

Deendayal Divyangjan  
Rehabilitation Scheme  
*(Revised Guidelines w.e.f. 1<sup>st</sup>  
October, 2024)*

**Department of Empowerment of Persons with Disabilities (Divyangjan)**

**Ministry of Social Justice & Empowerment**

**Government of India**

**New Delhi**

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# DEENDAYAL DIVYANGJAN REHABILITATION SCHEME (DDRS)

## PART A: - THE SCHEME

### 1. INTRODUCTION

- 1.1 According to Census 2011, there were about 2.68 crore persons with disabilities in India, constituting 2.21% of the total population in the country. With the implementation of Rights of Persons with Disabilities (RPwD) Act, 2016, 14 more disabilities have been added to the list of 7 disabilities identified earlier. As such, there are 21 types of disabilities identified now.
- 1.2 In 1999, to enable more effective implementation of Section 66 of PWD Act, 1995, the four schemes then existing for rehabilitation of persons with disabilities were amalgamated into a single scheme called the "Scheme to Promote Voluntary Action for Persons with Disabilities" as an umbrella Central Sector Scheme. The amalgamated scheme was revised with effect from 1.04.2003, and renamed as the "Deendayal Disabled Rehabilitation Scheme (DDRS)". The cost norms were last revised with effect from 01.04.2018.
- 1.3 The District Disability Rehabilitation Centres (DDRCs), as part of a sub-scheme, are set up and funded under the umbrella DDRS Scheme under which grants-in-aid are provided to State Governments and various other bodies, set up by the Central and State Governments, to support various activities. Rehabilitation is a specialized profession.
- 1.4 The Rehabilitation Council of India, set up under a 1992 Act of Parliament, regulates and monitors the training of rehabilitation professionals and personnel, and promotes research in rehabilitation and special education.

### 2. NEED FOR REVISION

- 2.1 Revision of DDRS has become necessary for providing advance to NGOs in order to ensure the smooth implementation of projects and the revised scheme shall be effective from 1st of October, 2024.

### 3. OBJECTIVES

- 3.1 To create an enabling environment to ensure equal opportunities, equity, social justice and empowerment of persons with disabilities.
- 3.2 To encourage voluntary action for ensuring effective implementation of the Rights of Persons with Disabilities Act, 2016.

### 4. APPROACH

- 4.1 The approach of this Scheme is to provide financial assistance to voluntary organizations to make available the whole range of services necessary for rehabilitation of persons with

disabilities, including early intervention, development of daily living skills, education and training. With a view to inclusion of persons with disabilities in the mainstream of society and actualizing their potential, the thrust is on education and training programmes.

## **5. MODEL PROJECTS**

The following Model Projects will be funded under the Scheme (The detailed terms and conditions of Model Projects are mentioned in Part – B of guidelines)

- I. Cross Disability Pre-Schools and Early Intervention with provision for Home-Based Rehabilitation and Community-Based Rehabilitation Project
- II. Special School for the children with Hearing Disability with option for Home Based Rehabilitation and Community-Based Rehabilitation Project
- III. Special School for the children with Visual Disability (including Deaf blindness) with option for Home Based Rehabilitation and Community-Based Rehabilitation Project and Low Vision Centre Project
- IV. Special School for the children with other disabilities (ID/CP/ASD/MD/ Muscular Dystrophy, Deaf blindness etc) with option for Home Based Rehabilitation and Community-Based Rehabilitation Project
- V. Rehabilitation of Leprosy Cured Persons with option for Home-Based Rehabilitation & Community-Based Rehabilitation Project
- VI. Half Way Home for Psycho-Social Rehabilitation of Treated and Controlled individuals with Mental Illness with option for Home-Based Rehabilitation & Community-Based Rehabilitation Project
- VII. Preparatory / Remediation Centre for Children with Specific Learning Disabilities to continue Inclusive Education Project (Newly Introduced Model Project)
- VIII. Cross-Disability Therapy and Counseling Centre Project

## **6. Funding to the following Model Projects are merged with other existing projects under this scheme with effect from 1st April, 2022**

1. Community Based Rehabilitation Programme (merged with all the Model Projects of DDRS (except VII and VIII)
2. Home Based Rehabilitation/Home Management System (merged with all the Model Projects of DDRS (except VII and VIII)
3. Low Vision Centers (merged with Special School for Visual Disability)
4. Project for Cerebral Palsy Children (merged with Special School for ID, MD, etc)

5. Community Based Rehabilitation Programme and Home Based Rehabilitation can be operated with other Model Projects of DDRS however the manpower and infrastructure required for these components has been mentioned separately.
6. The Project of Low Vision Centres has been merged with the project of Special School for Visual Disability.
7. Similarly, the Project for Cerebral Palsy children has been merged with Project of Special School for Other Disabilities like ID/CP/ASD/MD etc.
8. Funding to the model project Human Resource Development is discontinued with effect from 1<sup>st</sup> April, 2022.
9. There are a few projects (other than model projects) which are being funded by this Department, they will, however, continue to be supported subject to performance being to satisfactory.
10. These projects which are running will be reviewed to try and get them converged with other Model Projects of DDRS or other schemes of the Department, if possible.
11. Vocational Training Centre (VTC) component is also provided to Special Schools for which cost norms have been mentioned in respective projects.

## **7. CONDITIONS OF ELIGIBILITY OF PROGRAMME IMPLEMENTING AGENCIES**

The following categories of organizations shall be eligible for applying for financial assistance under the DDRS scheme:

- i. All organizations implementing the scheme will henceforth be called Programme Implementing Agencies (PIAs).
- ii. Organizations registered under the Societies Registration Act, 1860 (XXI of 1860), or any relevant Act of the State/Union Territory; or,
- iii. A Trust registered under the Indian Trust Act, 1882 or any other similar Act for the time being in force; or,
- iv. A Not-for-Profit company registered under Section 8 of the Companies Act, 2013 or any relevant Act for the time being in force.
- v. Registration of the Organization must be valid for the period of application.
- vi. Further, the registrations as mentioned above should have been in force for at least 2 years at the time of applying for grant under this scheme.
- vii. The PIAs seeking Grant-in-Aid under the scheme must register themselves in the NITI Aayog portal (PIA-Darpan portal) and obtain the Unique ID of PIA-Darpan before applying for Grant under the scheme in the e-Anudaan portal.

- viii. Every organization seeking Grant-in-Aid must be registered either under erstwhile Persons with Disabilities Act, 1995 or Rights of Persons with Disabilities Act, 2016. Registration of the organization must be valid for the period of application.
- ix. An organization specified in para (ii) to (v) above should have the following characteristics:-
  - (a) It should have a managing body with its powers, duties and responsibilities clearly defined and laid down in the Memorandum of Association.
  - (b) It should have resources, facilities and experience for undertaking the programme.
  - (c) It should not be run for profit to any individual or a body of individual.

## 8. NORMS OF FINANCIAL ASSISTANCE

- a) Grants-in-Aid to PIAs are released on advance-cum-reimbursement basis. In case of any delays in the release of grants, the PIAs may meet, on their own responsibility, the requirement of funds, on loan basis from State Government or CSR or any other funding sources till the release of grants from Government of India. Funds arranged through loans have to be returned to the funding agencies as and when the GIA is received from the GoI. However, CSR may be utilized in the other activities of the same project.
- b) The eligible PIAs, after their project is approved by the Competent Authority shall be entitled for 90% of amount calculated based on the cost-norms as prescribed under this revised scheme. The balance 10% of the project cost shall be borne by the concerned PIA from its own resources.
- c) In case of projects located in *special areas*, 100% of the amount calculated based on revised cost norms shall be allowed.

**Note:** Special Areas mentioned above are as under:

- i. Eight North-Eastern States,
- ii. States in the Himalayan Region (entire states of Jammu & Kashmir, Himachal Pradesh, Uttarakhand and two districts of West Bengal, i.e. Darjeeling and Jalpaiguri).
- iii. Left Wing Extremism Affected Areas (as notified by Ministry of Home Affairs)
- iv. Districts adjoining the international borders as notified.
- v. Andaman & Nicobar, Lakshadweep Islands and Sundarbans.

In a financial year, Grant-in-aid in favor of the grant proposal of the same year can be released on Advance mode/reimbursement basis as follows:-



### **8.1 Procedure for New Projects (Projects that have not received any grant)**

- i. A Committee is established for scrutiny of all new cases received in DEPwD which is called Screening Committee.
- ii. Each new case is placed before Screening Committee of the Department for scrutiny.
- iii. Committee can take additional steps for having clarity about the project infrastructures like Inspection of the project location, Ask for videos of the Centre with infrastructure, beneficiaries and service providers, Managing Committee details and their video byte, Operational email and contact details any others details as committee may deemed fit for considering the new cases.
- iv. New cases will be considered only after the recommendation of Screening Committee.
- v. Preference to be given to States and Districts where Model Projects are deficient.
- vi. All the new proposals received with recommendation of State Government/ UT Administration will be considered by a Screening Committee in the DEPwD. However, such new proposals recommended by the Screening Committee shall be considered for GIA from the year in which the inspection is conducted & recommended.
- vii. The recommendation of the Screening Committee would remain valid till the end of financial year subsequent to the year of consideration. For example, a recommendation of the Screening Committee made during 2023-24, shall be valid upto 31.03.2025.
- viii. Advance of up to 50 % of the estimate submitted (as per scheme norms) will be considered during the same year for which GIA has been applied by PIA. Balance installment will be considered only after the receipt of Utilization Certificate and all other requisite documents as mentioned in the checklist.
- ix. State/UT recommendation and inspection report are mandatory for advance.

### **8.2 Procedures for Ongoing Projects**

- i. PIAs which have been receiving the grants will be eligible to receive advance for the ongoing FY.
- ii. Advance of up to 75 % of previous year release will be considered during the same year for which GIA has been applied by PIA. 50% initial release and thereafter 25% release in the last quarter of the financial year on 75% utilization of initial release alongwith satisfactory checklist documents and GFR requirement.
- iii. If the organization has not received the full and final GIA of the previous year due to pending proposal at the end of the Department and an advance proposal of the current year has been received, then the GIA up to 25 % of amount released for the previous to previous year may be released to the PIAs as advance GIA, so that the functioning of the organization does not come to a standstill. (for example: For a particular NGO/PIA, if the advance proposal for the year 2024-25 has been received but the proposal for the year

2023-24 is still under examination in the Department, then the advance GIA of up to 25 % of the amount released for the year 2022-23 to that NGO/PIA may be released.)

- iv. This however does not confer any right on the organization to claim advance.
- v. Balance installment will be considered only after the receipt of all requisite documents as mentioned in the checklist.

### **8.3 Artificial Limbs Manufacturing Corporation of India (ALIMCO)**

Artificial Limbs Manufacturing Corporation of India (ALIMCO) is a Central Public Sector Enterprises is functioning under the Administrative Control of Ministry of Social Justice & Empowerment, Department of Empowerment of Persons with Disabilities (Divyangjan) with an objective of benefiting the persons with disability to the maximum extent possible by manufacturing Rehabilitation Aids for persons with disabilities and by promoting, encouraging and developing the availability, use, supply and distribution of Artificial Limbs and other Rehabilitation Aids to the disabled persons of the country. Profitability is not the motive of the operations of the Corporation and its main thrust is in providing better quality of Aids & Appliances to larger number of disabled persons at reasonable price.

The ALIMCO is expanding its presence across India wherein it is establishing ALIMCO Regional Rehabilitation centers (ARRC). These centers will provide various aids to the Divyangjan at grass root level.

In the districts selected by the Ministry, the NGOs/DDRCs which are receiving Grand in Aid under DDRS scheme should provide suitable accommodation for establishing ARRC to ALIMCO on mutually agreed terms.

## **9. Grant calculation**

- i. Each organization has to apply every financial year on e-ANUDAAN portal only. No physical application or any documents are to be submitted.
- ii. Those projects in which Per Beneficiary Cost (PBC) is available, the final installment of GIA will be calculated on the basis of documents submitted by the PIA, Inspection Report and audited account statement, etc. The cost so calculated, however shall never exceed that arrived on the basis of PBC and/or the State Government's recommendation whichever is lower.
- iii. Those projects in which per beneficiary cost is not available, the final installment of GIA will be calculated on the basis of documents submitted by the PIA, Inspection Report and audited account statement, and recommendation of the State Government etc, whichever is lower.
- iv. Number of beneficiaries: Grant-in-aid will be calculated on the basis of the number of eligible beneficiaries based on the inspection report and valid UDID cards\disability certificates. The beneficiaries who had been present in the institution for at least 15 days

out of previous 30 working days prior to the date of inspection shall be reckoned for this purpose. The inspecting officer, in his inspection report shall invariably indicate the number of such beneficiaries.

- v. The norms for recurring items of Grant-in-Aid other than honorarium and non-recurring items of grant-in-aid are indicated in Annexure XI and XII respectively.
- vi. The organizations seeking Grant-in-Aid should also certify that it has not obtained or applied for grants for the same purpose or activity from National Trust, NHFDC or any other Ministry or Department of Government of India or State Government.
- vii. All transaction/payment of GIA disbursement shall be made through CNA (Central Nodal Agency) system under Public Financial Management System (PFMS).
- viii. There could be situations where projects of an already funded organization could comprise a variety of activities - for instance, a project which has one or more of the components of assessment, creation of awareness, early intervention, Special School cum VTC- falling under more than one illustrated project profiles. The cost norms would be extended to such existing hybrid projects also and the organization would be expected to identify the beneficiaries, staff and cost items for each such activity separately.
- ix. Each organization has to apply every financial year on E-Anudaan portal and in the correct category.
- x. In case, any PIA has applied in the Wrong Head (such as applied in ongoing project instead of new project), the proposal shall be deemed rejected and will be returned to concerned NGO in e-ANUDAAN portal.

## **10. PROGRAMME MANAGEMENT/Other conditions for assistance under DDRS**

- i. Entire scheme is ONLINE MODE ONLY. No physical documents will be accepted. PIA has to complete the application in e-ANUDAAN Portal filling all mandatory fields as per format and also upload requisite documents in the portal. Incomplete/wrong category applications will be not be entertained.
- ii. Every State Government/UT Administration will designate one of its Departments as the Nodal Department for the programme and constitute a “Grant-in-Aid Committee” for disability related schemes and recommend the proposals of PIA/VOs.
- iii. The composition of the Committee will be at the discretion of the States/UTs which may bypass the process of forming grant-in-aid Committee/its recommendation or minutes if the proposal has online recommendation of Chief Secretary/ Principal Secretary/Spl. Secretary/Secretary of concerned State Ministry/ Department/ UTs.

- iv. In case of projects being run by the institutions/Autonomous bodies of the Government or Armed forces, the proposal can be submitted by the concerned Head of the Institution directly to the DEPwD.
- v. If the proposal submitted by the PIAs/NGOs on e-anudaan portal is pending at District level for one month without any action, then it will automatically be forwarded to the State Government. Further, if the same proposal is pending with the State Government for one month without any action, then it will automatically be forwarded (without recommendation of State Government) to the Department. However, this will not be applicable in case of supplementary grant being given by the State Government to the PIAs/NGOs.
- vi. The recommendation of any case has to be based upon an inspection carried out for that financial year.
- vii. Inspection must be conducted in the same financial year for which application has been submitted. In the case of auto-forwarding, the inspection of the organization will be conducted by CPMU/Department and GIA will be considered only after satisfactory inspection report.
- viii. The Department of State Government/UT Administration shall examine the proposal, record its recommendation and forward the recommended proposals to the Department of Empowerment of Persons with Disabilities through the online portal.
- ix. The States/UTs should endeavour to give preference to proposals from service deficient areas.
- x. Every State Government/UT Administration will designate one nodal officer or agency at the district level which will be assigned overall responsibility of effective implementation of the programme at the district level.
- xi. An aided organization/institution/establishment shall be open to inspection by an officer of the Central Government and the State Government or a nominee of their authorities or any other agency so designated by the Department.
- xii. If an organization has already received or is expected to receive a grant from some other official sources for the purpose for which the application is being made under this Scheme, assessment for Central Government grant will normally be made after taking into account grant from such other official sources.
- xiii. PIAs can avail additional grants from any sources like state governments, CSR etc as supplementary to the funding given by the GoI in order to provide basic minimum wages or additional services/activities or additional equipments, so that PIAs can provide the rehabilitation services to PwDs smoothly. This will be over and above the funding norms of the GoI.

*(For example, the honorarium for the post of the principal of the project is Rs. 20500 and state govt. for example supplements it by Rs. 5000 over and above of the GIA then it may not be seen in contradiction of rule No. 230(1) of GFR, 2017 “the Institution or Organization seeking Grants-in-aid should also certify that it has not obtained or applied for grants for the same purpose or activity from any other Ministry or Department of the Government of India or State Government.”)*

- xiv. An aided organization shall maintain separate accounts of the Grants received under this Scheme. They shall always be open to check by an officer/official deputed by the Government of India. This shall be open to a system of internal audit or concurrent audit. They shall also be open to test check by the Comptroller and Auditor General of India.
- xv. An aided organization shall maintain a record of all assets acquired wholly or substantially out of Government grant in the Stock Register and present these to the Auditor when required to do so. In this regard, the provisions of the General Financial Rules, 2017 (Government of India)(as amended from time to time) would be applicable.
- xvi. A pre-condition to the sanction of Grants-in-aid to the agencies where:
  - a) The recipient body employs more than twenty persons on a regular basis and at least fifty per cent of its recurring expenditure is met from Grants-in-aid from Central Government; and/or
  - b) The body is a registered society or a co-operative institution and is in receipt of a general purpose annual Grants-in-aid of Rupees twenty lakhs and above from the Consolidated Fund of India;
- xvii. The organization should give preference to provide for reservation for Scheduled Castes and Scheduled Tribes or OBC in posts and services as per the prescribed guidelines.
- xviii. The organization should give preference to have adequate and reasonable representatives of beneficiaries of different category like Gender/Weaker Section/SC/ST, etc.
- xix. Institutions or organizations receiving Grants should, irrespective of the amount involved, be required to maintain subsidiary accounts of the Government grant and furnish a set of audited statement (project audit account, consolidated audit account and audited item-wise/post-wise statement) of accounts up to 30<sup>th</sup> June of next financial year as per GFR 2017 as amended from time to time. These audited statements of accounts should be required to be furnished after utilization of the Grants-in-aid or whenever called for.
- xx. The PIAs receiving recurring Grant-in-Aid to the tune of Rupees fifty lakhs and above should submit 7 number of copies of annual reports and audited accounts in Hindi as well as English to the Department to be laid on the Table of both the Houses of Parliament within six months of the close of the succeeding financial year as per GFR as amended time to time. For example in case of the PIA receiving GIA more than Rs. 50 lakh during the financial year 2022-23, then 7 copies of annual reports and audited accounts have to

be submitted to the Department on or before 30<sup>th</sup> September, 2022. In case, the same is not submitted within mentioned time period, further GIA shall not be released.

- xxi. Change of the location of the project will be permitted only if specific approval of competent authority in State Government/UT is obtained within a period of 04 (four) months of the change of location and same may be intimated to DEPwD within 01 month.
- xxii. No fee or any type of user charges even for providing transport facilities shall be collected from the beneficiaries by the PIAs. No charges/ user fees also to be collected by the PIAs from the beneficiaries in case any additional facilities are provided to the beneficiaries such as hydrotherapy, swimming pool, sports, etc.
- xxiii. The Human Resource Personnel assisting the Non-Governmental Organizations are not the employees of Government of India or the Department. References in this scheme to enlisting of the services of Human Resource personnel with prescribed qualifications of RCI should not be construed as giving rise to claims of honorarium at par with personnel of other institutions/bodies in the Government sector. The responsibility of recruitment, honorarium, terms of appointment, all service condition lies solely with the PIA/NGO and DEPwD shall not be responsible for the same in any way.
- xxiv. Every PIA receiving GIA under DDRS should have to display name and logo of the Department and Ministry clearly on the main gate of the premises of the project. In case not done, further grant shall not be released.
- xxv. The following details must be reflected on Notice board of the PIA:
  - a) Grant received during last 2 years
  - b) No. of beneficiaries enrolled
  - c) No. of service providers
  - d) Name, designation, contact details of DSWO for Grievances
- xxvi. Aadhaar Card is mandatory for all the beneficiaries as per Aadhaar Notification No. 1009 dated 31st March, 2017. In case, the beneficiaries are not able to enroll due to non-availability of enrollment centers in the near vicinity such as in the Block or Taluka or Tehsil, the Implementing Agencies are required to assist in Aadhaar enrolment facilities at convenient locations. The PIA receiving Aadhaar from beneficiaries and service providers shall ensure to maintain the privacy safety & security of Aadhaar card as per the provisions of the said Aadhaar Act.
- xxvii. UDID card/UDID enrolment ID with disability certificates of all beneficiaries is mandatory for the scheme.
- xxviii. PIAs running residential projects should have to follow the norms given in the Annexure XVII.

- xxix. All grant-in-aid cases shall be dealt in accordance with the provisions of Rule 230(15) of General Financial Rules (GFR), 2017 amended from time to time which stipulates that “Grant-in-aid may be sanctioned to meet the bonafide expenditure incurred not earlier than two years prior to the date of issue of sanction.

### **10.1 Break Case**

Break cases may be revived on case to case basis with the approval of Secretary, Department of Empowerment of Persons with Disabilities in compliance with Para-230(15) of GFR, 2017.

