexure V** and submission of Utilisation Certificate in respect of the entire sanctioned amount for infrastructure/fixture/equipment cost.
- e. Release of fund towards salary of the staff after recruitment and other recurring expenses in advance on 6 monthly basis.

9. Other general terms and conditions:-

- a. The implementing agencies need to complete civil work for child-safety and child-friendly infrastructure including features of accessibility as per laid down guidelines. Equipments, furniture and fixtures like fire-safety equipments, window-blinds, adequate light fittings, security alarm systems, etc. and building norms to be adhered to, and within the time frame as recommended by the Committee.
- b. The implementing agencies need to display the logo of Cross-Disability Early Intervention Centres bilingually as at **Annexure VI**.

- c. The CDEICs should ensure adequate facility for cleaning and sanitization equipment and material and wash-basins to be appropriately provided.
- d. Provision for accessible washrooms and drinking water-point to be ensured in close proximity.
- e. The CDEICs should have adequate facility for CCTV surveillance and monitoring.
- f. The Government shall not pay any extra amount for any escalation in cost towards infrastructure for any reason beyond the sanctioned amount.
- g. The implementing agencies shall maintain separate account for the purpose of setting up and running CDEICs and this account is open for audit.
- h. The implementing agencies shall maintain proper records of the CDEICs through a software on daily basis in soft format as under:
 - i. Number of children (0-6 years) visited.
 - ii. Number of children with associated conditions visited.
 - iii. Number of children with disabilities visited (Segregated disability data to be maintained).
 - iv. Number of new risk-cases/disabilities identified.
 - v. Number of children at-risk/children with disabilities referred for rehabilitative care.
 - vi. Number of children with disabilities given therapeutic services (service-wise segregation data to be maintained).
 - vii. Number of parents given counseling services.
 - viii. Number of children with disabilities given peer counseling.
 - ix. Number of special trainings arranged for parents/guardians.
 - x. Number of children with disabilities given assistive devices.
 - xi. Number and details of outreach activities conducted with different stakeholders.
 - xii. Number and details of awareness generation activities/ programmes conducted.
- i. CDEICs shall also document success stories and submit videos and other documents to the Department every year. At the time of seeking financial assistance towards recurring expenditure consolidated data for the preceding year along with documented success stories should be provided.
- j. Payment of salary to the employee should be made directly to the bank account of the employees. Similarly, payment towards other

recurring expenditure should be made directly to the bank account of the agency/person concerned.

- k. Hiring of employees should be done through open advertisement based on eligibility criteria as per the requirement and selection should be made through a Committee in a transparent manner.
- l. Biometric attendance of all employees should be maintained.
- m. The human resources of CDEICs should be trained to handle all categories of children with disabilities. They will also assist in making Unique Identification for Persons with Disabilities (UDID) Cards of beneficiaries.
- n. All the National Institutes will serve as master trainers for the staff of CDEICs. The cost towards training of the staff of CDEICs at these NIs will be borne by the respective organisations. The National Institutes will prepare the digital training module for trainers and trainees.
- o. One NI will be nominated to be a repository of consolidated information from all CDEICs and to maintain the overall database.
- p. NIs/CRCs receiving grant-in-aid under this scheme shall be liable to refund the entire amount of grant-in-aid alongwith penal interest in case of non-completion of work within the stipulated time except under situations beyond control.
- q. The NIs/CRCs receiving grant-in-aid shall also be liable for penalty as may be decided by DEPwD in consultation with the internal finance for breach of any terms and conditions of sanction.

Application for seeking financial assistance for setting up of CDEICs

1. Name of the NI/CRC (in case of CRC, please indicate Name of patron NI):

2. Complete-Address:

3. Name and Telephone number of the Single-point Contact Person: _____
4. Area / space available for CDEIC: _____
5. Whether new centre / ongoing centre: _____
6. If ongoing centre, functional since when: _____
7. Financial assistance sought for:
 - i. Infrastructure Development: Rs. _____
(Estimates for infrastructure requirement including civil work, electrical fittings, fixtures/furniture, painting, etc. (item wise detailed estimate duly signed by Executive Engineer of CPWD along with engineering drawing to be attached))
 - ii. Human Resource Requirement: _____
(Details of the staff to be recruited along with proposed remuneration)
 - iii. Other recurring contingency expenditure incidental to CDEIC: _____
8. Whether the handbook on CDEICs of DEPwD followed while conceiving the proposal of setting up of CDEIC: _____
9. It is certified that above information is true and financial assistance for this project has not been sought from any other agency including under CSR.

