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27th Febraury, 2015

Dear Sir/Madam,

The Ministry of Human Resource Development, Government of India had constituted an Expert Committee to identify the courses according to the category of disability under the chairpersonship of Smt. Neelam Nath, Former Secretary (ESW), Ministry of Defence with the following terms of reference :

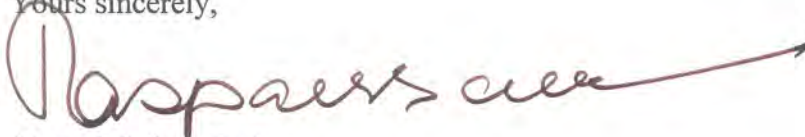
- (i) To identify the courses accoding to the category of the disability as idenfied by the Department of Disability Affairs for the various technical posts.
- (ii) The Committee may also look into the Skill Development Course required for PwD for various non-technical identified posts.

The Expert Committee has submitted its report which is available on UGC website (www.ugc.ac.in).

You are requested to kindly ensure the implementation of the recommendations of the Expert Committee in your esteemed Univesity and also in the affiliated Colleges. Action Taken Report may be sent to the UGC at an early date.

With kind regards,

Yours sincerely,

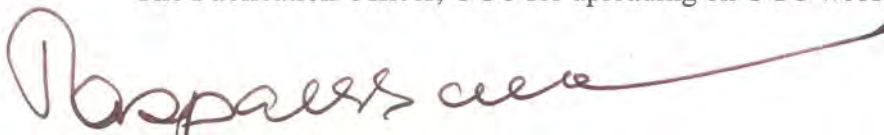


(Jaspal S. Sandhu)

The Vice-Chancellor of all Universities

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The Publication Officer, UGC for uploading on UGC website.



(Jaspal S. Sandhu)





सत्यमेव जयते

**Report of the
Expert Committee constituted
to identify the courses
according to the
categories of disabilities**



**Chairperson
Smt. Neelam Nath, IAS (Retd.)**



**Ministry of Human Resource Development
Government of India**

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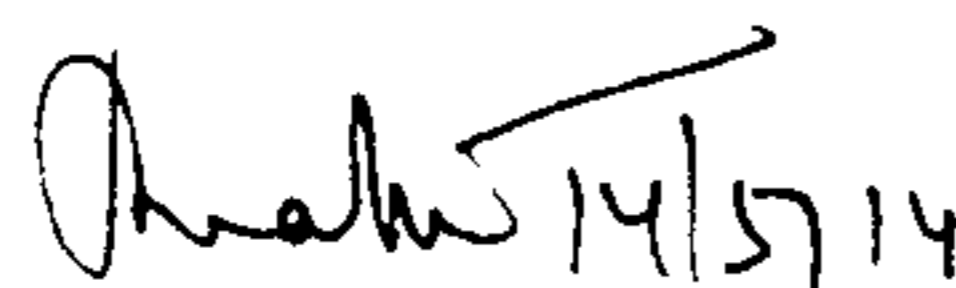
PREFACE

UNESCO's Education Report for the 21st century states that higher education is one of the most important factors in the economic development of any country. This would hold equally true for persons with disabilities.

This Committee was given the task of identifying appropriate courses for persons with disabilities and to suggest soft skills development to improve their employability. After detailed deliberations, the committee felt that the key to empowerment lay in the availability and exercise of choices to inter alia, select courses and in this context the institutes of higher education should create an inclusive and favourable environment.

It has been a rewarding experience to work on this unique subject and I would like to thank all the members of the Committee for their substantive professional contribution. The contribution of Dr. NNG Mani must be specially recognized in this context. MHRD must be commended for preparing appropriate background working documents.

Implementing the recommendations suggested in this report should go a long way in empowering persons with disabilities in higher education. That in turn should help the demographic dividend that the country is hoping for.


Smt. Neelam Nath, IAS, (retd.)
Former Secretary (ESW), M/O Defence
Chairperson of the Committee

Ministry of Human Resource Development Government of India

Higher Education for Students with Disabilities

Report of the Expert Committee

1. BACKGROUND:

1.1 The Department of Personnel & Training (DOPT) has vide its communication dated 21-6-2013 (**Annexure-I**), while stressing upon the need for filling up the backlog vacancies for reserved categories, highlighted that one of the many reasons for non-filling up of reserved vacancies is non-availability of qualified reserved category candidates, including persons with disabilities (PwDs), for posts requiring professional qualifications. The DOPT further desired that schemes may be launched for the establishment of inclusive schools/colleges where even PwDs may be able to get education so that the dearth of qualified persons could be minimized.

1.2 Though several initiatives have been undertaken by the Ministry of HRD for the promotion of higher education for persons with disabilities, it has been found that PwDs are lagging far behind in terms of technical/professional education. The main reason for non-availability of qualified PwDs candidates for the various posts, where professional qualification is required, is non/minimal admission of PwD students in the technical/professional courses.