### **11. Procedure for getting user name and password for e-ANUDAAN portal:**

- i. PIAs: - After getting NGO Darpan unique ID, need to register in e-ANUDAAN portal [www.grants-msje.gov.in](http://www.grants-msje.gov.in). After registration user ID and password will be generated.
- ii. State Principal Secretary: - Need to register in the portal and then send the request to DEPwD for new/change/modification of user ID and password.
- iii. Other State Government Officials including DSWO: - Need to register in the portal and then send the request to concerned State Principal Secretary for approval.

### **12. INSPECTION AND MONITORING**

- i. The State Governments/UT Administration/PMU or any other agency prescribed by the Department would conduct regular inspections of the agencies and send their reports to the Department of Empowerment of Persons with Disabilities. In addition, there shall be independent evaluation by designated monitoring and inspecting agencies.
- ii. A Local Project Committee, comprising at least 5 members including two from the parents of the beneficiaries (on rotational basis every year), one from the staff members (on rotational basis every year ) and two reputed citizens of the locality (to be changed in every two year) in which project if implemented (at least 50% of the members should be women) has to submit its report annually to this Department. The same has to be approved by District Authority. In case approval not received from District Authority after request made by PIA, the same will be deemed approved with supporting documents.
- iii. A Central Programme Monitoring Unit (CPMU) team is created for inspection and close monitoring of the projects of the scheme. The CPMU team/members will conduct surprise inspection of PIAs and will monitor the performance and quality of services rendered by the PIA. They will assist the Program Division in giving the overall performance of the PIAs.
- iv. Every PIA receiving grant under DDRS shall have to submit documents as and when asked by the CPMU or Department for effective monitoring like Bio-metric attendance report of staff, CCTV footage, etc.

- v. The Department may outsource preliminary examination of proposals received under the scheme and database development so as to enhance the operational capability within the Department.
- vi. It is important that the funded PIAs also establish and maintain a computerized database. This would enhance effective communication along with timely submission of prescribed reports for evaluation purposes.
- vii. Impact evaluation study of the scheme of DDRS shall be conducted every three years by an independent third party. The expenses of the said study shall be met out of the administrative expenses provided under the scheme.
- viii. Funds may be earmarked by the Department as required for meeting the expenditure on monitoring, inspection of projects of the voluntary organization by designated agencies, exemptions required if any in the case of directions of High Court/Supreme Court etc. The administrative expenses of the scheme shall be 2% of the total budget allocated to the scheme in a financial year.
- ix. Every PIA should maintain records as per the ANNEXURE XVIII separately for each project.
- x. Every PIA must have installed CCTVs and Bio-metric system (compulsory for staff members) for better monitoring and details/records thereof to be sent to DEPwD whenever requested.

### **13. UTILIZATION CERTIFICATES (UCs)**

Every organization/institution receiving grants under this Scheme shall submit Utilization Certificates (UCs) in adherence of provisions of GFR 2017 as amended from time to time and as per format prescribed under GFR **ANNEXURE-I**.

### **14. POWER TO RELAX NORMS**

The Department reserves the right to adopt parameters below the ceiling norms where there is justification to do so. These parameters can also be considered for relaxation with the approval of Secretary, Department of Empowerment of Persons with Disabilities/Divyangjan in exceptional and deserving cases in general and particularly in the case of project proposals from North East Region including Sikkim, States in Himalayan Region, Left Wing Extremism affected areas, border districts, or regions affected by natural calamities, provided the Department is satisfied that there are reasonable and valid grounds for doing so. The decision of the Department in this regard shall be final.

1. The Department reserves the right to give grants in aid to any Project as it considers fit and is not bound to give the grants continuously. The final decision rests with Secretary, DEPwD.



## PART-B: MODEL PROJECT PROFILES

The 8 Model Projects are detailed below:

- I. Cross Disability Pre-Schools and Early Intervention with option for Home-Based Rehabilitation & Community-Based Rehabilitation Project
- II. Special School for the children with Hearing Disability with option for Home Based Rehabilitation and Community-Based Rehabilitation Project
- III. Special School for the children with Visual Disability (including Deafblindness) with option for Low Vision Centre, Home Based Rehabilitation and Community-Based Rehabilitation Project
- IV. Special School for the children with Other Disabilities (ID/CP/MD/ASD/ Muscular Dystrophy, Deafblindness etc) with option for Home Based Rehabilitation and Community-Based Rehabilitation Project
- V. Rehabilitation of Leprosy Cured Persons with provision for Home-Based Rehabilitation & Community-Based Rehabilitation project
- VI. Half Way Home for Psycho-Social Rehabilitation of Treated and Controlled individuals with Mental Illness with provision for Home-Based Rehabilitation & Community-Based Rehabilitation project
- VII. Preparatory / Remediation Centre for Children with Specific Learning Disabilities to continue Inclusive Education project
- VIII. Cross-Disability Therapy and Counseling Centre project

### I. CROSS DISABILITY PRE-SCHOOL AND EARLY INTERVENTION WITH PROVISION FOR HOME-BASED REHABILITATION & COMMUNITY-BASED REHABILITATION PROJECT

The Project for Cross Disability Pre-School and Early Intervention is primarily to prepare the children with all types of disabilities for their schooling in special schools and/or integration at the appropriate stage in regular schools for inclusive education and to do early intervention to try and reduce the disability burden. **This project will serve infants and children upto 6 years of age.** Every organization seeking Grant-in-Aid under the project must provide hot meals on every working day to beneficiaries. Classes in each school must be at least 6 hours on each working day.

**Objectives:**

- i. To ensure that early intervention is provided, to all infants and children with disabilities, developmental disorders and children at-risk of developing disabilities; when the developing brain is most capable of change; and thereby reducing the prevalence and incidence of disabilities.
- ii. To support families in promoting their child's optimal development and to facilitate the child's participation in family and community activities.
- iii. To offer trans-disciplinary individualized family centred services to attain substantial improvement in functioning level of children in the areas of Physical skills, Cognitive skills, Communication skills, Self-help/Adaptive skills and Social-Emotional skills.
- iv. To reduce the incidence of additional and associated disabilities in children along with reduction of future problems in their learning, behaviour and health issues.
- v. To encourage active participation of families in the therapeutic and rehabilitation process by embedding intervention strategies into family routines.
- vi. To facilitate an on-going parent-professional dialogue and collaborative relationship between families and professionals to develop, implement, monitor and modify intervention programme; leading to parent empowerment and ensuring improved home-management and impact on child development.
- vii. To focus intervention on facilitating social interaction, exploration and autonomy of the child through a scientific and holistic early intervention program.
- viii. To create opportunities of full-participation of children with disabilities and their families in their community by ensuring services lead to their successful inclusion; particularly increasing opportunities to learn successfully in regular school settings.
- ix. To maintain high standards of quality for early intervention and training & supervision of administrative and clinical staff, with a focus to achieve excellence.
- x. To ensure a coordinated array of early childhood, health and mental health, educational, social, and other community-based services needed by and provided to children and their families.
- xi. To minimize the likelihood of institutionalization and maximize the quality of life and independent living.
- xii. To reduce the cost of education and rehabilitation by minimizing the need for long-term special education, assistive devices and specialized therapy services.

**Project size:**

The strength of beneficiaries for pre-school intervention units should be from 15 to 25 children of a particular category. Each additional Unit shall be of 15 beneficiaries, beyond 25 beneficiaries.

**Infrastructure:**

The infrastructural arrangement of the Pre-School and Early Intervention Center should include:-

- i. OT Room – minimum 200 Sq Ft
- ii. PT Room – minimum 200 Sq Ft
- iii. Language & Speech Intervention Room – minimum 150 Sq Ft
- iv. Trans-Disciplinary / Special Education Room – min. 200 Sq.Ft. for 25 capacity
- v. Play Therapy Area – minimum 400 Sq Ft.
- vi. Parent Waiting/Training Area – minimum 100 Sq Ft
- vii. Feeding & ADL area – minimum 100 Sq Ft
- viii. Provision of outdoor/Play area is desirable.

Initial Unit Capacity	25 (minimum 15)
Additional Unit Capacity	15

For every additional Unit of 15 beneficiaries, beyond 25 beneficiaries; **02 Trans-Disciplinary/Special Education Rooms of size not less than 200 Sq.ft.** each shall be required.

**Assistance admissible:**

The admissible norms will be per beneficiary cost (PBC). If the project is an appendage to the Special Schools, no additional administrative post will be admissible.

<b>Earlier PBC p.a.</b>	<b>Revised PBC p.a.</b>	<b>PBC p.m.</b>
Rs. 37980	Rs. 37980	Rs. 3165
<b>Recurring and Non Recurring</b>		
1. Equipment (Basic) Toys and Play Equipment		Rs. 10000
2. Furniture including one cupboard for 25 beneficiaries		Rs. 14000
3. OT, PT, ST and other Therapeutic Equipment		Rs. 50000
4. Resource Room/Library (Rs. 10000 for 1 <sup>st</sup> years/ Rs. 5000 for subsequent years)		Rs. 10000(one time)/5000 (recurring)
5. Special Teaching and Learning Material		Rs. 60000

The following staff must be appointed by the organization for the project (25 beneficiaries):

S.no	Post	No. of posts
1.	Project Director/Coordinator (only Clinical Psychologist/ Rehabilitation Psychologist)	1
2.	2. Special Teacher (having special education in any field)(at least 1 possesses special education in ID/CP/MD etc. Additional Special Teacher for every additional Unit	2 For every 15 beneficiaries, beyond 25 beneficiaries; 02Special Teachers mandatory
3.	Ayahs/Attendants	2 For every 15 beneficiaries, beyond 25 beneficiaries; 01Ayah/ attendant mandatory
4.	Doctor/Pediatrician (part time per visit basis with one mandatory visit per week)	1
5.	Occupational Therapy (OT)	Part-time per visit basis with two mandatory visits per week
6.	Physiotherapy (PT)	Part-time per visit basis with two mandatory visits per week
7.	Speech Therapy (ST)	Part-time per visit basis with two mandatory visits per week
8.	Additional Therapist visits for every additional Unit	For every additional 30 beneficiaries, beyond 25 beneficiaries; 01 additional visit per week per therapist required.
9.	Conveyance	10% of the Honorarium

**NOTE:**

- a) The building owned or hired should be clean, spacious, well lighted, ventilated as well as barrier free and accessible to facilitate comfortable stay and learning by the beneficiaries. The building, rooms, classrooms should provide barrier free access. The Pre-School and Early Intervention Project should be aesthetically designed to be attractive and child friendly.
- b) The assistance on account of rent will be regulated within the ceilings keeping in view the parameters associated with it, the area occupied and used for the specific project and the number of beneficiaries and the rent agreement. For instance, if this project is part of a special school and rent is claimed for that project, no additional assistance for rent would be considered. The building should be barrier free and accessible. In case of owned building, its maintenance shall be provided as per Annexure-XIII.

- c) The head of contingency expenses would cover expenses such as postage, transport, telephone, stationary, medicines, office expenses, electricity, water charges, routine repairs to building, CCTVs, biometric attendance system, equipments and their maintenance etc.
- d) The beneficiaries in such types of projects require attention only for a few hours in a day, hence, efforts should be made to use the services of teachers, attendants and ayahs optimally to ensure maximum benefit of services can be availed by the children.
- e) The special education teachers appointed must be qualified and have RCI registration in the disability area of the targeted beneficiaries for the Project.

## Appendix-

### **ILLUSTRATIVE LIST OF LEARNING MATERIAL AND EQUIPMENTS FOR PROJECT PRE SCHOOL AND EARLY INTERVENTION**

#### **A. Materials for Learning Centre / Dramatics:**

##### **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)

##### **THEME-BASED AREAS (Few examples, more can be added):**

- Hospital: Doctor's kit, stethoscope, white coat, bandages, tape, dolls etc.
- Restaurant: Tables and Chairs, Menus, 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

#### **B. Material for Fine Motor Training:**

- Building Toys: Small wooden blocks/cubes, interlocking blocks, magnetic blocks, bristle blocks, affle 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:
  - 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

**C. 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).

**D. 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.

**E. 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 center and Recorded stories; flannel board.

#### **F. 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)

#### **G. 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 (modeling 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.

#### **H. 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.



### **I. 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, Patter 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.

### **J. 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. Headphones, Song-Books, Microphone.

### **K. 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 for Exercise.
- Videos that support a curricular/ interests of children.

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

## Physiotherapy Equipment

S.No	Name of the Item
1.	Parallel Bar ( Pediatric)
2.	Stair Climber
3	Static Cycle
4	Standing Frame
5	Rowing – Machine
6	Inter locking mat
7	Corner chair
8	CP chair
9	Prone Crawler
10	Prone Wedge
11	Bolster
12	Therapy ball
13	Hand Ball
14	Balance Board
15	Scooter Board
16	Trampoline

## Occupational therapy equipment

S.No	Name of the Item
1.	Different types of paper (Cardboard, Sandpaper, Tissue etc)
2.	Board Games and Puzzles
3	Play Dough & Cookie Cutters
4	Nuts & Bolts
5	Sensory Bins / Boxes
6	Shape Sorters
7	Finger Painting material
8	Coloring Book with variety of colors (different size & texture)

<b>S.No</b>	<b>Name of the Item</b>
9	Beads and String (different sizes, colors& textures)
10	Building Blocks (different sizes, colors & textures)
11	Therapy Ball and Bolster
12	Grip strengtheners (different grips)
13	Safety Scissors (different sizes & patterns)
14	Paper punching machines (different sizes & patterns)
15	Materials for Eye-Hand Coordination
16	Materials for Bilateral Coordination
17	Activities based materials for Core-Strengthening
18	Materials for Visual-Motor Integration
19	Zip, snap and button dressing frames
20	Stacking, Sequencing and Manipulation Toys

### **Play therapy equipment**

<b>S.no</b>	<b>Name of the Item</b>
1.	Ball Pool
2.	Play-Dough / Clay
3.	Swishy Ball
4.	Puppets
5.	Tactile Wall
6.	Indoor Basket Ball
7.	Dolls, Toys of Animals, Vehicles etc.
8.	Magic /Kinetic Sand
9.	Floor Mats
10.	Skittles
11.	Swings
12.	Soft Making Toys& Soft-Toys
13.	Face Masks

<b>S.no</b>	<b>Name of the Item</b>
14.	Paint Set
15.	Cymbals
16.	Toy Tunnel

### **Speech therapy equipment**

<b>S.no</b>	<b>Name of the item</b>
1.	Therapy mats
2.	Mirror
3.	Torch
4.	Hand sanitizer& Tissues
5.	Flash cards (Fruits, vegetables, animals, common objects, action cards, vehicles, self-help skills, good habits, body parts, Numbers, Shapes, Colors etc.)
6.	Toy materials (animals, fruits, vegetables, vehicles etc)
7.	Sound Making Toys
8.	Play-Dough / Clay
9.	Picture charts (Baby animals, Birds, Insects, Safety, My family, Rhymes, Colours, People at work, World of flags, Flowers etc)
10.	Coloring books & Colors
11.	Eye gaze-toys
12.	Stickers – fruits, vegetables etc
13.	Finger puppets
14.	Bean bag
15.	Drawing and Story books
16.	Pretend Play kit (Kitchen set/ doctor set etc)
17.	Visual Stimulation toys
18.	Sensory mat
19.	Peg boards of different concepts

## Resource room material

S.no	Name of the items
1.	Body parts puzzles
2.	Vegetables: model
3.	Fruits: Model
4.	Vowels with knob (Regional Language)
5.	Pre writing pattern
6.	Growth puzzle
7.	English alphabets tray- upper case
8.	English alphabets tray- lower case
9.	Shapes board
10.	Build a tower: Circle, Square, Cubes
11.	Puzzles
12.	Flash cards – Alphabets, Numbers, Shapes, Colors, Animals, Vegetables, Fruits, Actions, Birds, Flowers, Vehicles
13.	Beads of different sizes, colours, textures
14.	Tracing Stencils – English, Hindi/Regional Language
15.	Dressing frame
16.	Good habits flash card
17.	Early memory games
18.	Story telling flash card
19.	Soft toys, stuffed animals, dolls
20.	Gardening set
21.	<b>Pre-School Series</b> <ol style="list-style-type: none"> <li>1. My First Book of Birds</li> <li>2. My First Book of Animals</li> <li>3. My First Book of Vegetables</li> <li>4. My First Book of Numbers</li> <li>5. My First Book of Fruits</li> </ol>
22.	<b>Books: LKG</b>

S.no	Name of the items
	<ol style="list-style-type: none"> <li>1. Primary English</li> <li>2. Rhymes in regional language</li> <li>3. All in one –Term 1</li> <li>4. All in one- Term 2</li> <li>5. All in one –Term-3</li> </ol>
23.	<p><b>Books: UKG</b></p> <ol style="list-style-type: none"> <li>1. Regional Language Books</li> <li>2. All in one term 1</li> <li>3. All in one term 2</li> <li>4. All in one term 3</li> </ol>

## MODEL PROJECTS FOR SPECIAL SCHOOLS

### SPECIAL SCHOOLS WITH PROVISION FOR HOME-BASED REHABILITATION & COMMUNITY-BASED REHABILITATION FOR CHILDREN WITH DISABILITIES

Special schools are meant to provide for residential as well as non-residential care with the end objective of bringing about feasible improvement in the lives of the children with disabilities through acquiring skills as basic as activities of daily living for their integration into regular institutions of learning and society in general. Prescribed inputs based on the need of each of the sub categories of the children with disability that are expected to bring about behavioral changes and enhancement of their cognitive abilities (specially with reference to the children with intellectual disability), and specialized skills that facilitate the process of rehabilitation should, in brief, constitute the curriculum of these institutions. Physical activities that bring about improvements in relation to the outside world such as dancing, play-acting, yoga, martial arts and activities that provide for aesthetic stimulus like music, painting and other creative vocational inputs are some of the expected inputs from these institutions.

It is desirable that voluntary organizations concentrate on one type of disability and/ or beneficiaries with multiple disabilities rather than spreading out their activities in assorted categories of disabilities. **In case of cross disability, eligibility shall be considered subject to minimum number of eligible beneficiaries for a particular disability followed by required number of qualified teachers and services of professionals being rendered as per Model Project of the scheme.** PIAs are encouraged to make optimal use of the related services provided by other existing institutions in the vicinity with a view to achieve synergy in services rendered to the children with disabilities in their operational locations. The ultimate objective of the special school ideally should be to move towards inclusion of students with disabilities in regular schools/institutions thereby facilitating their integration with the mainstream. In this scenario, the role of these institutions should be that of resource providers and facilitators.

Every organization seeking Grant-in-Aid under the Project must provide hot meals every working day to beneficiaries. Classes in each school must be at least 6 hours on each working day.

While assistance for the Special Schools is released by the Department for the main subcategory of the children with disabilities, for the children with locomotor disability and blood disorders, the Department subscribes to the approach of integrating persons in this category in the regular schools, rather than encouraging exclusive schools for them, the principle behind this being that children with disabilities must move towards getting inclusive education.

The provision of Environment friendly and Eco-Promotive project will be part of Special Schools.

“The objective is to fund environment friendly and eco-promotive projects by the children with disability like gardening, horticulture, rising of nurseries, planting trees, etc.”.

**The Special Schools that are encouraged for imparting Special Education to the children with disability are:**

1. School for special education of the children with Hearing Disability
2. Special School for the Children with Visual Disability(including Deaf blindness) with option for Center for Low Vision
3. Special School for the children with other Disabilities (Intellectual Disability, Cerebral Palsy, Autism Spectrum Disorder, Multiple Disabilities, Deaf blindness, etc)

## **II SPECIAL SCHOOL FOR THE CHILDREN WITH HEARING DISABILITY WITH OPTION FOR HOME-BASED REHABILITATION/ COMMUNITY-BASED REHABILITATION**

In the special education for the children with hearing disability, the emphasis is on development of language and communication skills and academics. The basic objective of the special education for this Model Project is to assist the children with hearing disability to lead as normal a life as possible through education.

### **1. Objectives:**

- a) To empower and enable the hearing impaired through access to special education to be productive citizens.
- b) To impart knowledge that is age appropriate and pragmatic.
- c) To facilitate communication skills in children with hearing disability through sign language, wherever found appropriate.
- d) To help hearing disability children to make use of their residual hearing to the maximum possible extent.
- e) To assist the hearing disability child to acquire receptive and expressive language skills.
- f) To help hearing disability children improve their speech skills.
- g) To cope with the normal literacy levels to prepare and provide opportunities for educational integration that would eventually lead to social integration.
- h) To involve the parents and encourage them in a participative role in the educational development of the hearing disability child.
- i) To help the hearing impaired child to develop and emotionally fulfilling interpersonal relationship with others in society.
- j) To create awareness in the society at large with a view to provide healthy environment of growth and development for children with hearing disability.



- k) To facilitate the movement of their students to regular schools running integrated/inclusive programme.

## 2. Size of Project:

The size of the Special Schools should be such that there are necessary level of gradation with a total strength of 40 with provision of additional Units of 15 beneficiaries each, assuming that the teacher: beneficiary ratio is 1:8. **The chronological age of the beneficiaries of the Special School should be from 5-18 years of age.** Children below the age of 5 years are expected to be covered under the project profile of Pre-School and Early Intervention. However, the School must attempt integration of the children with regular schools as early as possible. In respect of children who have been integrated with regular schools, the special school may continue to provide remedial and supportive measures as required.