Authorised Signatory

(Director of NI/In-charge of CRC with seal)

Place:
Date:

Annexure – II

Indicative list of centres/units/room required for accommodating facilities to be provided at a model CDEIC

1.	Registration & Facilitation Counter
2.	Parent Waiting Area
3.	Family Education & Training Unit
4.	BM & Counselling Unit
5.	Paediatric Centre
6.	Feeding & ADL Room
7.	Changing Room
8.	OT Unit
9.	PT Unit
10.	ST & Language Intervention Unit
11.	Indoor Play Therapy Unit
12.	Trans-Disciplinary Therapy Unit (Group)
13.	Multi-Sensory Integration Unit
14.	Trans-Disciplinary Therapy Unit (1:1)
15.	Multi-Purpose Activity Unit
16.	Visual Stimulation Room/Virtual Reality Room
17.	Preparatory Classroom I (3-4 years and 4-6 years)

N. B. – It is for Director of NIs and In-charge of CRCs to decide on minimum area for each facility based on availability of space.

**Indicative list of Equipments, Furniture, Fixtures, Material, etc.
required for accommodating facilities/units/rooms to be provided at a
model CDEIC**

**A. Indicative List of Equipment / Furniture/ Fixtures/ Material
required for other common indoor services in Cross-Disability Early
Intervention Centres**

I. Registration & Facilitation Counter

1. Furniture, Fixture & Wall Décor:

1. Accessible Registration Counter/ L-shaped desk as per laid down guidelines.
2. Computer (Monitor, UPS, CPU, Keyboard, Mouse with antivirus).
3. Printer with Xerox (Colour-print, Multifunction centre with scan, copy, automatic two side print, wireless connectivity).
4. Junction box.
5. Notice board/Bulletin board/pin-board with bullet pin.
6. Chairs (both for the parents and officials of CDEICs).
7. Landline phone inter-com.
8. Wall clock.
9. Waste-bin with lid.
10. Wall stickers/ wall paintings/ tactile walls (as per availability of space).

II. Parent Waiting Area

1. Furniture & Fixture:

1. Chairs (comfortable, durable with arm rest, etc.).
2. Table.
3. Television with cable connection (preferably, wall-mounted).
4. Wall-clock.
5. Book rack/Paper/Magazine stands.
6. Waste-bin with lid.

2. Materials:

1. Water-filter/Water-jar with dispenser.
2. Informational booklet, manuals, magazines, etc.
3. Books for children, story books, etc.

III. Family Education & Training Unit

1. Furniture & Fixtures:

1. Office table.
2. Revolving office-chair.
3. Chairs (for parents).
4. White Board/Projection Screen for PPTs, etc.
5. Wall clock.
6. Waste-bin with lid.

2. Flooring & Wall Décor:

1. Inter-locking floor mat (foam).
2. Wall stickers/wall painting.

3. Storage:

1. Wall-mounted storage cabinet.

4. Materials:

1. Family counseling resource materials (books and magazines).

IV. Behaviour Management (BM) & Counseling Unit

1. Furniture & Fixtures:

1. Office table.
2. Revolving office-chair.
3. Chairs (for parents).
4. Waste-bin with lid.

2. Flooring & Wall Décor:

1. Inter-locking floor mat (foam).
2. Wall stickers/wall painting.

3. Storage:

1. Wall-mounted storage cabinet.

V. Paediatric Centre

1. Equipment/Materials:

1. Electronic weighing machine.

2. Height measuring scale.
3. Reflex knee hammer (Paediatric).
4. Torch light.
5. Inch tape.
6. Eye chart.
7. Stethoscope (Paediatric).
8. Thermometer.
9. Tuning fork.
10. Tongue Depressor.
11. Gloves.
12. Waste-bin with lid.