1.3 Accordingly, to avoid such a situation and in order to increase the employability of PwDs, as stressed upon by DOPT, the Ministry of Human Resource Development had constituted an Expert Committee to identify suitable courses according to the categories of disabilities under the Chairpersonship of Smt. Neelam Nath, IAS, Former Secretary (ESW), M/o Defence, with the following Terms of References:

- (i) To identify the courses according to the categories of disabilities as identified by the Department of Disability Affairs, Government of India for the various technical posts.
- (ii) The Committee may also look into the Skill Development Courses required for PwDs for various non-technical identified posts.

The Notification of the Expert Committee is placed at **Annexure-II**.

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1.4 The Committee also relied upon the document produced by the Department of Disability Affairs, Government of India listing functional requirements of various jobs falling under Groups A, B, C, and D. The Committee also observed that most of the positions at present are filled in by persons with locomotor disabilities and therefore suggested measures to increase opportunities for other categories of persons with disabilities too. In this context, the Committee felt that the enrolment in higher education should be increased significantly in the case of PwDs.

1.5 With this background, the Committee deliberated the subject in detail and decided that it would not be prudent to earmark certain exclusive courses for persons with disabilities and proposed that the choice of selection of courses at the higher education level should be left to the discretion of the individual. The Committee reiterated the statement made by the DOPT that colleges should become inclusive where PwDs can also study and therefore, emphasized the need to create awareness about curricular adaptations, promoting disabled friendly learning environment, effective evaluation systems, etc., to improve effectiveness in higher education for PwDs. In the light of these decisions, this Report underlines the following key areas:

- (i) Current status of higher education
- (ii) Measures to make higher education disabled friendly
- (iii) Challenges in higher education for persons with disabilities
- (iv) Need to improve positive images of persons with disabilities
- (v) Recommendations to various stakeholders to augment higher education for persons with disabilities
- (vi) Proposal for enhancing employability skills among persons with disabilities

2. CURRENT STATUS OF HIGHER EDUCATION

2.1 As per the All India Survey on Higher Education (2010-11), 53975 students with disabilities are enrolled in higher education, out of which, 26507 are male and 27468 are female. Category-wise distribution of students with disabilities is shown in the following table, which indicates that as compared to SC and OBC students, representation of students with disabilities under ST category is very low. Female participation among students with disabilities in all categories has been found higher except in ST category. It is the highest in the SC category with 159 females per 100 males followed by OBC.

Category – wise Distribution of students with disabilities					
Category	Male	Female	Total	% out of Total	Female per hundred male
Total	26507	27468	53975		104
SC	1835	2919	4754	8.8	159
ST	965	413	1378	2.6	43
OBC.	5796	7346	13142	24.3	127

2.2 The Government of India is implementing a number of schemes to promote higher education for persons with disabilities. The UGC, being an apex body, has been encouraging institutes to enroll more students with disabilities in higher education. The UGC, from time to time, has been conveying to the Universities and Deemed Universities, the policy decisions, including 3% reservations in admissions and employment by the Government of India for the PwDs. In addition to above, decisions taken and the guidelines framed at the level of the Commission in this regard have also been circulated to all universities for implementation. The Commission had also circulated a copy of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 to the universities requesting them to strictly follow the provisions contained therein.

2.3 The UGC has constituted two committees for (i) Monitoring the effective implementation of the reservation policy for Persons with Disabilities in employment and admission in universities and colleges and (ii) To review and revise all the rules, schemes and provisions concerning students and teachers with disabilities. The committees are expected to submit reports shortly.

2.4 Establishment of Equal Opportunity Cells (EOCs)

To make colleges and universities more responsive to the needs and constraints of the disadvantaged social groups, the UGC has initiated a scheme viz. Establishment of Equal Opportunity Cell in colleges and universities to oversee the effective implementation of policies and programmes for disadvantaged groups and to provide guidance and counseling in academic, financial, social and other matters. The Cell runs specific schemes of coaching for SC/ST/OBC (Non creamy layer), women/minorities and persons with disabilities to enhance their employability and success. Under this scheme, 23 Central Universities and 116 State Universities have been benefitted during 11th Five Year Plan.

2.5 Coaching Schemes

2.5(i) Remedial Coaching for SC/ST/ OBC (non-creamy layer) & Minorities

In order to enable students belonging to SC / ST / OBC (non-creamy layer) / Minority communities, who need remedial coaching to come up to the level necessary for pursuing higher studies efficiently and to reduce their failure and dropout rate, the UGC provides financial assistance for conducting special classes outside the regular timetable.

2.5(ii) Coaching for NET/SET for SC/ST/OBC (non-creamy layer) & Minorities including PwDs under these categories

In order to ensure that more and more SC / ST/ OBC (non-creamy layer) candidates as well as candidates from Minority communities become eligible to apply for

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teaching posts, the UGC has coined the scheme for coaching SC/ ST and Minorities to prepare for National Eligibility Test (NET) or State Eligibility Test (SET) for Lecturership. Students belonging to Other Backward Classes, economically weaker sections and physically challenged students may also avail of this coaching facility. The main objective of the scheme is to prepare SC /ST candidates and candidates from Minority communities for appearing in NET or SET, so that sufficient numbers of candidates become available for selection of Lecturers in the University system from these groups.