## 3. Infrastructure:

The infrastructural arrangement of the school should be minimum 04 classrooms (of size 250 Sq Ft) and 01 Therapy/Language Intervention Room (size 200 Sq Ft) suitable for the students with hearing impairment. For each additional unit of 15 beneficiaries, a minimum of 02 additional rooms of size 250 Sq.Ft. each is required. Provision of outdoor/play area is desirable.

Initial Unit Capacity	40
Additional Unit Capacity	15

## 4. Assistance Admissible:

Earlier PBC p.a.	Rs. 57828
Revised PBC p.a.	Rs. 57828
PBC for residential beneficiaries p.m.	Rs. 5320
PBC for non-residential beneficiaries p.m.	Rs. 4320

S.no	Recurring and Non Recurring	
1	Furniture (Low cost multipurpose and adaptable furniture should be used) Upto a maximum of Rs.2,000per beneficiary (once in 3 years)(2000*40)	Rs. 80000
2	Sports equipment/Adapted Sports Equipment (Rs.10,000or actual whichever is lower) (once in 3 years).	Rs.10000
3	Computerized Speech Therapy Equipment	as given below under

S.no	Recurring and Non Recurring	
4	Vocational Training and Rehabilitation Equipments	this Model Project
5	Speech and Language Intervention materials	
6	Audiology Equipment	
7	Computer Hardware and accessories (once in 5 years)	Rs. 50,000
8	Raw material (for VTC Rs. 100000 p.a. for 50 beneficiaries. Thereafter, Rs. 20000 for next 20 beneficiaries up to a maximum of Rs. 2 lakh)	Rs. 1,00,000 (for 50 beneficiaries)
9	Specialised Software (like text conversion in audio files) (subject to actual cost as per quotation from an authorized vendor) (once in 5 years)	Rs. 60,000
10	Resource Room/Library (Rs. 10000 for 1 <sup>st</sup> years/ Rs. 5000 for subsequent years)	Rs. 10000(one time)/5000 (recurring)
11	Special Teaching and Learning Material	Rs. 60000

**The following staff must be appointed by the organization for the Model Project:**

S.no	Post	No. of posts
1	Principal ( for whole project)	1
2	Special Teachers (Teacher: Pupil ratio of 1 :8) (Ratio of Special Teacher (TGT) : PRT (Special Teachers) to be 2:3 for 40 beneficiaries)	5
3	Audiologist and Speech Therapist (Part Time per visit basis with 2 mandatory visits per week)	1
4	ENT Specialist (part time) (per visit basis with 1 visit per month)	1
5	Medical Doctor (Part Time per visit basis with mandatory one visit per week)	1
6	Vocational Instructor (1 additional Vocational Instructor if beneficiaries more than 60)	1
7	Accountant ( for whole project)	1
8	Peon cum Cleaner(for whole project)	1
9	Attendant/Ayah (1 Ayah for additional 30 beneficiaries)	1
10	Warden (Applicable for Hostel Only for whole project)	1
11	Cook and helper( for whole project)	1 (each)

S.no	Post	No. of posts
12	Additional Special Teacher for every additional Unit	For every 15 beneficiaries, beyond 40 beneficiaries; 02 Special Teachers required.
13	Additional Audiologist and Speech Therapist Visits for every additional Unit	For every 30 beneficiaries, beyond 40 beneficiaries; 01 visit per week per Speech Therapist required.
14	Conveyance	10% of the Honorarium

## NOTES

1. The building owned or hired should be clean, spacious, well lighted, ventilated as well as barrier free and accessible to facilitate comfortable stay and learning by the beneficiaries. The building rooms, classrooms should provide barrier free access.
2. The amount of assistance on account of rent will be regulated within the ceilings keeping in view the parameters associated with it, the area occupied and used for the project, and the number of beneficiaries and the rent agreement. In case of owned building, its maintenance shall be provided as per Annexure-XI.
3. **The existing norms for the teacher-pupil ratio are kept at 1:8.** The extent of funding will however be contingent on various factors like availability of resources with the government, the financial capacity of the PIA, delivery of services and activity level of the PIA, the need and justification put forth by the organization, etc.
4. Under the head of contingency, expenses such as postage, transport, telephone, stationery, medicines, office expenses, electricity, water charges, routine repairs to building, CCTVs, Biometric attendance system, equipments and their maintenance etc would be covered.
5. **Transport allowance, Stipend and Hostel Maintenance will be retained by the PIA if it is providing the services**
6. The Hostel Maintenance grants for boarders are intended to defray the expenses on food and other boarding expenses. The ceiling in this respect would be Rs. 2125 per month per beneficiary. Rs. 500 per month will be allowed for day trainees/beneficiaries to cover their limited expenses. As Mid-Day Meals are

provided by the organization to day boarders so the stipend can be retained by the PIA.

7. It is expected that the duties of the Warden are performed by one of the existing members of staff for an additional allowance or honorarium. The post of a warden would only be considered in situations where the other staff-particularly teachers/instructors/persons holding administrative posts - cannot take up this additional responsibility or where there are residential facilities for both males and females. This will be applicable to all types of residential facilities.
8. The special education teachers appointed should be qualified and have RCI registration in the disability area of the targeted beneficiaries for the project.

## Appendix-

### **ILLUSTRATIVE LIST OF RECOMMENDED TEACHING AND TRAINING MATERIAL AND EQUIPMENT FOR PROJECTS FOR THE CHILDREN WITH HEARING DISABILITY**

More stress/focus to be laid on Speech Therapy equipment / Language Intervention equipment/ Teaching-Learning Materials.

#### **List of Teaching Learning Materials**

<b>Sr.No.</b>	<b>Essential Items</b>	<b>Description</b>
1	Puppets	<ol style="list-style-type: none"> <li>1. Animals</li> <li>2. Human figures</li> <li>3. Birds</li> </ol>
2	Puzzles with increasing complexity from 3 piece onwards	<ol style="list-style-type: none"> <li>1. Animals</li> <li>2. Vehicle</li> <li>3. Forming Pictures</li> <li>4. Shape fixing boards</li> <li>5. Shape &amp; colour sorting</li> </ol>
3	Board Games	<ol style="list-style-type: none"> <li>1. Snake &amp; ladders</li> <li>2. Business</li> <li>3. Scrabble</li> <li>4. Jumping frog</li> </ol>

Sr.No.	Essential Items	Description
4	Charts	<ol style="list-style-type: none"> <li>1. Parts of the body</li> <li>2. Fruits</li> <li>3. Vegetables</li> <li>4. Vehicles</li> <li>5. Birds</li> <li>6. Numbers</li> <li>7. Alphabet</li> </ol>
5	Skill boards	<ol style="list-style-type: none"> <li>1. Buttoning,</li> <li>2. Lacing</li> </ol>
6	Sound making materials	<ol style="list-style-type: none"> <li>1. Zanj</li> <li>2. Tambourine</li> <li>3. Whistle</li> <li>4. Bell</li> <li>5. Squeeze Toys</li> </ol>
7	Flash Cards	<ol style="list-style-type: none"> <li>1. Action cards</li> <li>2. Picture to Picture matching</li> <li>3. Story cards</li> <li>4. Fruits/vegetables/ vehicles/birds/animals/ flowers</li> <li>5. Spot the difference</li> <li>6. Things that go together</li> </ol>
8	Pretend toys	<ol style="list-style-type: none"> <li>1. Kitchen set</li> <li>2. Doctor set</li> <li>3. Shop kit</li> <li>4. Cutting set</li> <li>5. Doll bathing set</li> <li>6. Doll house</li> </ol>
9	Blocks	<ol style="list-style-type: none"> <li>1. Building car, towers, House</li> <li>2. Logic blocks</li> <li>3. Peg boards</li> </ol>
10.	Books	<ol style="list-style-type: none"> <li>1. Story books</li> </ol>

Sr.No.	Essential Items	Description
		2. Knowledge books 3. Art & craft books 4. Reading books 5. Rhymes 6. Curriculum based study materials
11	Audio Visual	Computer with projector Educational videos

## II. List of Sports/Adapted Sports Equipment

Sr. No.	Sports	Description
1.	Hurdles	Height Adjustable hurdle set
2.	Balance Stones	--
3.	Agility Ladder	--
4.	Rubber floor mats	--
5.	Javelian rod	--
6.	Throw ball	--
7.	Disc throw	---
8.	Relay rods	---
9.	Climbers	---
10.	Hula Hoop ring	
11.	Skipping ropes	
12.	Cricket	1. Bat 2. Ball 3. Stumps 4. Gloves 5. Pads 6. helmet
13.	Badminton	1. Racket 2. Shuttle cock

Sr. No.	Sports	Description
		3. Net
14.	Football	1. Football 2. Net 3. Gloves 4. Pads

### III. List of Resource Room Material

Sr. No.	Items
1.	Computer with internet facility
2.	Educational CDs
3.	Worksheets & writing materials Like pencil gripper, crayons , water color, crayons etc
4.	Chart papers
5.	Craft materials
6.	Communication Board
7.	Teacher made adapted Reading materials
8.	Flash cards & sentence strips
9.	Individualised lesson plans
10.	Therapy materials
11.	Sensory training materials

### IV. List of Computerized Speech Therapy Equipment

Sr. No	Purpose	Name of Equipment
1	Diagnosis & Therapy	Dr. Speech Visi Pitch

### V List of Specialized Computer Hardware/Software/Accessories

Sr. No.	Purpose	Item
1	For speech recording	Computer and digital voice recorder
2	Alternate augmentative communication	Jellow AAC speech Communicator

### VI. List of Speech and Language Intervention Materials

<b>Sr. No.</b>	<b>Purpose</b>	<b>Materials</b>
1	Assessment	Photo Articulation Test Lingustic profile Test Receptive and Expressive Emergent language scale GAEL-P
2	Therapy	Flash cards Sentence strips Picture cards Verb cards Puzzles Reading materials like story books Picture charts & books Toys Blowing materials like balloons, straws etc

#### VII. List of Audiology Equipment

<b>Sr. No.</b>	<b>Purpose</b>	<b>Item</b>
1	<b>Amplification Devices</b>	Hearing aids  FM systems ( Not essential)
2	<b>For trouble shooting of hearing aids</b>	Otoscope <i>Stetoclip hearing- aid</i> listener Dry kit Button & pencil cells Multimeter
3	<b>For Hearing Testing</b>	<ol style="list-style-type: none"> <li>1. Single channel audiometer with VRA set up and speech ( Essential to have sound proof room)</li> <li>2. Noise makers like Damroo, Dafli, Wooden rattle, Palm rattle, Gadva, Steel bell)</li> <li>3. Conditioning materials like building blocks, stacking rings etc</li> </ol>



4	<b>For hearing aids programming</b>	1. Hearing Aid Analyzer 2. Hi-Pro Hearing Aid programmer

**NOTE:** The above list is illustrative only. The precise type and nature of Teaching/Training material for Schools and Rehabilitation Centres and equipments for Vocational Training and periodicity of assistance would be considered on merits, on case to case basis. The extent of assistance under this head will be regulated within the ceilings of Rs. 60000 for teaching and training material and Rs.200000 for Vocational Training and Rehabilitation Equipments.

### **III. SPECIAL SCHOOLS FOR THE CHILDREN WITH VISUAL DISABILITY (including Deafblindness) WITH OPTION FOR HOME-BASED REHABILITATION /COMMUNITY-BASED REHABILITATION & CENTER FOR LOW VISION**

In the special education for the children with visual disability, the main thrust is on communication skills and development of other sensory abilities, the end objective being to integrate these students in regular institutions of learning and society in general.

#### **1. Objectives:**

- i. To impart special training on communication and language skills through use of Braille script.
- ii. To improve the mobility skills of the children with visual disability and facility in the use of necessary aids and appliances.
- iii. To give special inputs on managing the daily living skills.
- iv. To tone the other functional senses through special instruction on multi-sensory training.
- v. To provide for special orientation education with reference to the physical, psychological and social environment.
- vi. To cope with the normal literacy levels to prepare and provide opportunities for educational integration that would eventually lead to' social integration.
- vii. To involve the parents and encourage them in a participative role in the educational process of their child.
- viii. To prepare the students for integration in regular schools as far as possible.
- ix. To provide support services for children with visual disability studying in integrated/inclusive schools.

## 2. Size of Project:

- i. The chronological age of the beneficiaries of the Special School should be from 5-18 years of age.
- ii. The size of the School will depend on whether it is a primary or secondary level institution or both, in any case, the prescribed size per unit shall be for 40 beneficiaries (with provision of additional Units of 15 beneficiaries each), with the assumption that the teacher/pupil ratio ranges from 1:8 to 1:15. 1:8 (upto class-VI, classes up to VI are primary school) 1:15 (for Class-VII to XII)

## 3. Infrastructure:

The infrastructural arrangement of the school should be accessible and barrier free/hazard free. A minimum of 05 classrooms (of 250 Sq Ft size) for students with visual impairment. For every Deaf blind Unit of 04 students, 01 additional room is required. And for each additional unit of 15 beneficiaries, a minimum of 02 additional rooms of size 250 Sq.Ft. is required. Provision of outdoor/play area is desirable.

Initial Unit Capacity	40
Additional Unit Capacity	15

The extent of support for school for special education of children with visual disability (including Deafblindness) will be as follows.

Earlier PBC p.a.	Rs. 58923
Revised PBC p.a.	Rs. 58923
PBC for residential beneficiaries p.m.	Rs. 5410
PBC for non-residential beneficiaries p.m.	Rs. 4410

S.no	Recurring and Non Recurring	
1	Furniture (Low cost multi-purpose and adaptable furniture should be used) up to a maximum of Rs. 2,000 per beneficiary subject to assessment of actual needs.(once in 3 years) (2000*40)	Rs. 80000
2	Sports equipment/Adapted Sports Equipment(once in 3 years)	Rs. 10000
3	Computer Hardware and accessories (subject to actual cost as per quotation from an authorized vendor) (once in 5 years)	Rs. 50000

S.no	Recurring and Non Recurring	
4	Specialised Software (like screen reading/JAWS)(subject to actual cost as per quotation from an authorized vendor)(once in 5 years)	Rs. 60000
5	Braille slates, Brailers, Thermo foam, Arithmetic Frames, Abacus, Geometry kits, Science teaching kits, Special Teaching aids & Toys	as given below under this model project
6	Vocational Training and Rehabilitation Equipments	
7	Raw material (for VTC Rs. 1 lakh p.a. for 50 beneficiaries. Thereafter, Rs. 20000 for next 20 beneficiaries up to a maximum of Rs. 2 lakh)	Rs. 100000 (for 50 beneficiaries)
8	Additional Component – Each Db Unit of 04 students: Furniture & Fixture	Rs.10,000
9	Additional Component – Each Db Unit of 04 students: Equipment & TLM	Rs.50,000
10	Resource Room/Library (Rs. 10000 for first year/Rs. 5000 for subsequent years)	Rs. 10000 (one time)/5000 (recurring)
11	Special Teaching and Learning Material	Rs. 60000

**4. The following staff must be appointed by the organization for the project:**

S.no	Post	No. of posts
1	Principal (for whole Project)	1
2	Trained Teachers (TGT) (Teacher: Pupil ratio of 1: 15 to 1 :8)	5
3	Vocational Instructor (1 additional Vocational Instructor if beneficiaries more than 60)	1
4	Medical Doctor (if PIA has opted for low vision center then the services of same to be taken)	Part time per visit basis with 1 mandatory visit per week
5	Accountant (for whole project)	1
6	Cleaner cum Peon (for whole project)	1
7	Attendant/Ayah	1
8	Warden (Applicable for Hostel Only)	1
9	Cook and helper ( for whole project)	1 each

10	Additional Special Teacher for every additional Unit	For every 15 beneficiaries, beyond 40 beneficiaries; 02 Special Teachers required.
11	Additional Special Teacher for students Deafblindness (1:4 ratio)	As per no. of Db students
12	Attendant / Ayah for Db students (1:8 ratio)	As per no. of Db students
13	Conveyance	10% of the Honorarium

### \*\*\* Optional Component for Low-Vision Centers

#### 5. Objectives:

- Identification, Assessment, Counseling and Training
- Improving Visual Efficiency
- Increase independence

Infrastructure Requirement: 02 rooms (250 Sq Ft size each)

The following staff must be appointed by the organization for the project:

Post	No. of posts
1. Ophthalmologist (Part-Time)	2 mandatory visit per week @Rs.980/-
2. Low vision rehabilitation assistant	1
3. Peon/ attendant/ Helper	1
4. Conveyance	10% of the honorarium

#### NOTES

1. The building owned or hired should be clean, spacious, well lighted, ventilated as well as barrier free and accessible to facilitate comfortable stay and learning by the beneficiaries. The building, rooms, classrooms should provide barrier free access.
2. The amount of assistance on account of rent will be regulated within the ceilings keeping in view the parameters associated with it, the area occupied and used for the project and the number of beneficiaries and the rent agreement. In case of owned building, its maintenance shall be provided as per Annexure-XIII.
3. The existing norms for the teacher-pupil ratio is kept ranging from 1:15 (normal) to 1:8 (primary school). The extent of funding will however be contingent on various factors like availability of resources with the government, the financial capacity of the PIA, delivery of services and activity

level of the PIA, the need and justification put forth by the organization, etc. A higher ratio than 1:15 will be considered in deserving cases and in the case of primary schools.

4. Transport allowance, Stipend and Hostel Maintenance will be retained by the PIA if it is providing the services.
5. Under the head of contingency expenses such as postage, transport, telephone, stationery, medicines, office expenses, electricity, water charges, routine repairs to building, CCTV, Biometric attendance system, equipment and their maintenance etc.
6. The Hostel Maintenance grant for boarders is intended to defray the expenses on food and other boarding expenses. The ceiling in this respect would be Rs. 2125 per month per beneficiary. Rs. 500 per month will be allowed for day trainees/beneficiaries to cover their limited expenses. As Mid-Day Meals are provided by the organization to day boarders so the stipend can be retained by the PIA.
7. It is expected that the duties of the Warden are performed by one of the existing members of staff for an additional allowance or honorarium. The post of a warden would only be considered in situations where the other staff-particularly teachers/instructors/persons holding administrative posts - cannot take up this additional responsibility or where there are residential facilities for both males and females. This will be applicable to all types of residential facilities.
8. Provision should be made and arrangements tied up for periodical medical and eye check-up of students so as to ensure that such of the beneficiaries whose vision can be restored are helped.
9. The special education teachers appointed should be qualified and have RCI registration in the disability area of the targeted beneficiaries for the project.

## Appendix-

### **ILLUSTRATIVE LIST OF TEACHING AND TRAINING MATERIAL AND EQUIPMENT FOR PROJECTS FOR THE CHILDREN WITH VISUAL DISABILITY**

#### **PHYSICS**

Lenses of various types, Mirror of various types, Prism and glass slab, Ammeter, Voltmeter, Galvanometer, Resistance box, Optical stand, Various types of magnets, Spring balance, Beam balance, Digital weighing machine, Adapted law of reflection board, Doctor thermometer, Laboratory thermometer, Light probe, Various types of motion model, Tuning fork, Stop clock, Talking weighing machine, Talking thermometer, Water level indicator, Colour detector, Talking compass, Audible light sensor

#### **CHEMISTRY**

Beakers of various measurements, Round bottom flasks, Flat bottom flasks, Conical flasks, Test tubes, Tong, Pipet, Measuring cylinder, Dropper, China dish, Buret, Bell jar, Glass tube, Watch glass, Glass slide, Adapted modern periodic table, Electron structure of atom model, Drop counter

#### **BIOLOGY**

Microscope, Prepared slides of cells, Tactile slides, Embossed pictures & charts of flowers, insects & plants, Eye model, Human skeleton model, Heart model, Lungs model, Cell model, Solar system model, Digestive system model, Excretory system model, Circulatory system model, Reproductive system model, Ear model, Brain model, Solar cooker, Joints of bones model

### **MATHEMATICS LAB**

Fraction Model, Jumbo Beads, Number Shapes, Place Value Model, Parallelogram Kit, Algebra Kit, Geometrical Figures (Triangle, Square, Rectangle), Geoboard (Small), Geoboard (Big), Menstruation Kit, Pythagoras Model (Wooden), Potraits of Mathematicians, 3D Geometrical Model (Cylinder, Cube etc.), Various Tactile Mathematical Charts, Aluminium Geometry Kit for V.I., Abacus, Taylor Frame, Various Geometrical Shapes Models (fish, cup, glass etc.), Clocks (Tactile), Centimetre Scale 6” (Tactile)

### **SPORTS EQUIPMENT**

- **INDOOR**

Adapted Chess Board, Draught board, Wooden puzzle board, Ludo, Snake and ladder, Power lifting (Iron rods, weight plates, wooden platform), Judo(Mats)

- **OUTDOOR**

Blind Football (pitch, goalpost, ball, sideboards, head guard, stockings, half studs,), Blind Cricket (full kit), Athletics equipment (Shot Put, Discus, Javelin, Measuring tape, whistle, stopwatch), Kabaddi.

### **MUSIC ROOM ITEMS**

Harmonium, Tabla, Tanpura, Dholak, Naal, Flute, Sitar, Guitar, Violin, Almiras for keeping the Musical Instruments.