2. Furniture & Fixture:

1. Examination-couch with backrest.
2. Clinical chair/stool.
3. Office table.
4. Revolving office-chair.
5. Waste-bin with lid.

VI. Feeding & ADL Room

1. Equipment/Materials:

1. Baby booster-seats.
2. Partition net/ curtain for providing privacy while feeding (optional where cubicles are not provided).
3. Chairs (ergonomically designed, durable, etc.).
4. Waste-bin with lid.

2. Wall Décor:

1. Wall stickers/ Wall painting (as per the availability of space).

VII. Changing Room

1. Equipment/Materials:

1. Wall-mounted vertical folding toilet/bathroom baby-changing station.
2. Bed-protecting rubber mat for baby.
3. Chairs (ergonomically designed, durable, etc.).
4. Wall stickers.
5. Interlocking floor-mat.
6. Waste-bin with lid.

B. Indicative List of Equipment / Material required for cross-disability early intervention therapeutic services including preparatory school

I. Materials for Learning Centre/Dramatics:

1. Home-Area:

- Child-sized stove, sink with cabinet for storing dishes, refrigerator, table & chairs, bed, dresser, dress-up display and other furnishings such as washing machine, etc.
- Cooking utensils such as pots/pans, eating utensils, play-food, empty samples of food products, spices, etc.
- Cleaning tools such as mops, brooms, dusters, dustbins, dust-pan, vacuum, etc.
- Infant dolls, dolls representing adults, small dolls for doll-houses (preferably with diverse ethnic and ability characteristics), doll-house, doll-furniture, doll-clothes, etc.
- Full-length unbreakable mirror.
- Toy telephones, clocks, mobile, laptop, computer, vehicles, stuffed animals, etc.
- Dress-up clothes, both male and female (depicting different seasons & occasions).

2. Theme-Based Areas (few more examples can be added):

- Hospital: doctor's kit, stethoscope, white coat, bandages, tape, dolls, etc.
- Restaurant: tables and chairs, menu-card, play-money, aprons, cutlery, play-food, etc.
- Grocery store: empty product samples, toy shopping carts, toy cash register, bags, play-money, etc.
- Fire station: fire-truck, boots, rubber-hose, fire-safety hats, raincoats, etc.

II. Material for Fine Motor Training:

- Building Toys: Small wooden blocks/cubes, interlocking blocks, magnetic blocks, bristle blocks, waffle blocks, etc.
- Puzzles: Variety of textures (foam, plastic, wood, multi-texture) and different complexities, knobbed, without knobs, variety of pieces (05 to 30), interlocking and individual pieces, sequence, floor.
- Manipulative materials:
- Small & Large beads, strings, bead pattern cards, bead frames.
- Sewing materials including blunt needles, wool, jute-string, buttons, lacing cards with laces/string.

- Pegs and peg boards.
- Zip, snap and button dressing frames.
- Straws / Sticks with connectors.
- Nuts and bolts, screws.
- Train tracks and train.
- Shape sorters

III. Materials for Arts/Craft Area:

- Drawing: large & small crayons; pens, pencils, erasers, colored pencils; thick & thin washable markers; chalk, chalk board, erasers; paper (various sizes & colors, lined & blank), newspaper, tissue paper, construction paper; dry-erase boards and marker.
- Painting: finger paints; liquid tempera paints; block/disk tempera paints & trays; variety of paint utensils, paint brushes, rollers, squeeze and spray bottles, sponges, q-tips, paint scrapers.
- Collage: glue bottles, glue-sticks, glue-brushes/spreaders; paper-scrap, magazines, cards, wrapping paper, ribbon; cardboard tubes, boxes, rolls for construction, felt/fabric scraps, yarn/strings; cotton balls; pompoms; glitter, buttons, sequins, gems; natural objects (leaves, seeds, twigs, feathers).
- 3D material: play-dough, clay, wood for gluing/construction; pipe-cleaners, plasticine, etc.
- Tools: safe scissors (left & right handed), staplers, paper punches, tape (various types), tape-holder; tools to use with play-dough (craft sticks, blunt knives, scissors, stencils).

IV. Materials for Block-Building Area:

- Blocks: Unit blocks in different shapes and sizes such as triangles, squares, rectangles, cylinders and arches. Large hollow blocks (with open sides), Tree-Blocks, Teacher-Made Blocks (large cardboard milk cartons, plastic containers, foam containers, sturdy boxes, wood cut into block shapes).
- Accessories: To conduct various activities through block building accessories like toy vehicles (trucks, cars, train, farm-vehicles) traffic/road signs, floor road map/ carpet, small toy-people, small toy animals (zoo, farm, domestic), ramps, boards, etc.

V. Materials for Reading Area:

- An assortment of books is needed. They can be store-bought, adult and child-made books, photo albums and children's magazines. Choose some from each of these categories:
- Factual Books: animals; facts about animals & plants; real-life experiences (eg. going to the doctor); number; shape; color;

- Nature & Science: five senses; human body; animal homes and lives;
- Race & Culture: historical & contemporary stories about people from various races and cultures, books in various languages.
- Diverse Ability: Books depicting individuals with diverse abilities (wheelchair users, crutches, hearing devices, walking cane, etc.)
- Fantasy Books: Pretend stories about people and animals.
- Other Material: Puppets, puppet theatre; poster sets (winter/rainy day etc); listening centre and recorded stories; flannel board.

VI. Materials for Gross-Motor Training:

- Stationary Equipment: Climbing equipment, slides, low balancing equipment, swings.
- Portable Equipment: Balls (variety of sizes and textures); sports equipment (child-size basket-ball hoop, plastic bats, hockey sticks); wheel toys (wagons, push/pull toys, scooters); riding toys (variety of sizes with and without pedals, for use by one or two children); tumbling mats; jump ropes; bean bags; hula-hoops; tunnels; large blocks (indoor & outdoor); loose materials (big cardboard boxes, blankets, tires);

VII. Materials for Sand/Water Area:

- Sand boxes, sand pits (outdoor); various types of sand/water tables such as dishpans, plastic bins, tubs, buckets, sinks; water-hose; sand or sand-substitute (modelling sand, play pellets); waterproof aprons or smocks;
- Measuring cups/spoons, variety of containers/bottles; shovels, scoops, molds; sponges; small water droppers, spray bottles, funnels; plastic tubes, sifters; things that sink or float; nature items like shells, rocks, pieces of wood;

VIII. Materials for Science Area:

- Natural objects: flowers, leaves, shells, rocks, pine cones, feathers, wood, twigs, branches;
- Living things: plants & flowers; aquariums/fish bowl with fish; bird-houses, bird-feeders;
- Other material: factual books/posters such as animals, plants, birds, fish, human body, seasons, weather, planets, environment; maps; globe; atlas; games with nature theme (matching/sequence cards; puzzles with nature or natural sequences, such as the life cycle example: frog, butterfly, chicken, plant; floor-puzzle such as human-body (heart, lungs, etc.);
- Science & play: pinwheels, wind-chimes, sources of wind such as fans; magnets with iron and non-iron objects; magnifying glasses,

sink and float items; pulleys/levers; shaking cans, smelling cans, feeling boxes; colored glasses, realistic insects.

IX. Materials for Math/Number Area:

- Measuring: liquid/dry measuring sets (cups and spoons); scales and weights; cloth tape measures; meter stick; rulers; wind-up meter tapes; thermometer, height chart; centimeter cubes.
- Shapes: Magnetic shapes, pattern or matching cards for any shape toys; attribute blocks (different sizes, colors, shapes, thickness); puzzles with different geometric shapes; shape sorters/organizers.
- Counting: small objects to count such as colored beads, animals, vehicles, with or without pattern cards or sorting/counting tray; play-money; pegs with numbers and holes to match; games or puzzles where quantities of objects are matched to written number, dice games.
- Written number: number books and posters; magnetic numbers; number puzzles; number lacing cards; play-telephones; play-money; clock; calendar; flash cards.
- Quantities: nesting/stacking cups; dominos; abacus; charts and graphs; toys and games to find more or less/fractions; snap-cubes, centimeter cubes; puzzles or three-dimensional graduated cylinders showing a sequence of different heights.