### **Material for Low Vision**

- LED Pocket Illuminated Magnifier (Different Powers)
- Full-Page Magnifier (2X, 3X)
- Handheld LED Magnifier (Different Powers; Rectangular & Round)
- Cell Phone Magnifying Lens
- Binocular System (Different Powers)/Optivisor Binocular Magnifiers
- Monocular (Different Powers)
- Close Focus Monoculars
- Coil Raylite Illuminated Stand Magnifiers
- Clamping Magnifier Lamp with Flex-Arm
- Dome Magnifier (Small, Large, Extra Large)
- Flip Down Magnifying Glasses
- eSight

- MoJo (Battery-operated, full-color portable electronic monocular)
- Sports Spectacles/Reizen Sport Glasses
- Typoscopes
- Writing Guide for Low Vision
- Bold Pens/Markers (different tips and colours)
- Screen Magnifier/ Dolphin Supernova

#### **RESOURCE ROOM ITEMS**

- Various types of Tactile Maps, Mobility Map and different types of Models.
- Soft toys Model like Animals and Transport etc.

#### **NCERT/CBSE Books in Braille, Large-Print (Font-Size 18 point & above) for:**

- Foundational Stage (Age 3-8 years)
- Preparatory Stage(Age 8-11 years)
- Middle Stage (Age 11-14 years)
- Secondary Stage (Age 14-18 years)

#### **Study Material to be accessed through**

Reflective material (CDs & DVDs), Braille books, Large Print books, Audio books, Daisy Player, Magnetic boards, Tactile graphics, Sensory diagrams, Smartphone, Laptop, Notetaker, Screen reading Softwares.

#### **LIST OF BRAILLE DEVICES FOR READING AND WRITING**

Peg Slate, Slate and Stylus, Signature Guide, Orbit Reader, Perkins Braille, Mountbatten Braille, Perkins SMART Braille, Braille notetaker, Braille Printer, Braille Embosser, Braille Translation Software, Refreshable Braille Display.

#### **LIST OF ICT FOR SPECIAL SCHOOL FOR VI**

**\*INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)\***

**\*Fully furnished computer Lab\* with High speed internet connection with proper LAN connectivity.**

#### **A. Computers and laptops. (Having latest windows)**

#### **B. SOFTWARES**

1. Screen reader
  - a. JAWS
  - b. NVDA (With TTS for Hindi and regional languages)
2. Microsoft office
3. AntiVirus

4. Duxbury
5. Abode reader.
6. Web browsers.
7. OCR/ICR Softwares(Windows+ Android)
8. Games
9. Talking typer
10. Daisy and e-Pub reader (Windows+ Android)

### **C. HARDWARE**

Printer (3 IN 1), Braille Printer, 3D printer (if possible), Instant reading devices, Speakers, Headphones/earphones.

Type of Keyboard:

- a. Large print keyboard
- b. One hand keyboard.
- c. Multimedia keyboard

Types of mouse:- USB and Bluetooth, Pen drive, Projector, UPS, Braille display (RBD), Braille note taker, Server.

**NOTE:** The above list is illustrative only. The precise type and nature of Teaching/Training material for Schools and Rehabilitation Centres and equipments for Vocational Training and periodicity of assistance would be considered on merits on a case to case to basis. The extent of assistance under this head will be regulated within the ceilings of Rs. 60000 for teaching and training material and Rs.200000 for Vocational Training and Rehabilitation Equipments.

## **IV. SPECIAL SCHOOL FOR THE CHILDREN WITH OTHER DISABILITIES (Intellectual Disability, Cerebral Palsy, Autism Spectrum Disorder, Multiple Disabilities, Muscular Dystrophy, Deafblindness, etc) WITH OPTION FOR HOME-BASED REHABILITATION / COMMUNITY-BASED REHABILITATION**

The Special Schools are meant to provide for residential as well as non-residential care with the end objective of bringing about varying degrees of improvement in the lives of the persons with disability. These may range from acquiring skills as basic as activities of daily living to their integration into regular institutions of learning and society in general. With reference to the children with Intellectual Disability, Cerebral Palsy/Autism Spectrum Disorder/Multiple Disabilities/Muscular Dystrophy, Deafblindness category, the main objectives are:

### **1. Objectives:**

- i. To undertake a proper assessment and diagnosis of each child.
- ii. To identify the psychological and therapy needs of the child.



- iii. To manage behavioral problems and to impart special skills, self-help skills, and cater to the therapy needs of children with Intellectual Disability/Cerebral Palsy/Autism Spectrum Disorder/Multiple Disabilities/Deafblindness/Muscular Dystrophy etc.
- iv. To manage the educational and vocational needs.
- v. To give special inputs for the improvement of the communication/language/motor/social/cognitive/adaptive skills of the children with ID/CP/ASD/MD/Db/Muscular Dystrophy, etc.

**2. Size of Project:**

- i. **The chronological age of the beneficiaries of the Special School should be from 5-23 years of age.** Children below the age of 5 years are expected to be covered under the project profile of Pre-School and Early Intervention Projects.
- ii. The size of the Schools should be such that there are necessary levels of gradation. There is provision of additional unit of 15 beneficiaries each, assuming that the teacher: beneficiary ratio range preferably from 1:8 and 1:4 for the high-support needs students.

Initial Unit Capacity	Upto 40 (minimum 25)
Additional Unit Capacity	15

- 2. **Infrastructure:** The infrastructure arrangement of the school should be a minimum of 10 rooms (of size 250 Sq.Ft), including classrooms and therapy rooms and should be barrier and hazard free. And, for each additional unit of 15 beneficiaries, a minimum of 02 additional rooms of size 250 Sq.Ft. each is required. Provision of outdoor/play area is desirable.

**3. Assistance Admissible:**

The PBC norms are as under:

Earlier PBC p.a.	Rs. 72123
Revised PBC p.a.	Rs. 72123
PBC for residential beneficiaries p.m.	Rs. 6510
PBC for non-residential beneficiaries p.m.	Rs. 5510

S.no	Recurring and Non Recurring	
1	Furniture (Low cost multipurpose and adaptable furniture should be used) Up to a maximum of Rs. 2000 per beneficiary subject to assessment of	Rs. 80000

S.no	Recurring and Non Recurring	
	actual needs (once in 3 years) (Rs.2,000x40)	
2	Sports equipment/ Adapted Sports Equipment (Rs.10000 or actuals whichever is lower, (once in 3 years)	Rs. 10000
3	Physiotherapy equipment	refer to Annexure to this model project
4	Occupational Therapy equipment	
5	Speech Therapy equipment	
6	Special Teaching aids and Toys	
7	Special designed toys for younger children	
8	Teaching Mirror	
9	Vocational Training and Rehabilitation Equipment	
10	Computer Hardware and accessories (subject to actual cost as per quotation from an authorized vendor) (once in 5 years)	Rs. 50000
11	Raw material (for VTC Rs. 1 lakh p.a. for 50 beneficiaries. Thereafter, Rs. 20000 for next 20 beneficiaries up to a maximum of Rs. 2 lakh)	Rs. 100000 (for 50 beneficiaries)
13	Specialized Software/special key board/access technology (subject to actual cost as per quotation from an authorized vendor) (once in five years)	Rs. 60000
13	Resource Room/Library (Rs. 10000 for first year / Rs. 5000 for subsequent years)	Rs. 10000 (one time)/5000 (recurring)
14	Special Teaching and Learning Material	Rs. 60000

**The following staff must be appointed by the organisation for the project:**

S.no	Post	No. of posts
1	Principal	1
2	Trained Teachers (teacher to beneficiary ratio-1:8) (Ratio of Special Teacher (TGT) : PRT (Special Teachers) to be 2:3 for 40beneficiaries)	5
3	Speech Therapist (Part Time per visit basis with 2 mandatory visits per week)	1
4	Clinical Psychologist (Part time per visit basis with 2 mandatory visits per week)	1
5	Physiotherapist (part time per visit basis with 2 mandatory visits per week)	1

S.no	Post	No. of posts
6	Occupational therapist (part time per visit basis with 2 mandatory visits per week)	1
7	Medical Doctor (Part time per visit basis with 1 mandatory visit per week)	1
8	Vocational Instructor (1 additional Vocational Instructor if beneficiaries more than 60)	1
9	Yoga/PT/Music etc. Teacher (Part time per visit basis with 3 mandatory visits per week)	2
10	Accountant	1
11	Cleaner-cum-Peon	1
12	Attendant/Ayah (1 for every 15 beneficiaries)	3
13	Additional Special Teacher for every additional Unit	For every 15 beneficiaries, beyond 40 beneficiaries; 02 Special Teacher required.
14	Additional Therapist visits for every additional Unit	For every 15 beneficiaries, beyond 40 beneficiaries; 02 visits per week per Therapist required.
15	Warden (Applicable for Hostel Only)	1
16	Cook and helper	1(each)
17	Conveyance	10% of Honorarium

**\*\*\* Additional Requirement for Children with CP, MD, Db, Severe/Profound and High-Support Needs Group**  
(over and above the above basic structure)

Post (Additional)	No. of posts
1. Special Teachers (in the ratio of 1:4)	As per no. of students

2. Attendant/Ayah (1:8 ratio)	As per no. of students
3. Conveyance	10% of the Honorarium

<b>Non-Recurring (Additional)</b>	
1. Furniture (Low cost multi-purpose and adaptable furniture should be used)	Total of 1,00,000
2. Sports equipment/ Adapted Sports Equipment	
3. Physiotherapy equipment	
4. Occupational Therapy equipment	
5. Speech Therapy equipment	
6. Special Teaching aids and Toys	
7. Special designed toys for younger children	
8. Teaching Mirror	
9. Computer Hardware and accessories (subject to actual cost as per quotation from an authorized vendor)	
10. Specialized Software/special key board/access technology (subject to actual cost as per quotation from an authorized vendor)	

## NOTES

1. The building owned or hired should be clean, spacious, well lighted, ventilated as well as barrier free and accessible to facilitate comfortable stay and learning by the beneficiaries. The building, rooms, classrooms should provide barrier free access.
2. The amount of assistance on account of rent will be regulated within the ceilings keeping in view the parameters associated with it, the area occupied and used for the project, the number of beneficiaries and the rent agreement. In case of owned building, its maintenance shall be provided as per **Annexure-XI**
3. The existing norms for the teacher - pupil ratio is kept at 1: 8.
4. The norm for teacher-pupil ratio for students with CP, MD, Db, Severe/Profound and High-Support Needs Group is kept at 1:4.
5. Transport allowance, Hostel Maintenance and Stipend will be retained by the PIA if it is providing the services.
6. (a) One Post of Attendant/Ayah for every 15 beneficiaries  
(b) One post of Attendant/Ayah for every 08 beneficiaries with CP, MD, Db, Severe/Profound and High-Support Needs Group.

7. Efforts should preferably be made to use the services of multidisciplinary BRS graduates rather than availing services of different therapists on part time basis.
8. Under the head of contingency, expenses such as postage, transport, telephone, stationery, medicines, office expenses, electricity, water charges, routine repairs to building, CCTVs, Biometric attendance system, equipments and their maintenance etc would be covered.
9. The Hostel Maintenance grant for boarders is intended to defray the expenses on food and other boarding expenses. The ceiling in this respect would be Rs. 2125 per month per beneficiary. Rs. 500 per month will be allowed for day trainees/beneficiaries to cover their limited expenses. As Mid-Day Meals are provided by the organization to day boarders so the stipend can be retained by the PIA.
10. It is expected that the duties of the Warden are performed by one of the existing members of staff for an additional allowance or honorarium. The post of a warden would only be considered in situations where the other staff - particularly teachers/instructors/persons holding administrative posts - cannot take up this additional responsibility or where there are residential facilities for both males and females.
11. The special education teachers appointed should be qualified and have RCI registration in the disability area of the targeted beneficiaries for the project.
12. Age limit of beneficiaries under this Model Project will be considered as 5-23 years.

## Appendix-

### **ILLUSTRATIVE LIST OF TEACHING AND TRAINING MATERIAL AND EQUIPMENTS FOR PROJECTS RELATING TO CHILDREN WITH INTELLECTUAL DISABILITY**

#### **Indoor Equipments**

<b>Kit: Description</b>		
<b>Item Code</b>	<b>Title</b>	<b>Qty</b>
PR-1	Picture Puzzle	1 set
PR-2	Slate & Abacus	1 set
PR-3	Pictures & Word Cards	1 set
PR-4	Assembling Kit	1 set
PR-5	Number Cards	1 set
PR-6	ADL items	1 set
PR-7	Pound Toys	1 set
PR-8	Jigsaw Puzzle	1 set

<b>Kit: Description</b>		
<b>Item Code</b>	<b>Title</b>	<b>Qty</b>
PR-9	Telling Time Kit	1 set
PR-10	Count and Match	1 set
PR-11	Puzzle-Body Parts	1 set
PR-12	Alphabet Worm	1 set
PR-13	Functional Literacy Workbook	1No.
PR-14	Functional Numerical Workbook	1No.
PR-15	UKG Level Books	02 Nos
PR-16	Class I Books	02 Nos
PR-17	Magic Slate	1No.
PR-18	Coloring Books with Crayons	1 set
PR-19	Beads	1 set
PR-20	NIEPID Publications <ol style="list-style-type: none"> <li>1. Teaching Functional Academics for students with MR</li> <li>2. Functional Literacy flip charts</li> <li>3. Functional Literacy workbooks</li> <li>4. Functional Numeracy workbook</li> <li>5. TIS</li> <li>6. Play Fun 'n' Learn</li> </ol>	1 set
PR-21	Bag	1No.
PR-22	User Manual	1No.

<b>Kit-4: Description</b>		
<b>Item Code</b>	<b>Title</b>	<b>Qty</b>
PV-1	Community Helpers	1 set
PV-2	Wooden Block of Alphabets	1 set

<b>Kit-4: Description</b>		
Item Code	Title	Qty
PV-3	Needle Work Kit	1 set
PV-4	Duplicate Currency	1 set
PV-5	General Knowledge Flashcards	1 set
PV-6	Alphabets -Words Wooden Cubes	1 set
PV-7	Fitting and Assembling Kit	1 set
PV-8	Number Tiles	1 set
PV-9	On India Puzzle	1 set
PV-10	Measuring Sets (tapes and cups)	1set
PV-11	Story Book	1No
PV-12	India General	1 set
PV-13	Mobile Phone	1No.
PV-14	Calculator	1No.
PV-15	Digital Watch	1No.
PV-16	Number Cubes	1 set
PV-17	Multiplication Tactile Board	1 set
PV-18	Class2 Books	2Nos
PV-19	Class3 Books	2Nos
PV-20	NIEPID Publications 1. Teaching Functional Academics for students with MR 2. Functional Literacy workbooks 3. Functional Numeracy workbook 4. Play Fun 'n' Learn	1 set
PV-21	Kit Bag	1No.
PV-22	User Manual	1No.

Note:-The item code is as per the NIEPID, Secunderabad approved list. The lists are age-specific Teaching Learning Materials (TLM) under 2 age groups–Kit-3: 6-11 years and Kit-4: 12-18 years. As per the age group of the students, at least 2 sets of TLM kits for each class are required.

**Outdoor Equipments**

- Simple set of stairs wooden rocking horse/boats slide, jungle gym, see-saw hoops, balls

**Note:** The above list is illustrative only. The precise type and nature of Teaching/Training material for Schools and Rehabilitation Centres and equipments for Vocational Training and periodicity of assistance would be considered on merits on a case to case basis. The extent of assistance under this head would be regulated within the ceilings of Rs. 60000 for teaching and training material and Rs.200000 for Vocational Training and Rehabilitation Equipments

**V. REHABILITATION OF LEPROSY CURED PERSONS (LCPs) WITH OPTION FOR HOME-BASED REHABILITATION & COMMUNITY-BASED REHABILITATION PROJECT**

**1. Objective:**

The project is for adults cured of leprosy and not for the leprosy afflicted persons. Of the existing components of the projects indicated in the Scheme to Promote Voluntary Action for Persons with Disabilities for this category, VTC component is strongly encouraged. Project for Sheltered Workshop can also be run for this category. The basic aim of this project is to empower the LCPs with skills that would enable them to improve their socio-economic condition, and to sustain themselves through self-employment and entrepreneurship either individually and/or collectively. Each VTC should cater to at least 25 or above LCPs. Severely LCPs affected disabled persons may be provided assistance for a separate home.

**2. Room Requirement: 04 (250 Sq.Ft. each)**

**Additional Unit – 02 rooms each (250 Sq.Ft. each)**

Provision of outdoor/play area is desirable.

Initial Unit Capacity	25
Additional Unit Capacity	25

**3. Assistance Admissible:**

**A. Cost Items - Common to Vocational Training Unit and Home (for a total of 100 beneficiaries)**

<b>Recurring</b>	
PBC p.a.	Rs. 3300



**B. Cost Items - Vocational Training Unit (for 25 beneficiaries and one trade)**

<b>Recurring</b>	
Revised PBC p.a.	Rs. 39955

S.no	Non Recurring items	
1	Equipment (Basic)	Up to Rs. 200000 (for 100 beneficiaries)
2	Furniture (Low cost multipurpose and adaptable furniture should be used) Up to a maximum of Rs. 2000 per beneficiary subject to assessment of actual needs (once in 3 years) (Rs.2,000x25)	Rs. 50000
3	Raw material (for VTC Rs. 100000 p.a. for 50 beneficiaries. Thereafter, Rs. 20000 for next 20 beneficiaries up to a maximum of Rs. 2 lakh)	Rs. 100000 (for 50 beneficiaries)

**C. Home for severely Disabled Leprosy Cured Persons (for 100 beneficiaries)**

Costs	
PBC per annum	Rs. 35078

Non Recurring Items	
1. Utensils (for 100 beneficiaries once in 5 years)	Rs. 20000
2. Furniture, Cots & Mattresses: Up to a maximum of Rs. 2000 per beneficiary subject to assessment of actual needs (Once in 5 years) (Rs. 2000x100)	Rs. 200000

**4. The following staff must be appointed by the organisation for the project:**

Post	No. of posts
<b>Common Cost</b>	
1. Project Coordinator	1
2. Accountant	1

3. Conveyance	10% of Honorarium
<b>Vocational Training Unit</b>	
1. Vocational Instructors (1 up to 60 beneficiaries, maximum 2 for 100 beneficiaries)	1
2. Vocational Counselor (It is preferable to operate the post on part time basis with mandatory 2 visit per week) (up to 100 beneficiaries)	1
3. Helper (for whole project)	1
4. Cleaner cum Peon (for whole project)	1
5. Conveyance 10% of Honorarium	-
<b>Home for Leprosy Cured Persons</b>	
1. Warden	1
2. Cook and Helper	1 each
3. Nurse (upto 100 beneficiaries)	1
4. Doctor (Part Time per visit basis with 1 mandatory visit per week) (upto 100 beneficiaries)	1
5. Cleaner cum Peon	1
6. Conveyance	10% of the Honorarium

## NOTES

1. The building owned or hired should be clean, spacious, well lighted, ventilated as well as barrier free and accessible to facilitate comfortable stay and learning by the beneficiaries. The building, rooms, classrooms should provide barrier free access.
2. The amount of assistance on account of rent will be regulated within the ceilings keeping in view the parameters associated with it, the area occupied and used for the project, type of trade undertaken and the number of beneficiaries and the rent agreement. In case of owned building, its maintenance shall be provided as per Annexure-XIII.
3. Under the head of contingency expenses such as postage, transport, telephone, stationery, medicines, office expenses, electricity, water charges, routine repairs to building, CCTVs, Bio metric attendance system, equipments and their maintenance etc. would be covered. Additional charges on electricity in projects involving heavy machinery could be considered separately.

4. Stipend/Hostel Maintenance grants will be restricted to dependent beneficiaries whose family income from all sources does not exceed Rs. 8.00 lakh per annum. Assistance under Hostel Maintenance/stipend will be restricted for the period of training prescribed in Annexure to model project for various trades in respect of trainees of Vocational Training Centre.
5. It is expected that the duties of the Warden are performed by one of the existing members of staff for an additional allowance or honorarium.
6. The actual requirement of funds for procurement of raw material within these limits has to be adequately justified.
7. The special education teachers appointed should be qualified and have RCI registration in the disability area of the targeted beneficiaries for the project.

## Appendix-

### ILLUSTRATIVE LIST OF RECOMMENDED TRADES FOR VOCATIONAL TRAINING

#### **Only NSDC / SCPwD Approved Trades.**

#### **VI. HALF WAY HOME FOR PSYCHO-SOCIAL REHABILITATION OF TREATED AND CONTROLLED PERSONS WITH MENTAL ILLNESS WITH OPTION FOR HOME-BASED REHABILITATION & COMMUNITY-BASED REHABILITATION PROJECT**

The objective of this project is to provide a facilitating mechanism for rehabilitation, of treated and controlled persons with mental illness to be able to get integrated into normal life within a reasonable period of time. The need for such Half Way Homes is felt, as the community at large is still hesitant in accepting such persons into its fold. The project is aimed at providing vocational training and re-skilling persons with mental illness as well as counseling for them and their families to facilitate reintegration with the family/society. The project is expected to also provide psychiatric/rehabilitation advice & services relating to their illness so that periodic or occasional psychiatric disturbances can be managed. The Half Way Homes/ hostels can be for a group of 25 inmates.

Initial Unit Capacity	25
Additional Unit Capacity	25(minimum 15)

S.No.	Recurring	No. of posts/Items	Total Annual Cost in Rs.
<b>A.</b>	<b>Honorarium</b>		
1.	Project Coordinator (28750*12*1)	1	345000
2.	House Keeper (7500*12*1)	1	90000
3.	Helper (6250*12*1)	1	75000
4.	Watchman (6250*12*1)	1	75000
5.	Office Assistant cum Accountant (8750*12*1)	1	105000
6.	Social Worker (14500*12*1)	1	174000
7.	Vocational Instructor (9500*12*2) (1 up to 60 beneficiaries & maximum 2 for the project)	2	228000
8.	Doctor (General Physician) - part time @Rs. 850 per visit with 2 mandatory visits per week) (850*2*52)	-	88400
9.	Psychiatrist - part time - @ Rs. 850 per visit with 2 mandatory visit per week) (850*2*52)	-	88400
10.	Occupational Therapist - part time - @ Rs 850 per visit with 2 mandatory visits per week) (850*2*52)	-	88400
11.	Clinical / Rehabilitation Psychologist - part time - @ Rs 850 per visit with 2 mandatory visits per week) (850*2*52)	-	88400
<b>B.</b>	<b>Recurring - Non Honorarium</b>		
1.	Rent (per month for upto 25 beneficiaries) Class 'A' Cities: Rs. 37500/- Class 'B': Rs. 25000/- Class 'C'/Others: Rs. 18750	-	-
2.	Hostel/Home Maintenance – 1250 pm per beneficiary (1250*25*12)	-	375000
3.	Contingencies (4000 pa per beneficiary ) (4000*25)	-	100000
4.	Medicine and Lab charges	-	62500
5.	Raw Material (for VTCRs. 100000 p.a. for 50 beneficiaries. Thereafter, Rs. 20000 for next 20 beneficiaries up to a maximum of Rs. 2 lakh)	-	100000 (for 50 beneficiaries)
<b>C.</b>	<b>Non Recurring</b>		
1.	Equipment for vocational training	-	200000

S.No.	Recurring	No. of posts/Items	Total Annual Cost in Rs.
2.	Furniture, Cots, Mattresses @ Rs.2000 per beneficiary subject to assessment of actual needs, to cover appropriate furniture in the working area and hostel/home. (once every 3 years)(2000*25)	-	50000
3.	Kitchen Equipments	-	20000

Note:

1. The building owned or hired should be clean, spacious, well lighted, ventilated as well as barrier free and accessible to facilitate comfortable stay and learning by the beneficiaries. The building rooms, classrooms should provide barrier free access.
2. The amount of assistance on account of rent will be regulated within the ceilings keeping in view the parameters associated with it, the area occupied and used for the project, type of trade undertaken and the number of beneficiaries and the rent agreement. In case of owned building, its maintenance shall be provided as per Annexure-XIII.
3. Under the head of contingency expenses such as postage, transport, telephone, stationery, medicines, office expenses, electricity, water 'charges, routine repairs to building, CCTVs, Bio metric attendance system, equipments and their maintenance etc. would be covered.
4. It is expected that the duties of the Warden are performed by one of the existing members of staff for an additional allowance or honorarium.
5. The actual requirement of funds for procurement of raw material within these limits has to be adequately justified.

**\*\* Additional Components recommended across projects for optional applicants (For Model Projects I-VI)**

**PROJECT FOR HOME BASED REHABILITATION & COMMUNITY BASED REHABILITATION**

While institutionalized efforts for imparting special education to the children with disability are rendered through the Special Schools and institutions, it is imperative to appreciate the need to supplement these efforts through Community and Home Management programs. With a view to apply a holistic approach

in addressing the needs of the persons with physical and intellectual disability, projects which focus on community involvement and the family in the home environment have been encouraged.

Of these, the Home Management projects are expected to cater to the development of the child within the larger context of his or her home environment. In this sense, these programmes would serve as vital supplements to the inputs received in the special schools. The existing special schools are encouraged and expected to provide resources to run these services. The aim is to rely upon the Special School set up as resource base for these programs. The incidental expenses relating to material and logistic costs will be granted for these programs.

### A. PROJECT FOR HOME BASED REHABILITATION

**Objectives:**

- i. To help persons with disabilities develop motor, social, communication, language, cognitive and adaptive skills.
- ii. To build capacity of parents/family to manage the children with high-support needs and severe disabilities at home.
- iii. To impart activities of daily living skills in the home environment especially for the severely disabled.

**Project size:**

The number of beneficiaries covered should range for 20 families (with provision of additional Units of 10 families each) covering as many persons with disability. The ratio of coverage per home for each itinerant teacher should be 1:10.

Initial Unit Capacity	20
Additional Unit Capacity	10(minimum 7)

**Infrastructure: 01 room (250 Sq Ft) upto 100 beneficiaries.**

**Assistance admissible:**

<b>Recurring Honorarium</b>	
Previous PBC p.a.	Rs. 22770

Revised PBC p.a.	Rs. 22770
Revised PBC p.m.	Rs. 1900
<b>Teaching &amp; Learning Material Items</b>	
1. Teaching / Learning Material	Rs. 20000

**The following staff must be appointed by the organisation for the project:**

<b>Post</b>	<b>No. of posts</b>
1. Special Teacher (TGT) (1:10 (families) (Two visit a week per family for 2 hours and 3 families per day)	2
2. For each additional Unit of 10 families – Special Teacher / (TGT) (Two visits a week per family for 2 hours and 3 families per day)	1
3. Conveyance for home visits ( Maximum upto 20% of honorarium)	10% of honorarium

## **NOTES**

1. Under the head of contingency expenses such as postage, transport, telephone, stationery, medicines, office expenses, electricity, water charges, routine repairs to building, CCTVs, Biometric attendance system, equipments and their maintenance etc would be covered.
2. The special education teachers appointed should be qualified and have RCI registration in the disability area. At least one teacher out of two should have special qualification in ID/CP/MD.
3. At the time of visiting the beneficiaries, the signature of parents/guardian must be taken along with mobile number of the same.

## **Appendix-**

### **ILLUSTRATIVE LIST OF TEACHING AND TRAINING MATERIAL AND EQUIPMENTS FOR PROJECTS RELATING TO HOME BASED REHABILITATION**

#### **A. List of Teaching and Training Materials:**

- Student Planners / Files / Folders / Binders for maintaining activity and visit records
- Stationery – Pen/Pencils, Erasers, Colors (different sizes & texture), Ruler, Copies, Register, and Drawing Book etc.

- Building Blocks: Small wooden blocks/cubes, interlocking blocks, magnetic blocks, bristle blocks, waffle blocks, etc. Teacher-Made Blocks (large cardboard milk cartons, plastic containers, foam containers, sturdy boxes, wood cut into block shapes)
- 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:
  - 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
- 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).
- 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.
- 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 center and Recorded stories; flannel board.

**B. List of Parent Training Material:**

- Disability Awareness material like Posters, Booklet, Video, Pamphlets etc. on different topics of different disabilities in English and Regional Languages.
- List of Referral Agencies/Professionals
- List of Available Resources within vicinity and the community
- Zip, snap and button dressing frames
- Stacking, Sequencing and Manipulation Toys
- Play Dough & Cookie Cutters, Craft Sticks, Blunt Knives, Stencils.
- Board Games like Carrom, Ludo, Snakes & Ladders etc.

- Coloring Book with variety of colors (different size & texture)
- Sensory Bins and Boxes
- Beads and Strings (different sizes, colours & textures) with bead patten cards and bead frames
- Pegs and Peg Boards (different concepts, shapes, sizes, colours)
- Shape sorters (different sizes, colors, textures)
- Puzzles with 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.
- Blocks - Small wooden blocks/cubes, interlocking blocks, magnetic blocks, bristle blocks, waffle blocks etc.
- Grip strengtheners (different grips)
- Materials for Eye-Hand Coordination
- Materials for Bilateral Coordination
- Activities based materials for Core-Strengthening
- Materials for Visual-Motor Integration

## **PROJECT FOR COMMUNITY BASED REHABILITATION**

### **Objectives:**

- i. To rehabilitate and train disabled individuals, as well as to find ways to integrate them into their communities.
- ii. The objective is to bring the persons with disabilities into the mainstream of life and help them in their effort of becoming self-sufficient and active members of society.
- iii. Integral to this approach is the participation of community members with the focus for training a new corps of health and social workers.

**Project size:** The number of beneficiaries covered should range from 100persons with disabilities (with provision of additional Units of 50 PwD each). The ratio of coverage per home for each special teacher should be 1:50.

**Infrastructure:** 01 training hall & 01 room (for upto 100 beneficiaries)

Initial Unit Capacity	100
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Additional Unit Capacity	50
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**Assistance admissible:**

<b>Non-Recurring</b>	
Teaching Learning Material& Therapy Equipment	60000

The following staff must be appointed by the organization for the project:

Post	No. of posts
1. Social Worker (additional one social worker for every 100 beneficiary)	1
2. CBR personnel(additional one for every 50 beneficiary)	2
3. Special Educator (any disability)	1
4. Visiting Therapist (Part Time) –Occupational Therapist	1 visit/week
5. Visiting Therapist (Part Time) – Physiotherapist	1 visit/week
6. Visiting Therapist (Part Time) – Speech Therapist	1 visit/week
7. Visiting Therapist (Part Time) – Psychologist	1 visit/week
8. Additional Special Educator for each additional Unit of 50 PwD	1
9.Conveyance for home visits ( Maximum upto 20% of honorarium)	10% of the honorarium
10.Adminstrative expenses 10% of project cost	

**NOTES**

1. The special education teachers appointed should be qualified and have RCI registration in the disability area. Up to 50 beneficiaries, the appointed Special Teacher should have special education in ID/CP/MD. In case of additional units, half of the teachers should have special education in ID/CP/MD.
2. At the time of visiting the beneficiaries, the signature of parents/guardian must be taken along with mobile number of the same.

## Appendix-

### ILLUSTRATIVE LIST OF TEACHING AND TRAINING MATERIAL AND EQUIPMENTS FOR PROJECTS RELATING TO COMMUNITY BASED REHABILITATION

Items	Description
1. Teaching and training equipment	<ul style="list-style-type: none"><li>• Peg board with different shapes</li><li>• Boards ( Letter, Number, Body parts)</li><li>• Large Beads and small beads (coloured 100 each)</li><li>• Blocks (Both colour and non coloured)</li><li>• Blowing toys, Puppets</li><li>• Toys /other material to provide sensory stimuli</li><li>• Peg linking</li><li>• Flash card</li><li>• Picture card of fruits, vegetables, flowers</li><li>• Colours (crayon, water colour)</li><li>• A4 size paper (colour)</li><li>• Puzzles</li><li>• Gum, Seizure</li><li>• Black board, magic board, slate, chalk, duster</li><li>• Montessori equipment</li><li>• Prevocational equipments</li><li>• Books of various grade levels from nursery to V</li><li>• Highlighter strips/reader trackers</li><li>• Balls- different sizes</li><li>• Colour clay</li><li>• Braille writing slates, stylus&amp; Braille paper</li><li>• Taylor frame</li><li>• Abacus</li><li>• Science kits</li></ul>

Items	Description
	<ul style="list-style-type: none"> <li>• Spur wheel&amp; rubber mat</li> <li>• Geometry kit</li> <li>• Sensory training kits</li> <li>• Signature guide</li> <li>• Canes for mobility</li> <li>• Braille books &amp; large print text books</li> <li>• Magnifiers</li> <li>• Floor &amp; table lamps, reading stands</li> <li>• Recorded books</li> <li>• Balls that make sounds</li> <li>• Chess board, playing cards</li> <li>• Mat/dari</li> </ul>
2. List of OT equipments	<ul style="list-style-type: none"> <li>• Floor mats</li> <li>• Low height beds</li> <li>• Therapeutic pillows</li> <li>• Bolsters</li> <li>• Wedges</li> <li>• Gym ball</li> <li>• Stepper</li> <li>• Parallel bar (wooden/metal)</li> <li>• CP chair(different varieties)</li> <li>• Parent usable assistive devices(Crawler, walker etc)</li> <li>• Standing frame</li> <li>• Rope ladders</li> <li>• Trampoline</li> <li>• Tunnel</li> <li>• Hammock</li> </ul>

Items	Description
	<ul style="list-style-type: none"> <li>• Platform Swings</li> <li>• Riding toys</li> <li>• Peg boards</li> <li>• Beads frame</li> <li>• Musical instruments(rattles, toys, drum, xylophone.etc)</li> <li>• Balance board</li> <li>• Scooter board</li> <li>• Jungle gym</li> <li>• Splinting equipments: orifit, orifit cutter, oven/immersion heater, Velcro strap, adhesives</li> </ul>
3. List of PT equipments	<p>I. <b>ELECTROTHERAPY EQUIPMENTS: (PORTABLE)</b></p> <ul style="list-style-type: none"> <li>• Tens</li> <li>• Ultrasound</li> <li>• Ift</li> <li>• Wax bath</li> <li>• Electrical stimulator</li> <li>• Hydrocolator pack</li> </ul> <p>II. <b>EXERSICE THERAPY EQUIPMENTS:</b></p> <ul style="list-style-type: none"> <li>• Parallel bar with mirrors</li> <li>• Physiotherapy ball</li> <li>• Static bicycle</li> <li>• Pulleys</li> <li>• Hand exerciser</li> <li>• Chest expander</li> <li>• Exercise mat</li> <li>• Shoulder wheel</li> </ul>

Items	Description
	<ul style="list-style-type: none"> <li>• Wall bars</li> <li>• Crutches</li> <li>• Callipers</li> <li>• Tripod</li> <li>• Walking Frame</li> <li>• Dumbbells(assorted)</li> <li>• Medicine ball</li> <li>• Thera bands</li> <li>• Wrist and hand exercise units</li> <li>• Patient Evaluation kit (Goniometer, percussion hammer, measuring tape, etc)</li> </ul>
<p>4. List of ST/Language Intervention Equipment</p>	<p>I. <b>GENERAL THERAPEUTIC EQUIPMENTS</b></p> <ul style="list-style-type: none"> <li>• Mirror</li> <li>• Tongue depressor, Tongue Sticks (Disposable)</li> <li>• Hand Gloves</li> <li>• Oro-motor kit</li> <li>• Hand Puppets</li> <li>• Clay</li> <li>• Abacus</li> <li>• Bubbles</li> <li>• Whistle</li> <li>• Spiro meter/ Respiro meter</li> <li>• Straw</li> <li>• Candle, Matchbox</li> <li>• Balloons</li> <li>• Rhyme CD's</li> <li>• Counting frame</li> <li>• Shelf</li> </ul>

Items	Description
	<ul style="list-style-type: none"> <li>• Connectric block set</li> <li>• House block set</li> <li>• Alphabet block set</li> <li>• Mechanical block set</li> <li>• Tower block set</li> <li>• Shape and pattern block set</li> <li>• Ring block set</li> <li>• Building block set</li> <li>• Bowling pin set</li> <li>• Numerical peg board</li> <li>• Play mat</li> <li>• Sitting chair-table</li> <li>• Peg linking</li> <li>• Building blocks</li> <li>• Stacker (Circle, Square, Triangle)</li> <li>• Pyramid</li> <li>• Flower Fix</li> <li>• Lacing (shapes, objects)</li> <li>• Beads (small, big, drum, conical, oblong)</li> <li>• Sequences</li> <li>• Logical sequences</li> </ul> <p><b>II. MUSICAL INSTRUMENTS</b></p> <ul style="list-style-type: none"> <li>• Drum</li> <li>• Xylophone</li> <li>• Maracas</li> <li>• Tambourine</li> <li>• Cymbals</li> <li>• Bell</li> </ul>



Items	Description
	<ul style="list-style-type: none"> <li>• Jingle Stick</li> <li>• Clapper</li> <li>• Agogo</li> </ul> <p><b>III. EDUCATIONAL PUZZLE</b></p> <ul style="list-style-type: none"> <li>• Numeral puzzle</li> <li>• Capital, Small letter puzzle</li> <li>• Oriya vowels, numeral puzzle</li> <li>• Alpha phono puzzle</li> <li>• Shapes puzzle</li> <li>• Object matching puzzle</li> <li>• Fruits, Vegetables puzzle</li> <li>• Vehicles puzzle</li> <li>• Animals (wild, farm, pet, sea) puzzle</li> <li>• Birds puzzle</li> <li>• Flower puzzle</li> <li>• Insects puzzle</li> <li>• Body parts puzzle</li> <li>• Opposites puzzle</li> <li>• Picture shadow matching puzzle</li> <li>• Rhyming word matching puzzle</li> <li>• Seasons picture sorting puzzle</li> <li>• Road Signal puzzels</li> </ul> <p><b>IV. FLASH CARDS</b></p> <ul style="list-style-type: none"> <li>• Object cards</li> <li>• Action cards</li> <li>• Opposite cards</li> <li>• Story telling cards</li> <li>• Rhyming words</li> </ul>

Items	Description
	<ul style="list-style-type: none"> <li>• Alphabet picture matching cards</li> <li>• Numerical quantity matching cards</li> <li>• Creative cards(What, When, Where, Who)</li> <li>• What's Next cards</li> </ul>
5. List of Psychology Lab equipment	<p><b>GENERAL EQUIPMENTS</b></p> <ul style="list-style-type: none"> <li>• Mirror Drawing Apparatus</li> <li>• Human Maze</li> <li>• Memory Drum</li> <li>• Steadiness Tester</li> <li>• Tachitoscope</li> <li>• Mullar Layer Apparatus</li> <li>• Finger Dextinite Board</li> <li>• Vernier Chronoscope</li> <li>• BhulBhulamani</li> <li>• Serial Incremination weight set</li> <li>• Two Hand Co-ordination</li> </ul>
6. List of resource room material	<p><b>EQUIPMENTS REQUIRED DISABILITY-WISE</b></p> <ul style="list-style-type: none"> <li>• Assessment Charts</li> <li>• Assessment scales</li> <li>• Charts/slides</li> <li>• Models</li> </ul>
7. List of Community Awareness and Parent Training Programme	<ul style="list-style-type: none"> <li>• Booklets</li> <li>• Leaflets</li> <li>• Dramas</li> <li>• Awareness materials</li> <li>• Media Awareness (Newspaper, Radio, TV)</li> </ul>

Items	Description

## **MODEL PROJECT FOR PREPARATORY/REMEDICATION CENTRE**

### **VII. Preparatory/Remediation Centre for Children with Specific Learning Disabilities to continue Inclusive Education Project**

**Introduction:** Specific Learning Disability (SLD) is a multifaceted neuro-psychological deficiency leads to difficulty in reading, comprehending & writing skills among the affected children. If this difficulty is not combated by taking support from professionals, the children have the risk of dropping out from the inclusive education. Presently, no scheme supports the children with learning disability for preparing themselves and to move into inclusive education.

**Justification:** Through this scheme, the children with learning disabilities will be identified early and supported adequately to learn the lagging concepts and enabled to continue the inclusive education. Moreover, the children with learning disabilities will be averted from the risk of dropping out from education and empowered to handle the societal challenges better and their scholastic/co-scholastic skills will be augmented.

#### **1. Objectives:**

- (i) To identify the children with specific learning disabilities as early as possible;
- (ii) To provide holistic, multi-disciplinary support to the children with specific learning disabilities so that the children catch up with learning the lagging concepts by using alternative education methods like remedial teaching, reconstructive teaching etc.;
- (iii) To develop the co-scholastic skills of children with specific learning disabilities. eg. dance, music, cycling, karate, yoga, drawing, embroidery, gardening, farming etc.;
- (iv) To enhance the development of self-esteem & emotional well-being of children with specific learning disabilities.

#### **2. Size of Project:**

- (i) Total strength should be 20 to 40 for each unit.
- (ii) The chronological age of the beneficiaries of this scheme should be from 3 to 18 years of age.

**3. Infrastructure:** Infrastructure arrangement for the scheme should be suitable for the persons with specific learning disabilities and should be barrier & hazard free as far as possible. Provision of outdoor/play area is desirable.

04 rooms of 200 Sq.Ft. each for initial units.

02 rooms of 200 Sq.Ft. each for each additional unit.

Initial Unit Capacity	20-40
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Additional Unit Capacity	Upto 30 (minimum 15)
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#### 4. Assistance Admissible:

The PBC norms are as under:

PBC p.a.	72850
PBC p.m.	6071

#### Recurring and Non-Recurring

1.	Furniture (Low cost multi-purpose and adaptable furniture) up to a maximum of Rs. 2500 per beneficiary subject to assessment of actual needs (once in 5 years) (Rs.2000*40)	Rs.80000
2.	Virtual Lab for Creative Learning: ICT enabled infrastructure (One-time grant)10-Computers and accessories. Accessible software, Web Access Feature, 1-LED TV	Rs.200000
3.	Special Teaching Learning Materials	Rs. 60000
4.	Library/Resource Room(Rs. 10000 for first year and Rs. 5000 for subsequent years)	Rs.10000/5000
5.	Activities related equipment (Music/Dance/Art & Craft etc), Sports/Adapted Sports Equipment (Rs.10000 or actuals whichever is lower, once in 3 years)	Rs.10000

The following staff must be appointed by the organisation for the project:

S.No	Human Resource	No. of Posts
1.	Clinical Psychologist cum Coordinator	1
2.	Special Educator (teacher to beneficiary ratio 1:8 for children with learning disability)	5
4.	Care giver/ Attendant/Ayah (1 for every 15 beneficiaries)	3
5.	Occupational Therapist	1
6.	Physical Education cum Yoga Teacher (Part-Time 1 visit/week)	1
7.	Activity Teacher - Art/Craft/Dance/ Music/Yoga/Drama Teacher (Part-time per visit basis with any 2 activity teacher visits per week)	2
8.	Cleaner cum Peon	1
9.	Conveyance	10% of

Note:

1. The building owned or hired should be clean, spacious, well lighted, ventilated as well as barrier free and accessible to facilitate comfortable stay and learning by the beneficiaries. The building, rooms, classrooms should provide barrier free access.
2. The amount of assistance on account of rent will be regulated within the ceilings keeping in view the parameters associated with it, the area occupied and used for the project, the number of beneficiaries and the rent agreement. In case of owned building, its maintenance shall be provided as per Annexure-XIII.
3. The existing norms for the teacher - pupil ratio is kept at 1: 8 for the children with SLD. The extent of funding will however be contingent on various factors like availability of resources with the government, the financial capacity of the PIA, delivery of services and activity level of the PIA, the need and justification put forth by organization, etc.
4. Transport allowance will be retained by the PIA, if it is providing the transport facility.
5. One Post of Care giver/ Attendant/Ayah for every 15 beneficiaries.
6. The special education teachers appointed should be qualified and have RCI registration in the disability area of the targeted beneficiaries for the project.
7. Under the head of contingency, expenses such as postage, transport, telephone, stationery, medicines, office expenses, electricity, water charges, routine repairs to building, equipments, CCTVs and Bio metric attendance system and their maintenance etc would be covered.