X. Materials for Music/Movement Area:

- Musical instrument: bells, piano, triangles, xylophone, rhythm sticks; drums; tambourines, cymbals, tone-blocks.
- Dance props: scarves, ribbons, streamers; hoops; clothes & shoes (male & female);
- Audio equipment: tape/CD player, radio; tape/CDs of different types of music such as folk, classical, popular children's songs, rhymes, music from various cultures and in different languages. head-phones, song- books, microphone.

XI. Material for Technology Centre:

- Video of a story that is considered children's literature.
- Computer software that has educational content in introducing concepts such as numbers, colors, matching, etc.
- Videos for children and staff to exercise to.
- Videos that support a curricular/interests of children.

Important: Any Audio/Visual equipment including cartoons, video, children-movie must be culturally-sensitive and developmentally-appropriate, with no violent, frightening or sexually-explicit content.

XII. Equipment/Material for Physiotherapy:

- Parallel bar (paediatric)
- Stair climber
- Static cycle
- Standing frame.
- Rowing machine.
- Inter-locking mat.
- Corner chair.
- C.P. chair.
- Prone crawler.
- Prone wedge.
- Bolster.
- Therapy ball.
- Hand ball.
- Balance board.
- Scooter board.
- Trampoline.

XIII. Equipment/Material for Occupational Therapy:

- Different types of paper (Cardboard, Sandpaper, Tissue etc).
- Board Games and Puzzles.
- Play Dough & Cookie Cutters.
- Nuts & Bolts.
- Sensory Bins / Boxes.
- Shape Sorters.
- Finger Painting material.
- Colouring Book with variety of colours (different size & texture).
- Beads and String (different sizes, colours & textures).
- Building Blocks (different sizes, colors & textures).
- Therapy Ball and Bolster.
- Grip strengtheners (different grips).
- Safety Scissors (different sizes & patterns).
- Paper punching machines (different sizes & patterns).
- Materials for Eye-Hand Coordination.
- Materials for Bilateral Coordination
- Activities based materials for Core-Strengthening.
- Materials for Visual-Motor Integration.
- Zip, snap and button dressing frames.
- Stacking, Sequencing and Manipulation Toys.
- Inter-locking mats.

XIV. Equipment/Material for Play Therapy:

- Ball Pool.
- Play-Dough / Clay.
- Swishy Ball.
- Puppets.
- Tactile Wall.
- Indoor Basket Ball.
- Dolls, Toys of Animals, Vehicles etc.
- Magic /Kinetic Sand.
- Inter-locking mats.
- Skittles.
- Swings.
- Sound-making Toys & Soft-Toys.
- Face Masks.
- Paint Set.
- Cymbals.
- Toy Tunnel.

XV. Equipment/Material for Speech Therapy:

- Sensory mats.
- Mirror.
- Torch.
- Flash cards (Fruits, vegetables, animals, common objects, action cards, vehicles, self-help skills, good habits, body parts, Numbers, Shapes, Colours, etc.)
- Toy materials (animals, fruits, vegetables, vehicles, etc.).
- Sound-making Toys.
- Play-Dough / Clay.
- Picture charts (Baby animals, Birds, Insects, Safety, My family, Rhymes, Colours, People at work, World of flags, Flowers, etc.).
- Colouring books & Colours.
- Eye gaze-toys.
- Stickers – fruits, vegetables, etc.
- Finger puppets.
- Bean bag.
- Drawing and Story books.
- Pretend Play kit (Kitchen set/ doctor-set, etc.).
- Visual Stimulation toys.
- Inter-locking mat.
- Peg boards of different concepts.