## Appendix-

### **ILLUSTRATIVE LIST OF TEACHING AND TRAINING MATERIAL AND EQUIPMENTS FOR PROJECT PREPARATORY/REMEDATION CENTRE FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES**

1. **List of Teaching Learning Material for SLD**
  - Books of all classes from LKG onwards pertaining to all subjects – English, Language, Mathematics, Science, Social Studies, Environmental Science etc.
  - Models such as sense-organs, mountain, globe, solar-system etc to give demonstration while teaching concepts through multi-sensory approach.
  - Commercial and teacher-made Charts.

- Arithmetic aids – Abacus, Number Rods, Montessori, commercial and teacher made calculators, flashcards, worksheets, workbooks etc.
- Flannel Boards
- Puzzles, Individual and Group Games, Story Books suitable for various ages
- Picture books, Magazines and Comics
- Simulated learning centres like mock-shop.
- Material for supporting Phoneme awareness like supplement material including pictures, symbols, colour coded cards, high-interest books, comics, magazines etc.
- Material to support oral language difficulties like cue-cards, supplement visual material, AAC methods etc.
- Activities and Material to enhance verbal memory, working memory & visual memory
- Activities to enhance visual-spatial ability eg. Tracing sheets, template of worksheets, notes organizer, graph-paper, variety of writing tools (pens/pencils) etc.

## 2. **List of Sports/Adapted Sports Equipment**

- Cricket set (plastic and wooden)
- Badminton kit
- Balls (Tennis, Basketball, Football, Rugby soft ball, Shot-put, Volley Ball)
- Portable Football Goal Nets
- Frisbee & Foam Javelin
- Multi-coloured Hoola-Hoops
- Saucer / Marking Cones
- 6” and 9” step hurdle
- 12 ft. Parachute
- Skipping Rope
- Agility Ladder
- Boccie equipment
- Gym Mats, Kettle Bells, Foam Gym Springboard
- Adjustable Balance Beam & Agility Tables
- Soft Dodge Balls
- Basket Ball Ring
- Bicycle

3. **List of Specialized ICT Lab Computer Hardware/ Software/Accessories etc. equipment**

- Desktop with Keyboard, Mouse and Joystick and power backup
- Software for:
  - Abbreviation expanders
  - Alternative keyboards
  - Audio Books and Publications
  - Electronic Math Worksheets
  - Graphic Organizers and Outlining
  - Information & Data Manager
  - Optical Character Recognition
  - Personal FM listening system
  - Portable Word Processors
  - Proofreading programs
  - Speech Recognition programs
  - Speech Synthesizers/Screen Readers
  - Talking calculator
  - Talking spell-checkers and electronic Dictionary
  - Word-Prediction program

4. **List of Psychology Lab Equipment**

- NIMH's GLAD
- NIMHANS battery for LD
- DTLD & DTRD
- Other Assessment Tools for Learning Disabilities
- BinetKamath Intelligence Test
- Seguin Form Board
- Bhatia Battery of Performance Test
- Draw a Person Test
- Wechsler Adult Intelligence Scale (WAIS-IV)

- Wechsler Intelligence Scale for Children (WISC-R)
- Depression-Happiness Scales
- Behavioural Assessment Scales
- PGI Memory Scale
- Wisconsin card sorting test
- Test for level of Reading

##### 5. **List of OT Equipment**

- Different types of paper (Cardboard, Sandpaper, Tissue etc)
- Board Games and Puzzles
- Play Dough & Cookie Cutters, Craft Sticks, Blunt Knives, Stencils.
- Nuts & Bolts and Lock & Keys
- Sensory Bins and Boxes
- Beads and Strings (different sizes, colours& textures) with bead patten cards and bead frames
- Pegs and Peg Boards (different concepts, shapes, sizes, colours)
- Straws / Sticks with connectors
- Shape sorters (different sizes, colors, textures)
- Sewing materials including blunt needles, wool, jute-string, buttons, lacing cards with laces/strings
- Puzzles with 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.
- Blocks - Small wooden blocks/cubes, interlocking blocks, magnetic blocks, bristle blocks, waffle blocks etc.
- 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
- Colouring Book with variety of colors (different size & texture)
- Therapy Ball and Bolster
- Magnetic Dart Game

6. **List of Speech & Language Intervention Equipment**

- Mirror / Self-Correct Monitor
- Tongue depressors
- Levelled Flashcards of different concepts
- CV, VC, CVC, CVCV Articulation cards
- Visual Aids for teaching self-calm
- “Tell-me About It” Adjectives Game
- Sequencing and Following Directions Game
- Preschool Vocabulary and Question Cards
- Verb / Action Flash Cards
- “Where does it go?” Spatial Concepts Game
- “He Does, She Does” Pronoun Game
- Sign Language Flashcards for Common First Words
- “Funny-Faces” File Folder Grammar Game
- “Expanding Expressions” Tool Kit
- Pre-Made Worksheets and Therapy Activities
- White-Board and Markers

7. **List of Play/Yoga/Music/Dance Therapy Equipment**

- Yoga Mats
- 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. Headphones, Song-Books, Microphone.

- 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).

#### 8. **List of Resource Room Material**

- Library consisting of books with pictures in various subject areas and GK.
- Grade level books of NCERT and CBSE
- Grade level books of SCERT
- Grade level books of NIOS
- Additional books for different subjects from Grade 1<sup>st</sup> to Grade 12<sup>th</sup>
- Story books for different grades
- Computer and digital learning materials/software for different grades
- Models, Charts, Posters, Flash Cards, Story Cards, Picture Books for different grade levels and different subjects

## **MODEL PROJECT FOR CROSS-DISABILITY REHABILITATION**

### **VIII. Cross-Disability Therapy and Counseling Center**

The Project for cross-disability therapy and counseling is to assist children and adults with any type of disability (as specified in RPwD Act, including Acid-Attack victims) for their therapeutic or counseling needs. This project will serve individuals with disabilities of any age, including geriatric.

#### **1. Objectives:**

- i. Therapeutic and counseling services for children, adolescents, adults & geriatric population with disabilities.
- ii. Support for children with disabilities attending mainstream school.
- iii. Promote inclusion and rehabilitation of individuals with disabilities.
- iv. Promote quality of life and life skills of individuals with disabilities.
- v. Reduction in severity and impact of disability in children.
- vi. Substantial improvement in functioning level of individuals with disabilities.
- vii. Substantial reduction in additional and associated disabilities.
- viii. Improving skills needed for active participation and inclusion.
- ix. Improving family coping skills will empowerment.
- x. Enhanced participation of Parents as Partners in the process of rehabilitation.
- xi. Promote employment and income generation of individuals with disabilities.

**2. Project size:**

The strength of beneficiaries for intervention should be from 30 to 50 individuals having disabilities. Each additional Unit shall be of 30-50 beneficiaries, beyond 50 beneficiaries.

**3. Infrastructure:**

The infrastructural arrangement of the Center should include:

- OT Room – minimum 350 Sq.Ft.
- PT Room – minimum 350 Sq.Ft.
- Language & Speech Intervention Room – minimum 250 Sq Ft
- Psychology, Counseling and Family Therapy Room – 250 Sq.Ft.
- Rehab. & Skill Education Room – min. 350 Sq.Ft.
- Multi-Purpose Hall – minimum 500 Sq Ft.
- Medical Room – minimum 200 Sq.Ft.
- Recreation & Leisure room – minimum 350 Sq.Ft.
- Provision of outdoor/play area is desirable.

Initial Unit Capacity	50 (minimum 30)
Additional Unit Capacity	50 (minimum 30)

For every additional Unit of 50 beneficiaries, beyond initial unit, 03 additional rooms for (i) Psychology, Counseling & Family Therapy; (ii) Rehab.& Skill Education; and (iii) Recreation & Leisure room of prescribed sizes shall be required.

#### 4. Assistance admissible:

The admissible norms will be per beneficiary cost (PBC).

<b>Recurring and Non Recurring</b>	
1. Furniture for 50 beneficiaries (including bench, table, chair, cupboard etc) @2,000/- (once in 5 years)	Rs.100000
2. Gym / Sports / Adapted Sports Equipment	Rs. 10000
3. Rehabilitation Equipment	As per Annexure given below in project
4. OT Equipment	
5. PT Equipment	
6. Speech & Language Intervention Equipment	
7. Psychology Lab Equipment	
8. Recreation & Leisure Material (Play/Yoga/Music/Dance)	
9. Resource Room Material(Rs. 10000 for first year /Rs. 5000 for subsequent years)	Rs. 10000 (one time)/Rs. 5000 (recurring)
10.Teaching and Learning Material	Rs. 60000
11. Specialized Computer Hardware/Software/Accessories/ICT etc	Rs. 50000

**The following staff must be appointed by the organisation for the project:**

<b>S.no</b>	<b>Post</b>	<b>No. of posts</b>
1	Clinical/Rehab. Psychologist cum Coordinator	1
2	Rehab. & Skill Educator (Special Teacher)	1
3	Occupational Therapy (OT)	1
4	Physiotherapy (PT)	1
5	Speech Therapy (ST) cum Audiologist	1
6	Ayahs/Attendants	1
7	Doctor/Pediatrician/PMR (part time per visit basis with one mandatory	1

	visit per week)	
8	Prosthetic & Orthotics (P&O) Part time per visit basis, with one mandatory visit per week.	1
9	Additional Rehab. & Skill Educator for Additional Unit	1
10	Additional Therapists for Additional Unit (a) Occupational Therapist (b) Physiotherapist (c) Speech Therapist cum Audiologist	Part-Time (4 hours) duty basis 1 1 1
11	Conveyance	10% of the honorarium

#### NOTE

1. The building owned or hired should be clean, spacious, well lighted, ventilated as well as barrier free and accessible to facilitate comfortable stay and learning by the beneficiaries. The building, rooms, classrooms should provide barrier free access.
2. The assistance on account of rent will be regulated within the ceilings keeping in view the parameters associated with it, the area occupied and used for the project and the number of beneficiaries and the rent agreement. If this project is part of a special school and rent is claimed for that project no additional assistance for rent would be considered.
3. Under the head of contingency expenses such as postage, transport, telephone, stationary, medicines, office expenses, electricity, water charges, routine repairs to building, equipment, CCTVs, Bio-metric attendance system and their maintenance etc. would be covered.
4. The beneficiaries in such type of projects require attention only for a few hours in a day/week and efforts should be made to use the services of teachers, attendants and ayahs optimally. The actual number of posts would be regulated keeping this factor in view.
5. The special education teachers appointed should be qualified and have RCI registration in the disability area of the targeted beneficiaries for the project.

#### Appendix-

#### **ILLUSTRATIVE LIST OF MATERIAL AND EQUIPMENT FOR PROJECT CROSS DISABILITY COUNSELING AND THERAPY CENTRE**

## PHYSIOTHERAPY UNIT

S.No	Name of the Items
1.	Parallel Bar
2.	Stepper
3.	Corner Stair Climber (Training Stairs)
4.	Static Cycle
5.	Standing Frame
6.	Rowing – Machine
7.	Corner chair
8.	CP chair (Adjustable)
9.	Prone Crawler
10.	Prone Wedge
11.	Bolster (1- Diameter 30cm ×90 cm long; 1- Diameter 40cm ×120 cm long)
12.	Swiss ball (55cm; 65cm; 75cm)
13.	Peanut Ball
14.	Bosu Ball
15.	Balance Board
16.	Wobble board
17.	Scooter Board
18.	Different types of Swings Bolster Platform T- shaped Sensory swing
19.	Rope ladder swing
20.	Rock climber
21.	Ball pool
22.	Tunnel

S.No	Name of the Items
23.	Clay dough
24.	Sensory Stimulation kit
25.	Therapeutic Sand
26.	Therapy mats
27.	Trampoline
28.	Adjustable Walker
29.	Adjustable Axillary Crutches(1 Pair)
30.	Adjustable Elbow crutches (Pair)
31.	Gutter Crutch
32.	Wheelchair
33.	Adjustable Walking Stick
34.	Adjustable Quadripod Walking Stick
35.	Adjustable Tripod Walking Stick
36.	MFR Ball- 5 kg
37.	MFR Rollers
38.	Weight cuffs (1/2 kg, 1 kg, 2 kg, 3 kg etc.)- Pairs
39.	Therabands (Different colours as per resistance)
40.	Theratubes (Different colours as per resistance)
41.	Medicine ball( 1kg, 2 kg etc)
42.	Indoor basket ball
43.	Peg boards
44.	Play toys for visual, auditory & tactile stimulation
45.	Soft toys (Different types)
46.	Ring stand
47.	Postural Training mirror with stand
48.	Quadriceps table
49.	Treatment couch
50.	Rollator
51.	Paediatric Cycle

<b>S.No</b>	<b>Name of the Items</b>
52.	Treadmill with Harness system
53.	Active Passive Cycle (Upper limb & Lower limb)
54.	Pulley
55.	Shoulder Wheel
56.	Ankle exerciser
57.	Hand exerciser table
58.	Wall Finger Ladder
59.	Tilt Table
60.	Sphygamomanometer
61.	Stethoscope
62.	Measuring tape
63.	Hammer
64.	Goniometer
65.	Cotton
66.	Pulse oximeter
67.	Emergency bell
68.	Towels

### **Electrotherapeutic Modalities**

<b>S.No</b>	<b>Name of the Items</b>
1.	Electrical Stimulator
2.	TENS
3.	Interferential Therapy
4.	Ultrasonic Therapy
5.	Cryounit and Cryo cuffs
6.	Hydrocollator Moist Heat Machine with moist heat pack (Cervical & Lumbar-Short and Long)
7.	LASER
8.	Microwave Diathermy



9.	Paraffin Wax Bath
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**Functional Scale:**

S.no.	Functional Scale
1.	Gross Motor Functional Measure

## OCCUPATIONAL THERAPY UNIT

S. no	Name of item
1	Stair Climber with slope on other side
2	Therapy ball: 75cm, 85cm, 95cm,
3	Clay Dough
4	Standing Frame big size
5	CP chair adult size with modifications
6	Wedge: 15cm x 60cm x 70cm
7	Bolster: Dia. 35cm x 90cm Dia. 40cm x 120cm
8	Balance beam
9	Balance Board
10	Trampoline
11	Tactile Wall
12	Indoor Basket Ball
13	Play Toys
14	3-D Learning toys like alphabets, numbers, animals
15	Peg Boards: mushroom peg board 3 pinch peg board Weighted peg board

S. no	Name of item
	Nut and screw peg board
16	Puzzles of different types
17	Beads of various sizes, shapes, textures preferably (from medium to small)
18	Abacus board- senior
19	Pedo cycle with supports
20	ADL table
21	Magnetic grasper
22	Thera bands of different resistance
23	Weight cuffs 2 kg pair,      3 kg pair.      3 ½ kg pair 4 kg pair,      4 ½ kg pair,      5 kg pair
24	Rollator with adjustable height
25	Walker with adjustable height
26	Tripod and quadruped stick with adjustable height
27	Wheelchair
28	Foot rollers
29	Shoulder wheel
30	Finger ladder
31	Shoulder pulley
32	Hand exerciser Pronator/ supinator Nirmal finger exerciser Sanding units Pinch tree Hand gym kit box
33	Plinths
34	Pop bandages

S. no	Name of item
35	Swings of different types: Circular, Platform, Tyre, Pipe
36	Big tunnels
37	Hand held big size mirrors
38	Scissors
39	Fevicol
40	Different colours like sketch pen, crayons.
41	Papers: glaze paper, chart paper
42	Paint colours
43	Sand play box
44	ADL training unit like wash basin, dressing table, eating table etc. and utensils and items required for it.
45	Climbing wall
46	Dark room with visual stimulation
47	Resistance games
48	Postural mirror
49	Weighted balls : 2 kg 2 ½ kg 3 kg 3 ½ kg 4 kg 5 kg
50	Different textured ball: Sponge ball, Spike ball, Swiggy ball, Soft ball
51	Tools: BOTMP2, WeeFIM, Sensory profile, GMFM, DASH, Berg Balance Scale COPM, MMSE, CARS, FMA, TVPS, Berry VMI, SIPT Nine-hole peg test, Minnesota handwriting test Minnesota hand dexterity test, Jebson Tylor test AMS, COTNAB, D- LOTCA, Purdue peg board Beck's depression inventory, FIM, VAS, SCIM, ASIA, MOCA, Oral hypersensitivity scale.

## PLAY THERAPY UNIT

S.No	Name of the Item
1.	Ball Pool
2.	Clay Dough

<b>S.No</b>	<b>Name of the Item</b>
3.	Swiggy Ball
4.	Puppets
5.	Tactile Wall
6.	Indoor Basket Ball
7.	Doll House
8.	Bubble Bath Tub
9.	Webby Magic Sand
10.	Floor Mats
11.	Skittles
12.	Swing
13.	Rattle
14.	Bean Bag
15.	Play Toys
16.	Lone Ranger Type Masks
17.	Paint Set
18.	Cymbals
19.	Zoo Animals, Farm Animals
20.	Toy Tunnel
21.	Carom Board
22.	FunBlast Twister Hopscotch
23.	Dart Board set

## **PSYCHOLOGY LAB**

<b>S.No.</b>	<b>Psychological Test</b>
1.	Developmental Screening Test/ Gesell Developmental Schedule
2.	Vineland Social Maturity Scale
3.	Childhood Autism Rating Scale/ Indian Scale for assessment of autism
4.	Seguim Form Board Test

<b>S.No.</b>	<b>Psychological Test</b>
5.	Gessel drawing Test
6.	Battery for Specific Learning Disability
7.	Conner's ADHD rating scale
8.	Malin's Intelligence Scale for Indian children (MISIC)
9.	Binet Kamat Test for Intelligence (BKT)
10.	Junior Temperament and Character Inventory
11.	Children Apperception Test (CAT)
12.	16 PF
13.	Adult Suicidal Ideation Questionnaire (ASIQ)
14.	AIIMS Comprehensive Neurological Battery – Adult Form
15.	AIIMS Neurological Battery – Children's Form
16.	Alexander's Pass-A-Long Test
17.	Adolescent Driking Index
18.	Baley Infant Development Scale
19.	Bender Visual Motor Gestalt Test ( 1 <sup>st</sup> and 2 <sup>nd</sup> both)
20.	Checklist for child abuse evaluation
21.	Children Personality Questionnaire (CPQ)
22.	Children's Color Trail Test
23.	Clinical Guide for Progessive Relaxation
24.	Cognitive Behaviour Rating Scale
25.	Cognitive Distortion Scale
26.	Cognitive Symptom Checklist
27.	College Adjustment Scales- Inventory Kit
28.	Color Progressive Matrices
29.	Comprehensive Test for Non-Verbal Intelligence
30.	Comprehensive Trail-Making Test (CTMT)
31.	Curriculum Adaptation for Students with Learning and Behavioral Problems
32.	Curriculum Guide for Deaf- Blind and severally Multi-Handicapped Students
33.	Defense Mechanism Inventory

<b>S.No.</b>	<b>Psychological Test</b>
34.	Dementia Rating Scale
35.	Difference Game
36.	Differential Aptitude Test
37.	Draw-A-Person Test
38.	Emotional Maturity Scale
39.	Esteem Game
40.	Family Functioning Questionnaire
41.	Family Living Game
42.	Frustration Game
43.	General Health Questionnaire
44.	Global Adjustment Inventory- Student
45.	Global Adjustment Inventory- Adult
46.	Hamilton Depression Inventory
47.	Hamilton Anxiety Scale
48.	Home Environment Inventory
49.	International Personality Disorder Examination
50.	Learning Disability Diagnostic Inventory
51.	Letter Cancellation Test
52.	Marital Adjustment Inventory
53.	MMPI-2
54.	Motivational Analysis Test
55.	G.I. BBD
56.	P.G.I. General Well Being Measure
57.	Quality of Life Scale
58.	Mini Mental Status Examination
59.	Rorschach Psycho-Diagnostic Test
60.	Sack's Sentence Completion Test
61.	Thematic Apperception Test

<b>S.No.</b>	<b>Psychological Test</b>
62.	Wechsler's Adult Performance Scale for Intelligence
63.	Wisconsin Card Sorting Test
64.	Wechsler Memory Scale
65.	Different Bio-feedback Systems
66.	Cognitive Training Modules
67.	Cognitive Behavior Therapy Modules
68.	Rational Emotive Behavior Therapy Module
69.	IPSRT Module
70.	Play Therapy Module
71.	Motivational Enhancement Therapy Module
72.	Family Therapy Module

### **Equipments for Children**

<b>S.No</b>	<b>Domain</b>	<b>Name of the Material</b>
1	<b>Cognitive</b>	7. Puzzles 2 – 6 piece 8. Simple Picture sequencing cards 9. Cloth calendar 10. Block books- various pictures, daily items, animals, vegetables, fruits,etc., 11. Simple maze board 12. Geometric stacker 13. Story books for toddlers 14. Writing board with jumbo colored chalks 15. Shape sorter 16. Jumbo crayons 17. Different color charts
2	<b>Gross Motor Skills</b>	7. Cones 8. Indoor Basket Ball 9. Balls of various sizes, textures, musical, lights

S.No	Domain	Name of the Material
		10. Balance beam 11. Hurdles set (set of 4/8)
3	<b>Fine Motor Skills &amp; Eye hand Coordination</b>	7. Wooden blocks 8. Ring stand 9. Peg Board-Shape, Size, Picture, Parts of the body 10. Pounding toys- wooden hammer & pegs 11. Links 12. Stacking Tubs 13. Beads of various sizes, shapes, textures preferably (from medium to large ) 14. Abacus board- junior 15. Lacing board 16. Dressing Frame- buttoning , zipping, lacing 17. Stamping pad 18. Tinker toys 19. Chopping board 20. Penny box 21. Wonder ball 22. Spinning gear
4	<b>Communication</b>	7. Mirror 8. Story sequencing flash cards 9. Picture communication cards
5	<b>Play&amp; Social</b>	7. Bubble blowing toys 8. Hand puppets and finger puppets 9. Light and Musical toys 10. Face Masks 11. Dolls, Kitchen set ,Vehicles toys 12. Play Dough



S.No	Domain	Name of the Material
		13. Kinetic sand 14. Nontoxic water paints 15. Sand art/ sand play 16. Push n pull toys
6	<b>Sensory</b>	7. Textured mat 8. Textured kit 9. Textured books 10. Rocking chair/ horse 11. Therapy ball 12. Peanut ball 13. Doughnut ball 14. Bean bag 15. Crawling tunnel 16. Trampoline 150cm 17. Ball pool 18. Swing 19. Balance board 28” x33” 20. Vibrator/massager 21. Rope ladder 22. Chewy tubes 23. Cloth pins

### SPEECH THERAPY UNIT

S.No.	Name of the Item
-------	------------------

S.No.	Name of the Item
1.	Dr Speech(An Electroglottograph (EGG)
2.	LaryPIAgraph)
3.	Respiratory Spirometer
4.	PRAAT Software
5.	AAC device-AAWAJ,PEX
6.	Delayed Auditory Feedback(DAF) Device
7.	Electrolarynx
8.	Western Aphasia Battery(WAB)
9.	Linguistic Profile Test(LPT)
10.	Hindi Articulation Test)
11.	CARS
12.	COM-DEAL (Developmental Eclectic Approach to Language Learning)
13.	SSI-3(Stuttering Severity Instrument)
14.	Nasometer
15.	FRENCHAY Dysarthria Assessment(FDA)
16.	Story telling pictures
17.	Tongue Dipressure
18.	Portable mirror
19.	Chewing tube
20.	Action pictures
21.	Noise making Toys
22.	Puzzle
23.	Straw
24.	Honey
25.	Lollipops
26.	Vibratory tooth brush
27.	Action pictures
28.	Body parts pictures

<b>S.No.</b>	<b>Name of the Item</b>
29.	Balloons
30.	Candle
31.	Hindi Alhabets( Tactile)
32.	Numbering 0 to 9 ( Tactile)
33.	Vehicle
34.	Articulation-cards-cv-vc-cvc-cvcv
35.	Knob tray
36.	Opposite puzzle
37.	Toy phone
38.	Brain booster Puzzle
39.	Wh ,WHO, WHAT ,WHY ,WHEN and Where Question

### **SPECIAL EDUCATION UNIT**

<b>Sl.No</b>	<b>Name of the items</b>	<b>Description / Specification of items</b>
1.	Bean bag	Medium size
2.	Revolving chair	Height adjustable
3.	Cub board	Wall mounted
4.	Clock	Wall fixed
5.	LCD screen	Medium size
6.	LCD projector	
7.	Computer,	chair, table, UPS, CPU, KEY board, mouse & speaks
8.	Black board	With notice board, black board, white board
9.	Almira	Steel
10.	Clerical table	Wood
11.	Material storage box	Large size
12.	Material storage box	medium size
13.	Material storage box	small size

### Teaching Learning Materials (TLM):

Sl.No	Name of the items	Description / Specification of items
1.	Body parts puzzles	Wood
2.	Vegetables: model	Wood/ plastic
3.	Fruits: Model	Wood/ plastic
4.	Vowels with knob (Regional Language)	Wood
5.	Pre writing pattern	Wood
6.	Growth puzzle	Wood
7.	English alphabets tray- upper case	Wood
8.	English alphabets tray- lower case	Wood
9.	Shapes board	Wood
10.	Build a tower : big circle	Wood
11.	Build a tower : big square	Wood
12.	Build tower tacking cubes	Wood
13.	Transport puzzle	Wood
14.	Animal puzzles (wild & domestic)	Wood
15.	Alphabets flash cards	Thick paper material
16.	English alphabets flash cards	Thick paper material
17.	3 pieces of puzzles	Wood & card board
18.	Wooden beats: large size	Wood
19.	Beats: small size	Wood/ plastic, multi colours
20.	Shape beats	Wood/ plastic
21.	Bean bag	Rexin , medium size
22.	Count & match insert puzzles	Wood
23.	Lacing set	Wood, threat
24.	Pooh (clock)	Wood, manual
25.	Tracing set: Alphabets	Wood
26.	Tracing set: English- upper case	Wood

Sl.No	Name of the items	Description / Specification of items
27.	Tracing set: English- lower case	Wood
28.	Dressing frame	Wood with cloths
29.	Good habits flash card	Card board
30.	Birds: puzzles	Wood
31.	Birds: flash card	Card board
32.	Vehicle: puzzles	Wood
33.	Vehicle: flash card	Card board
34.	Fruits: puzzles	Wood
35.	Fruits : flash card	Card board
36.	Flowers: puzzles	Wood
37.	Flowers : flash card	Card board
38.	Shape board	Magnetic
39.	Early action	Puzzle
40.	Sponge stamping	Wood/ plastics
41.	Early memory games	
42.	Maze	Wood
43.	Hammer peg	Wood
44.	Rainbow link	Wood
45.	Numbers puzzles	Wood
46.	Numbers : flash card	Card board
47.	Sorting beats (big)	Colours sorting wood
48.	Sorting beats (big)	shape sorting wood
49.	Family puzzles	Wood
50.	First aid box	
51.	Story telling flash card	Card board
52.	Geo board (49 geo pins)	Wood
53.	Geo board(196 geo pins)	Wood
54.	Learn (N )count(rings =1 to 10)	Wood
55.	Spindle box	Wood

Sl.No	Name of the items	Description / Specification of items
56.	Jumbo crayons	Wax crayons
57.	Ring tower	Wood
58.	Rolling pins	Wood
59.	Giant wooden shapes	Wood
60.	Movable number set	Wood, magnetic
61.	Chain links (cylinder shape)	Plastic
62.	Chain links	Plastic
63.	Jigsaw day puzzle	Wood
64.	Jigsaw month puzzle	Wood
65.	Magnetic fish	Wood
66.	Theraputty clay	Therapeuty
67.	Clay stamp	Wood
68.	Gender toy	Boy & girl
69.	Gardening set	Colourful items (7 pieces)
70.	Vibrating brush	Small size
71.	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	Books
72.	Books: LKG  Primary English Rhymes in regional language All in one –Term 1 All in one- Term 2 All in one –Term-3	Books
73.	Books: UKG  Regional Language Books All in one term 1	Books

Sl.No	Name of the items	Description / Specification of items
	All in one term 2	
	All in one term 3	

## YOGA UNIT

Sr. No.	Name of the item
1.	Yoga Mats
2.	Yoga Straps
3.	Bolster
4.	Arial yoga swing

## GYM/SPORTS UNIT

S.no	Name of the item
73.	Skipping rope
74.	Hand tissues
75.	Hand sanitizer
76.	Bat ball set/ Cricket set
77.	Foot ball
78.	Table tennis
79.	Hulla hoop
80.	Carom Board
81.	Volley Ball
82.	Basket Ball
83.	Chess (Tactile)
84.	Dumbbells (Different weights)
85.	Bounce Back Punching Bag
86.	Ninja Worrior Obstacle course for kids
87.	Gymnastic wall kids sports

<b>S.no</b>	<b>Name of the item</b>
88.	Static Cycling
89.	Treadmill
90.	Thera-Bands
91.	Weight Cuffs (Different Weights)
92.	Gym Balls (Different Sizes)
93.	Medicine Ball
94.	Rowing Machine
95.	Badminton
96.	Bosu Ball
97.	Weight Rods with changable Weights
98.	Pull-up Bars

## **MUSIC UNIT**

<b>S.no</b>	<b>Name of the item</b>
1.	Musical Drums
2.	Casio
3.	Piano
4.	Instrumental Jazz Drum set (multi color)
5.	Xylo-phone
6.	Guitar
7.	Harmonium
8.	Music system
9.	Musical Flutes
10.	Mouth Organ
11.	Tabla Musical System
12.	Supra aural/ Noise cancellation Headphones

## **DANCE UNIT**



<b>S.no</b>	<b>Name of the item</b>
1.	Step-on Dance musical carpet with song and light (multi color)
2.	Music system including speakers
3.	Full wall Mirror
4.	DJ Lights

## **ICT UNIT**

<b>S.no</b>	<b>Name of the item</b>
1.	Encompassing Radio system
2.	Television
3.	Cell Phone
4.	Computer and Network (Hardware and Software)
5.	Wifi access
6.	All in one Printer

## **Resource Room**

<b>S.no</b>	<b>Name of the item</b>
1.	Coloring books
2.	Stories books
3.	Panchatantra Books
4.	Activities of daily living books
5.	Mazes books
6.	My body belongs to me
7.	Find the difference books
8.	Comics
9.	Hygenic teaching books
10.	Environmental Science books

11.	General Knowledge books
12.	News Paper (Hindi & English)
13.	Magazines
14.	General Academic Books
15.	Audio Material
16.	Braille Material
17.	Large Print Book Material
18.	Novels
19.	Biographies

### **Skilling/ Vocational UNIT**

S.no	Name of the item
1.	Gardening
2.	Cooking
3.	Painting
4.	Art and Craft
5.	Sand and Clay Modeling
6.	Communicational Skills
7.	Animal Husbandry
8.	Paper work
9.	Computer skills
10.	Laundry skills
11.	Bee Culture
12.	Mushroom Culture
13.	Dairy farming
14.	Bakery
15.	Poultry Farming
16.	Mobile repairing
17.	Stitching & Embroidery

S.no	Name of the item
18.	Carpenter Work

**Note:** The above list is illustrative only. The precise type and nature of Teaching/Training material for Rehabilitation Centres and Equipments for Vocational Training and periodicity of assistance would be considered on merits on a case to case basis. The extent of assistance under this head would be regulated within the ceilings of Rs. 60000 for teaching and training material and Rs.200000 for Vocational Training and Rehabilitation Equipments.

**ANNEXURE-I: GFR 12-A**

**GFR 12 – A**

[(See Rule 238 (1))]

UTILIZATION CERTIFICATE FOR THE YEAR..... in respect  
of recurring/non-recurring  
GRANTS-IN-AID/SALARIES/CREATION OF CAPITAL ASSETS

1. Name of the Scheme.....
2. Whether recurring or non-recurring grants.....
3. Grants position at the beginning of the Financial year
  - i. Cash in Hand/Bank
  - ii. Unadjusted advances
  - iii. Total
4. Details of grants received, expenditure incurred and closing balances:(Actuals)

Unspent Balances of Grants received years [figure as at Sl. No. 3 (iii)]	Interest Earned thereon	Interest deposited back to the Government	Grant received during the year			Total Available funds (1+2-3+4)	Expenditure	Closing Balances (5-6)
			Sanction No. (i)	Date (ii)	Amount(iii)			
1	2	3	4			5	6	7

Component wise utilization of grants:

Grant-in-aid– General	Grant-in-aid– Salary	Grant-in-aid– creation of capital assets	Total

Details of grants position at the end of the year

- i. Cash in Hand/Bank
- ii. Unadjusted Advances
- iii. Total

Certified that I have satisfied myself that the conditions on which grants were sanctioned have been duly fulfilled/are being fulfilled and that I have exercised following checks to see that the money has been actually utilized for the purpose for which it was sanctioned:

- i. The main accounts and other subsidiary accounts and registers(including assets registers) are maintained as prescribed in the relevant Act/Rules/Standing instructions (mention the Act/Rules) and have been duly audited by designated auditors. The figures depicted above tally with the audited figures mentioned in financial statements/accounts.
- ii. There exist internal controls for safeguarding public funds/assets, watching outcomes and achievements of physical targets against the financial inputs, ensuring quality in asset creation etc. & the periodic evaluation of internal controls is exercised to ensure their effectiveness.
- iii. To the best of our knowledge and belief, no transactions have been entered that are in violation of relevant Act/Rules/standing instructions and scheme guidelines.
- iv. The responsibilities among the key functionaries for execution of the scheme have been assigned in clear terms and are not general in nature.
- v. The benefits were extended to the intended beneficiaries and only such areas/districts were covered where the scheme was intended to operate.
- vi. The expenditure on various components of the scheme was in the proportions authorized as per the scheme guidelines and terms and conditions of the grants-in-aid.
- vii. It has been ensured that the physical and financial performance under..... (name of the scheme

Has been according to the requirements, as prescribed in the guidelines issued by Govt. of India and the performance/targets achieved statement for the year to which the utilization of the fund resulted in outcomes given at Annexure – I duly enclosed.

- viii. The utilization of the fund resulted in outcomes given at Annexure – II duly enclosed (to be formulated by the Ministry/Department concerned as per their requirements/specifications.)
- ix. Details of various schemes executed by the agency through grants-in-aid received from the same Ministry or from other Ministries is enclosed at Annexure –II (to be formulated by the Ministry/Department concerned as per their requirements/specifications).

Date:

Place:

Signature

Name.....

Head of the Organisation

Signature

Name.....

Chief Finance Officer

(Head of the Finance)

(Strike out inapplicable terms)

## ANNEXURE- II: Form-II

### FORM-II

Name of the Scheme-DDRS

#### DETAILS OF STAFF EMPLOYED

- i. Name of the Organization:-
- ii. Name and address of the Project:-
- iii. Project Year of Grant:-

S.No	Name	Designation	Address	Education qualification	Experience	Date of appointment and period for which employed during the year	Honorarium per month	Aadhaar Number	Aadhaar seeded bank account Number	IFS Code	Upload education qualification	Upload Aadhaar card	Remarks

Note:

1. If services of personnel are used for more than one project, this may suitably be brought out.
2. It may be confirmed that the provisions of scheme/cost norms relating to honorarium have been made known to the Human Resource personnel engaged by way of a note.

Sd/  
Secretary/General Secretary

PIA NAME

## ANNEXURE- III: Form -III

### FORM-III

Name of the Scheme- DDRS

Project.....

#### LIST OF BENEFICIARIES

- i. Name of the Organisation:
- ii. Name and address of the Project:
- iii. Year:

S.No	Name of the beneficiary	Father's/ Mother's/ Guardian's Name	Correspondence Address of beneficiary	Date of Birth	Gender	Type of disability	%age or severity of Disability	Residential / Non-residential	Date of entry in institution	UDID Number	Aadhaar Number	Parental Family Annual Income	Aadhaar seeded bank account / number (either in name of beneficiary or parent or guardian)	IFS Code	Upload Disability Certificate	Upload Aadhaar card	Remarks
1.																	
2.																	
3.																	

Note:

- a. The list should include all the beneficiaries who were with the institution for any part of the previous financial year. The total number should tally with the total in the application.
- b. The list should be separate for each identified activity or facilitate identification of beneficiary with an activity/component of the project to the extent possible.
- c. The list should in increasing order of age of beneficiaries i.e. less age beneficiary come first in the list.

Sd/  
Secretary/General  
PIA NAME

Secretary



## ANNEXURE- IV: Form IV

### FORM-IV

Name of the Scheme/Project : \_\_\_\_\_

#### Details of Office-bearers/Managing Committee of the Organization

- i. Name of the Organization:
- ii. Name and address of the Project:
- iii. Year of Grant:

Sl.	Name	Occupation	Address	Tel. No.	Edu. Qualification	Experience	Remarks
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							

Note: (i) The tenure upto which the above management committee will be valid is to be indicated and that it has been constituted legally after following the prescribed procedure may be confirmed. In case if any of the above members is an office bearer in any other organisation receiving assistance from the Ministry, this may be suitably indicated.

Sd/Secretary/General  
PIA NAME

Secretary

## ANNEXURE - V: Budget estimate/standardized calculation sheet for new projects and continuing projects

**Ministry of Social Justice & Empowerment**

**Department of Empowerment of Persons with Disabilities a(Divyangjan)**

**Name of the Organisation:** .....

**Purpose for which grant requested:** .....

<b>No. of Beneficiaries</b>	<b>Last Year</b>	<b>Current year</b>	<b>Recurring/ Non-recurring</b>
-----------------------------	------------------	---------------------	---------------------------------

1	2	3	4	5	6	7	8	9
S. No.	Name of Post/item of cost	Honorarium Amount Last year (Total)	Grants Allowable per month	No. of Posts/items/ Beneficiaries (Current year)	Whether rates as per norms	Whether staff qualified or not	Grant proposed/ recommended by N.G.O. /State Govt. (Current year)	To be sanctioned during current year (p.a.)
1								
2								

Total .....

90 Percent .....

1<sup>st</sup> Installment .....

Unspent Balance .....

2<sup>nd</sup> & Final Installment.....

**Signature of the Authorized Signatory**

**Name:**

**Designation:**

**Address:**

**Date:**

**Office Stamp:**

- i. Separate Sheet may be used for Recurring & Non-recurring Grants.
- ii. Separate Sheets may be used for each project.

**ANNEXURE - VI:** Proforma for submission of audited item wise/post wise break up of expenditure made by the organization..... during the year..... for the Project of .....at.....

S. No.	Post/item	Total admissible amount (100%) (Rs.) shown in Deptt's sanction order	Amount Sanctioned (Rs.) [90%/100%] as the in admissible amount shown in column 3	Amount (Rs.) spent by organization out of amount sanctioned as shown in column 4	Amount (Rs.) spent by organization out of its own resources	Total amount (Rs.) spent by the organization (Col. 5 + 6)	Remarks if any (excess amount/less spending - in Rs.)
1	2	3	4	5	6	7	8

Name, Signature, with Date of the President/Secretary

Seal of the Organisation , Name, Signature, with Date and Seal of the Chartered Accountant

**ANNEXURE - VII: Assets acquired wholly of substantially out of Government grants Register maintained by grantee institution**

Block Account maintained by Sanctioning Authorities

Name of the Sanctioning Authority

1. Serial No.
2. Name of the Grantee institution
3. No. and date of sanction
4. Amount of the sanctioned grant
5. Brief purpose of the grant
6. Whether any condition regarding the right of ownship of government in the property or other assets acquired out of the grant was incorporated in the grant-in-aid sanctioned.
7. Particulars of assets actually credited or acquired
8. Value of the Assets as on
9. Purpose for which utilized at present
10. Encumbered or not
11. Reasons if Encumbered
12. Dispose or not
13. Reason and authority, if any, for disposal
14. Amount realized on disposal
15. Remark

Place

Date

Signature:

Name \_\_\_\_\_ of \_\_\_\_\_ the \_\_\_\_\_ Secretary/President:

Seal of the Organisation:

Note: In case there is no change from the previous year, a photocopy of the statement of the previous year be furnished \_\_\_\_\_ with \_\_\_\_\_ the \_\_\_\_\_ following \_\_\_\_\_ statement "No change from the year ....."

## ANNEXURE- VIII: Authorization Letter for sending Grants-in-aid/Funds directly into the Bank Accounts of the Organization

I/We ..... (name of the entity/Society/Organization) would like to receive the grants-in-aid disbursed by the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice & Empowerment, Government of India directly into the bank account of the society/institution/ organization etc. through electronic mode of transfer. The particulars are as under:

Payee Particulars							Bank details						
Name of the Payee in bank account	Address	District	PIN Code	State	Mobile No. (as stated in PIA-Darpan portal)	Email Address (as stated in PIA-Darpan portal)	Name of the Bank	Branch (Full address and Telephone No.)	Bank account No.	Account Type	Mode of Electronic Transfer available	IFSC Code	MICR Code
Account has been verified by me (Manager)  (Bank Branch maintaining the account) (Seal)		Name of the organisation:..... Registration No. and date:...../Authority and place of Registration:..... Registration No. and date under RPwD Act:..... Unique ID of PIA-Darpan:..... TIN/TAN/PAN No. (PAN number mandatory):..... I certify that information provided above is consistent with the information provided by the organisation on the PIA-Darpan portal as well Authorized signatory of the organisation:.....(name).....(signature)											

**ANNEXURE- IX: Acceptance of the terms and conditions of the sanction**

Ref No.