XVI. Resource Room Material:

- Body parts puzzles.
- Vegetables: model.
- Fruits: Model.
- Vowels with knob (Regional Language).
- Pre writing pattern.
- Growth puzzle.
- English alphabets tray- upper case.
- English alphabets tray- lower case.
- Shapes board.
- Build a tower: Circle, Square, Cubes.
- Puzzles.
- Flash cards- Alphabets, Numbers, Shapes, Colors, Animals, Vegetables, Fruits, Actions, Birds, Flowers, Vehicles.
- Beads of different sizes, colours, textures.
- Tracing Stencils – English, Hindi/Regional Language.
- Dressing frame.
- Good-habits flash card.
- Early memory games.
- Story-telling flash card.
- Soft toys, stuffed animals, dolls
- Gardening-set

XVII. Equipment/Material for Inclusive Preparatory School:

1. Furniture & Fixture (age appropriate, colourful, durable, etc.):

1. Study table (for children).
2. Chairs (for children).
3. Office table (for teacher).
4. Office chair (for teacher).
5. White board with pens/Green board with chalks.
6. Bulletin board with pins.
7. Wall-clock.
8. Waste-bin with lid.

2. Materials:

1. Pre-School Series

- My first book of birds.
- My first book of animals.
- My first book of vegetables.
- My first book of numbers.
- My first book of fruits

2. Books: LKG

- Primary English
- Rhymes in regional language
- All in one –Term 1
- All in one- Term 2
- All in one –Term-3

3. Books: UKG

- Regional Language Books
- All in one term 1
- All in one term 2
- All in one term 3

N.B. – To ensure that that equipments, furniture, fixtures, materials, etc. provided in the CDEICs is of good quality, durable, child-safe, non-hazardous material, etc. appropriate for the purpose intended.

Human Resource Requirement

S. No.	Full Time	Nos.	Monthly remuneration per employee
1	Clinical Psychologist/ Rehabilitation Psychologist	1	Rs. 40,000/-
2	Occupational Therapist	1	Rs. 35,000/-
3	Audiologist and Speech Language Pathologist (ASLP)	1	Rs. 35,000/-
4	Early Interventionist	1	Rs. 35,000/-
5	Special Educator (one special educator for intellectual disability and another any other category. However preference will be given to those having cross-disability experience.)	2	Rs. 35,000/-
6	Physiotherapist	1	Rs. 35,000/-
7	Nurse	1	Rs. 30,000/-
8	Trained Caregiver	3	Rs. 20,000/-
9	Aaya/Cleaner (to be outsourced)	1	Rs, 18,000/-
Part Time			
10	Activity Teacher	1	Rs. 15,000/-
11	Paediatrician (visiting Consultant)	1	Rs, 2,500/- per visit (not more than 3-4 visits per week)
12	Other Visiting Specialists (Not more than 1 visit for a particular category of specialist in a week)		Rs 2,500/- per visit (not more than 3-4 visits per week comprising all experts)

Phase-wise bifurcation of work for setting up of CDEICs

Phase I Common Services (Indoor)	Registration & Facilitation Centre
	Parents' Waiting Area
	Family Education & Training Unit
	BM & Counselling Unit
	Paediatric Centre
	Accessible Lavatories
	Early Intervention Services:
	OT Unit
	PT Unit
	ST & Language Intervention Unit
	Indoor Play Therapy Unit
	Common Services (Outdoor)
	Outdoor Sports Arena
Sensory/Thera Park	
Phase II Common Services (Indoor)	Feeding & ADL Room
	Changing Room
	Early Intervention Services:
	Trans-disciplinary Therapy Unit (Group)
	Multi-sensory Integration Unit
	Trans-disciplinary Therapy Unit (Individual)
	Multi-purpose Activity Unit
	Training Unit with Visual Stimulation/ Virtual Reality-based Technology
Phase III Preparatory School Services	Preparatory Classroom I (3-4 years)
	Preparatory Classroom II (4-6 years)

Annexure - VI

Logo of Cross-Disability Early Intervention Centre