Date

To

**The Under Secretary to the Government of India**  
Ministry of Social Justice & Empowerment, Department of Empowerment of Persons with Disabilities  
(DD-II/V Section)  
5<sup>th</sup> Floor, Pt. Deendayal Antodaya Bhawan, CGO complex, Lodhi Road, New Delhi-110003

**Subject:** Grant in aid for the project titled.....for the year..... regarding.

We do hereby confirm that the Terms and Conditions contained in the sanction letter No. dated.....  
on the above mentioned subject are acceptable to the Organization and agree to abide by them.

**Yours sincerely,**

Signature with Date

Name & Designation

Name of the PIA with Rubber Stamp

**ANNEXURE-X: Details of Human Resource Personnel along with Qualifications and Cost ceiling for Honoraria (recurring expenditure)**

<b>S. No.</b>	<b>Name of Posts</b>	<b>Amended proposed qualification and experience</b>	<b>Honorarium (Amount in Rs.)</b>
1	Project Director/ Coordinator	PG/Degree in any RCI recognized course + 3 years post qualification experience	28750
2	Medical Doctor (Pediatrician/ Psychiatrist/ ENT Specialist/ Neurologist/ Orthopedic Surgeon/etc.)	MD or PG Diploma in area of Specialization	20500
3	Nurse	Degree or Diploma in nursing	9500
4	Occupational Therapist	BOT	20500
5	Physiotherapist	BPT	20500
6	Orthotist/ Prosthetist	BPO or DPO with 5 years experience	14500
7	Audiologist and Speech Therapist*	BASLP	20500
8	Speech and Hearing Technician	DHLS with 2 year experience	14500
9	Speech and Hearing Technician	DHLS	9500
10	Ear-mould Technician	D.H.A.R.E.M.T Course	8250
11	Clinical Psychologist/ Rehabilitation Psychologist	M. Phil in Clinical Psychology/ M. Phil in Rehabilitation Psychology	20500
12	Junior Psychologist	PGDRP or PDCP	14500
13	Housekeeper (for Half- Way Home for Mentally Ill)	Class 10 + CCCG Sr or CCCG Jr. with 3 years experience	7500
14	Supervisor for Home Based Rehabilitation / Management Programme	Graduate + RCI registered professional (B.Ed.Spl.Ed.) specialization in ID/MD	17250

S. No.	Name of Posts	Amended proposed qualification and experience	Honorarium (Amount in Rs.)
15	Principal/ Headmaster of Secondary/ Middle School	PG with B.Ed.Spl.Ed/D.Ed.Spl.Ed. having 8 years experience	20500
16	Special Teacher(TGT)/Skill Educator	Graduate with B.Ed.Spl.Ed/PGPDSE/PGPCSE	17250
17	Special Teacher (PRT)	10+2 with DEdSE/DECSE	14500
18	Music Teacher	Diploma in related field	9500
19	Dance Teacher	Diploma in related field	9500
20	Craft Teacher	Diploma in related field	9500
21	Drawing Teacher	Diploma in related field	9500
22	Yoga Instructor/ Teacher	Diploma in related field	9500
23	Social Worker	M.A.(SWDS) /M.R.Sc./ PGDDRM or MSW from recognized university with 2 yrs experience	14500
24	Rural Rehabilitation Workers/ Volunteers/CBR Personnel	DCBR/ CBID/ PGDCBR or MSW (RCI recognized)	9500
25	Editor	Degree from recognized University and Diploma in Journalism	14500
26	Foreman	Diploma in related field and experience in supervision and maintenance	14500
27	Vocational Counselor	Graduate from Recognized University and Diploma in Counseling / ADCGC / B.R.Sc.	14500
28	Vocational instructor for any trade	Certificate course in related trade	9500
29	Book Binder	Certificate course in related trade	9500
30	Composer	Certificate course in related trade	9500



S. No.	Name of Posts	Amended proposed qualification and experience	Honorarium (Amount in Rs.)
31	Proof Reader	Certificate course in related trade	9500
32	Copy Holder	Certificate course in related trade	9500
33	Machine Operator	Certificate course in related trade	9500
34	Map Maker	Certificate course in related trade	9500
35	Treadle man	Diploma course in related trade	7500
36	Packer	Diploma course in related trade	6750
37	Early Intervention Therapist	M.Sc. in Disability Studies with 2 year experience or PGDEI with 2 year experience	17250
38	Supervisor/ Office Incharge	Graduate from Recognized University B.R.S. or MDRA and experience in super vision of rehabilitation project administration matters, accounting, budget etc.	13000
39	Warden	Diploma in related field (House keeping)	13000
40	Warden (if existing staff doing additional work)		2500
41	Office Assistant cum Typist/ Data Entry Operator	Graduate from Recognized University or 10+2 with diploma course.	8750
42	Accountant	B.Com from Recognized University and preferably 2 years experience	8750
43	Cook	Experience in cooking	6250
44	Peon/ Ayah/ Helper/Care giver/Attendant	Class 8	6250
45	Cleaner cum Peon	Nil	6250
46	Chowkidar/ Watchman	Nil	6250
47	Doctors (various specialities) (per visit)	MD or PG Diploma in area of Specialization	850 per visit
48	Low Vision Rehabilitation Assistant	i.D.Ed. Special Education in VI or B.Ed. Special Education in VI	8750

## NOTES

- a. The qualifications prescribed above are the desirable minimum and should be read and interpreted with reference to qualifications recognised by RCI.
- b. The Human Resource Personnel are the employees of Non-Governmental Organizations and not of Government of India. The organizations are free to offer higher honorarium from their own resources and the Ministry's funding under the scheme will not exceed the above ceilings. This should be made clear at the time of engaging the resource personnel. In case grant-in-aid stop, DEPwD, MSJE, GOI shall not be held responsibly liable for compensation of honorarium to be paid to those recruited by the PIA. The responsibility rests totally with the PIA of the Model Project.
- c. The basic tenet of the Scheme is voluntary action and reference to or requirement of adherence to qualifications in this scheme is not to be construed in any way as the basis to claim equivalent remuneration paid elsewhere. This should be made clear at the time of engagement of Human Resource Personnel.
- d. A mere listing of the post in this part of the Annexure does not automatically entitle to funding of the post under any of the project profiles for major activities given in this Annexure, for a set of defined parameters and the extent of assistance will be regulated keeping in view these project profiles. The funding of each post will be considered on merits and keeping in view the ideal cost per beneficiary of a particular project profile.
- e. A number of posts pertaining to rehabilitation services such as Physiotherapist, Speech Therapist etc. have been given but these services should preferably be hired on part time basis.

### ANNEXURE-XI: Cost Ceilings For Recurring Items Other Than Honoraria

S.No.	Item	Unit	Parameters	Ceiling rates (in Rs.)/Norms
1.	Rent (under model projects II, III, IV and V)	Per month	A Class City	50000
			B Class City	35000
			C Class City	25000
2.	Rent (under model projects I, VII and VIII)	Per month	A Class City	35000
			B Class City	27500
			C Class City	17500
3.	Rent (under model projects VI)	Per month	A Class City	37500
			B Class City	25000
			C Class City	18750
4.	Building Maintenance	Per annum	i. 2% of cost of building ii. Rs. 70000	Lower of the options i & ii.
5.	Transport Allowance	Per month per beneficiary	A Class City	1000
			B Class City	875
			C Class City	625
6.	Contingencies (under model projects II, III, IV, V and VI)	Per month per beneficiary	-	4000
7.	Contingencies (under model projects I, VII and VIII)	Per month per beneficiary	-	1750
8.	Stipend/Hostel Maintenance (under model projects II, III, IV and V)	Per month per beneficiary	Residents	2125
			Non-Residents	500
9.	Hostel Maintenance (under model projects VI)	p. m. per beneficiary	Residential	1250
10.	Raw material *(for VTC Rs. 100000 p.a. for 50 beneficiaries. Thereafter, Rs. 20000 for next 20 beneficiaries up to a maximum of Rs. 2 lakh)	Per annum per trade	-	100000 (for 50 beneficiaries)

S.No.	Item	Unit	Parameters	Ceiling rates (in Rs.)/Norms
11.	Resource Room/Library	Per annum		10000 (first time)/5000 (subsequent years)
12.	Special Teaching and Learning Material	Per annum		60000
13.	Legal aid (court expenses including lawyer's fees)	Per case	-	22500

*\* Amount of assistance admissible would depend upon the number of beneficiaries.*

## ANNEXURE-XII: Cost ceilings for Non-Recurring items

S.No.	Item	Ceiling rates (in Rs.)
1.	Computer Hardware & Accessories	50000
2.	Specialized Software	60000 (subject to actual cost **)
3.	Colour TV (1 TV)	10000
4.	Books (once in 2 years)	15000
5.	Teaching and Training Material and Equipment (for 50 beneficiaries)	60000
6.	Trade Specific Equipment for Vocational Training and Rehabilitation (for 150 beneficiaries)	200000
7.	Sports Equipment/Adapted Sports Equipment/Toys and Play Equipment (for 50 beneficiaries)	10000
8.	Medicine & Lab Charges	25000
9.	Kitchen Equipment/Utensils in residential projects (for 100 beneficiaries once in 3 years)	20000

\*\* Includes specialized software now available for disabled persons, e.g. screen reading s/w JAWS for persons with visual disability, special keyboard/access technology for persons with cerebral palsy, text conversion in audio files for hearing impaired. Rates will be fixed on year to year basis by expert technical committees for review of model projects.

### ANNEXURE-XIII: Half-Yearly Physical Progress Report

Name of the Scheme: Deendayal Divyangjan Rehabilitation Scheme

Type of Project Component: Community Based Rehabilitation

Half-Year to which the Report pertains: April-Sept/Oct-March 20\_\_

Name/Address of Grantee PIA:

Project details:

#### **Part I: Physical & Financial Progress**

Sl. No.	Component of the Scheme for which central assistance / grant received	Unit of Physical Progress	Physical Progress											
			Physical Progress during the Financial Year											
			In prev. Half-Year of the financial year (where applicable)			During the Half-Year under report			Cumulative Progress (4+5)					
			Male	Female	Total	Male	Female	Total	Male	Female	Total			
(1)	(2)	(3)	(4)			(5)			(6)					
1.	Medical assessment therapy	No. of beneficiaries												
2.	Vocational Training Education	No. of beneficiaries												
3.	Sensitization	i. No. of camps ii. No. of sessions iii. No. of persons with disabilities counselled												
	Total													

**Note:**

1. Details of Blocks / Panchayats / Villages covered should be indicated in Part II.
2. Details of persons with disabilities integrated into the community or education system should be indicated in Part III, along with other notable achievements

**Part-II: Details of Blocks / Panchayats / Villages covered (mentioning the district in which they belong)**

**Part-III: Details of Notable Events / Achievements / problems, if any during the Half-Year under report**

**(Signature of Authorised Signatory)**

**Designation:**

**Dated:**

**Name:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ANNEXURE-XIV: List of Disabilities as per Rights of Persons with Disabilities Act, 2016

### 1. Physical disability

A. Locomotor disability (a person's inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both), including—

- a) "leprosy cured person" means a person who has been cured of leprosy but is suffering from—
  - i. loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity;
  - ii. manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;
  - iii. extreme physical deformity as well as advanced age which prevents him/her from undertaking any gainful occupation, and the expression "leprosy cured" shall construed accordingly;
- b) "cerebral palsy" means a Group of non-progressive neurological condition affecting body movements and muscle coordination, caused by damage to one or more specific areas of the brain, usually occurring before, during or shortly after birth;
- c) "dwarfism" means a medical or genetic condition resulting in an adult height of 4 feet 10 inches (147 centimeters) or less;
- d) "muscular dystrophy" means a group of hereditary genetic muscle disease that weakens the muscles that move the human body and persons with multiple dystrophy have incorrect and missing information in their genes, which prevents them from making the proteins they need for healthy muscles. It is characterized by progressive skeletal muscle weakness, defects in muscle proteins, and the death of muscle cells and tissue;
- e) "acid attack victims" means a person disfigured due to violent assaults by throwing of acid or similar corrosive substance.

### B. Visual impairment—

- a. "blindness" means a condition where a person has any of the following conditions, after best correction—
  - i. Visual acuity not exceeding 6/18 or less than 20/60 upto 3/60 or upto 10/200 (Snellen) on the better eye with best possible corrections; or
  - ii. Limitation of the field of vision subtending an angle of less than 40 degree upto 10 degree.

### C. Hearing impairment—



- a. "deaf" means persons having 70 DB hearing loss in speech frequencies in both ears;
    - b. "hard of hearing" means person having 60 DB to 70 DB hearing loss in speech frequencies in both ears;
  - D. "speech and language disability" means a permanent disability arising out of conditions such as laryngectomy or aphasia affecting one or more components of speech and language due to organic or neurological causes.
2. Intellectual disability, a condition characterised by significant limitation both intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior which covers a range of every day, social and practical skills, including—
- (a) "specific learning disabilities" means a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematical calculations and includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia;
  - (b) "autism spectrum disorder" means a neuro-developmental condition typically appearing in the first three years of life that significantly affects a person's ability to communicate, understand relationships and relate to others, and is frequently associated with unusual or stereotypical rituals or behaviors.
3. Mental behavior,—
- "mental illness" means a substantial disorder of thinking, mood, perception, orientation or memory that grossly impairs judgment, behaviour, capacity to recognize reality or ability to meet the ordinary demands of life, but does not include retardation which is a condition of arrested or incomplete development of mind of a person, specially characterized by sub normality of intelligence.
4. Disability caused due to—
- (a) chronic neurological conditions, such as—
    - i. "multiple sclerosis" means an inflammatory, nervous system disease in which the myelin sheaths around the axons of nerve cells of the brain and spinal cord are damaged, leading to demyelination and affecting the ability of nerve cells in the brain and spinal cord to communicate with each other;
    - ii. "parkinson's disease" means a progressive disease of the nervous system marked by tremor, muscular rigidity, and slow, imprecise movement, chiefly affecting middle-aged and elderly people associated with degeneration of the basal ganglia of the brain and a deficiency of the neurotransmitter dopamine.

(b) Blood disorder—

- i. "haemophilia" means an inheritable disease, usually affecting only male but transmitted by women to their male children, characterised by loss or impairment of the normal clotting ability of blood so that a minor would may result in fatal bleeding;
  - ii. "thalassemia" means a group of inherited disorders characterised by reduced or absent amounts of hemoglobin.
  - iii. "sickle cell disease" means a hemolytic disorder characterized by chronic anemia, painful events, and various complications due to associated tissue and organ damage; "hemolytic" refers to the destruction of the cell membrane of red blood cells resulting in the release of hemoglobin.
5. Multiple Disabilities (more than one of the above specified disabilities) including deaf blindness which means a condition in which a person may have combination of hearing and visual impairments causing severe communication, developmental, and educational problems.
  6. Any other category as may be notified by the Central Government.

**ANNEXURE-XV: List of border districts of the country (as notified and as amended from time to time)**

S. No.	State	District
1	Bihar	Pashim Champaran
		Purba Champaran
		Sitamarhi
		Madhubani
		Supaul
		Araria
		Kishanganj
2	Gujarat	Banas Kantha
3	Punjab	Pathankot
		Gurdaspur
		Amritsar
		Tarn Taran
		Firozpur
		Fazilka
4	Rajasthan	Ganganagar
		Bikaner
		Jaisalmer
		Barmer
5	Uttar Pradesh	Pilibhit
		Lakhimpur
		Bahraich
		Shravasti
		Balrampur
		Sidharth Nagar
		Maharajganj
6	West Bengal	Darjeeling
		Jalpaiguri
		Cooch Behar
		Uttar Dinajpur
		Dakshin Dinajpur
		Malda

S. No.	State	District
		Murshidabad
		Nadia
		North 24 Parganas

## **ANNEXURE-XVI: List of documents**

### **(A) Check list for New Case (Projects that have not received any grant)**

#### **(a) Advance installment**

Online Application form duly filled in respect of all items and all requisite documents on e-Anudaan portal. Recommendation of the State Government along with Inspection Report.

#### **(b) Balance installment**

- (i) Audited accounts of the project under DDRS for the year of which GIA has been applied to.
- (ii) Consolidated Audited Accounts of the organization for the year of which GIA has been applied to.
- (iii) Audited item-wise/post-wise expenditure statement for the year of which GIA has been applied to.
- (iv) Utilisation Certificate in respect of previous grants released in prescribed format as per GFR
- (v) Annual report of the organization for the year of which GIA has been applied to.

### **(B) Check list for ongoing case**

#### **(a) Advance installment**

Online Application form duly filled in in respect of all items and all requisite documents on e-Anudaan portal. Utilization of previous release of GIA.

#### **(b) Balance installment**

- i. State Government Recommendation along with Inspection Report
- ii. Audited accounts of the project under DDRS for the year of which GIA has been applied to.
- iii. Consolidated Audited Accounts of the organization for the year of which GIA has been applied to.
- iv. Audited item-wise/post-wise expenditure statement for the year of which GIA has been applied to.
- v. Utilization Certificate in respect of previous grants released in prescribed format as per GFR
- vi. Annual report of the organization for the year of which GIA has been applied to.

## ANNEXURE-XVII

PIAs running residential projects should have to follow the given norms for Hostel and focus on accessible infrastructure and accessible services to divyangjan.

- Separate hostel facility for boys and girls.
- Female Warden in case of hostel facilities for both boys and girls.
- Hostel should **preferably** be on ground floor.
- Food should be provided at least three times in a day.
- Hostel should be barrier free/accessible.

**The basic equipments/items required for hostel are given below:-**

**a. Individual-Specific**

1. Bed
2. Bedding (clear and hygienically maintained)
3. Chair-Table (of appropriate height)
4. Storing Cabinet (with adequate space)

**b. Overall Requirements (Facilities & Equipment)**

1. Kitchen Equipment
2. Mess Equipment
3. Potable Drinking Water (Cool/Hot, as applicable)
4. Drinking Water Dispenser
5. Adequate lighting and fan facility
6. CCTV **with web (live) telecast feature.**
7. Fire-Exit and Fire Extinguisher/Fire-Safety Equipment
8. Power Backup
9. Bathing Water Heating System
10. Room-Heater (wherever applicable)
11. Room-Cooler (wherever applicable)
12. Telephone
13. Internet
14. TV with Set-Top Box Facility
15. Music System and Entertainment Facility
16. First-Aid Facility
17. Laundry Facility

18. Housekeeping Equipment

19. 24x7 water supply

20. Sports area

**c. Room Requirement:**

1. Individual Hostel Room (min. 80 Sq.Ft)

2. Common Room/Activity/Recreation Room (min. 500 Sq.Ft. per 50 beneficiaries)

3. Mess/Dining Area (min. 500 Sq.Ft. per 50 beneficiaries)

4. Kitchen & Store (min. 500 Sq.Ft. per 50 beneficiaries)

5. Lavatories (01 each for 08 beneficiaries), including accessible ones.

6. Wash Basin (01 each for 08 beneficiaries)

7. Bath Rooms (01 each for 08 beneficiaries), including accessible ones.

8. Laundry Area (min. 200 Sq.Ft.)

9. Space for Drying Clothes (min. 200 Sq.Ft.)

10. Waiting Room (min. 150 Sq.Ft.)

11. Reception/Office + Medical Emergency Room (min. 200 Sq.Ft.)

12. Wardens Room (min. 150 Sq.Ft.)

13. Caretakers Room (min. 150 Sq.Ft.)

**Important Note: Separate Hostel Facility is mandatory for both Male and Female**

## ANNEXURE-XVIII

Every PIA should maintain following records separately for each project:-

**a) List of Clinical and Academic Records necessary for inspection**

- i. Individual Beneficiary Record including Case History, Address Proof, Aadhaar Card, Disability Certificate/Disability Assessment Report, Recent Photograph (Full & Passport size), Assessment Report, UDID cards, Intervention Plan and Follow-Up Records and Evaluation Report of different service providing disciplines.
- ii. Parent-Teacher Meeting / Beneficiary Family Meeting Records
- iii. Photographs of Special Activities, Events and Celebration
- iv. Activity Schedules / Time Table for beneficiaries

**b) List of Administrative Records necessary for inspection**

- i. Beneficiary attendance
- ii. Biometric Staff Attendance (Full-Time and Part-Time/Visiting/Consultant)
- iii. Service Schedule register with signature of beneficiary
- iv. Bio-Data, Photograph and Testimonials of professionals engaged (Full-Time & Part-Time/Visiting)
- v. Professionals Log-Book (Full-Time and Part-Time/Visiting)
- vi. Home-Visit/Community-Visit Records with signature of Beneficiary/Guardian
- vii. Valid Society/Trust Registration
- viii. Valid RPwD Act Registration
- ix. Valid NT Act Registration (wherever applicable)
- x. Annual Reports, Audit Reports, IT Return records
- xi. Salary Registers
- xii. Monthly Bank Statements of the organization
- xiii. All Books of Account of the organization with proof of Receipts & Payments
- xiv. Updated Certified Utilization Certificates
- xv. Social Audit Reports
- xvi. CCTV log-book
- xvii. Rent Agreement/Lease/Ownership Document, Electricity Bills and Water Bills
- xviii. Updated list of beneficiaries
- xix. Updated Stock Registers
- xx. Annual Event Calendar



xxi. Visitors Log-Book

(c) Every PIA must have installed CCTVs and Bio-metric system (compulsory for staff members) for better monitoring. The CCTV footage to be sent to this Department whenever asked.