2.5(iii) Coaching Classes for entry in services for SC/ST/OBC (non-creamy layer) & Minorities including PwDs under these categories

The basic objective of the coaching scheme is to prepare students belonging to SC / ST/ OBC (non-creamy layer) and Minority communities to get gainful employment in Group 'A', 'B' or 'C' Central services, State services or equivalent positions in the private sector. The coaching under the scheme is oriented towards particular examinations conducted for selection to services, such as the IAS, State Public Services, Bank recruitment, etc. The coaching may be focused, taking into consideration the specific requirements of a particular competitive examination. The College may set up an Employment Information Cell for providing information about various competitive examinations in the area of its operation. Under Remedial Coaching/Entry into Services and NET Coaching, 23 Central Universities and 136 State Universities have been benefited during 11th Five Year Plan.

2.6 Higher Education for Persons with Special Needs (HEPSN)

The HEPSN scheme is basically meant for creating an environment at the higher education institutions to enrich higher education learning experiences for differently-abled persons. Creating awareness about the capabilities of differently-abled persons, construction aimed at improving accessibility, purchase of equipment to enrich learning, etc., are the broad categories of assistance under this scheme.

2.7 Teacher Preparation in Special Education (TEPSE) Scheme

The Teacher Preparation in Special Education (TEPSE) scheme is meant for assisting Departments of Education to launch special education teacher preparation programmes to prepare special teachers to teach children with disabilities in both special and inclusive settings. The scheme provides financial assistance to offer B.Ed. and M.Ed. degree courses with specialization in one of the disability areas.

2.8 Financial Assistance to Visually Impaired Teachers

The Scheme has been formulated to help visually challenged permanent teachers to pursue teaching and research with the help of a Reader and by using teaching and learning aids by way of providing Reader's Allowance and funds to purchase Braille

books, recorded materials etc. The objective of the scheme is to facilitate visually challenged permanent teachers to achieve self-dependence by using various aids for teaching, learning and research.

2.9 Under HEPSN/TEPSE/Financial Assistance to Visually Impaired Teacher schemes, 23 Central Universities and 112 State Universities have been benefited during 11th Five Year Plan.

2.10 Rajiv Gandhi National Fellowship for Students with Disabilities

Government of India has launched a Central Sector scheme namely, Rajiv Gandhi National Fellowship (RGNF) during the financial year 2012-13 to increase opportunities to students with disabilities for pursuing higher education leading to degrees such as M. Phil. and Ph.D. The scheme caters to the requirements of students with disabilities for pursuing research degree in universities, research institutions and scientific institutions. This not only enables them to be eligible for employment to the posts of Lecturers lying vacant in various colleges and universities but also equips them to effectively take advantage of the growing opportunities at the national and international levels in the context of the new economic order. The scheme caters to total number of 200 Fellowships [Junior Research Fellows (JRF)] per year to students with disabilities.

2.11 Central Polytechnic scheme for Persons with Disabilities

The AICTE is encouraging Polytechnics to offer specific programmes that PwDs can undergo and full financial assistance is given to run this scheme which is funded by the Ministry of Human Resource Development. The specific work of this initiative includes the following:

- (i) 50 polytechnics across 24 States and Union Territories were identified for implementing the scheme.
- (ii) 12 resource institutions were identified for facilitating smooth implementation of the scheme in 50 identified polytechnics.
- (iii) Each identified polytechnic was sanctioned 25 supernumerary seats.
- (iv) Each identified polytechnic has been assigned the task of training 100 PwDs per year through need based skill development programmes.
- (v) MHRD, GOI sanctioned funds for bringing infrastructural improvements in polytechnics and providing financial incentives to PwDs seeking admission in formal and non-formal programmes.
- (vi) The resource institutions were sanctioned funds for (i) designing curriculum for non-formal programmes (ii) developing print and non-print instructional resources for the PwDs (iii) training the project faculty/staff identified for implementing the scheme in identified polytechnics (iv) organising study visits

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to resource organisations/institutes and (v) undertaking promotional academic activities for popularizing the scheme.

2.12 As per the current data, 59 formal and 112 non-formal courses are being offered in these Polytechnics and total of nearly 2500 students with disabilities per year have undergone these programmes. The details of the scheme and the implementing institutes are listed in the **Annexure-III**.

2.13 Assistance for higher education through the NHFDC

The National Handicapped Finance Development Corporation (NHFDC) is implementing a scholarship scheme wherein students enrolled for higher education are given scholarships as per their areas of study. This scholarship is disbursed in coordination with Ministry of Social Justice & Empowerment.

Courses of Study	(Rs. Per month)	
	Rate of scholarship Hostellers	Day scholars
Ph.D. / M. Phil and Post Graduate/Graduate level courses in Engineering/Indian and other systems of Medicine/ Agriculture/Veterinary/ IT/ Biotechnology, Education Management / Architecture, Physiotherapy, Music and other professional courses	1000	700
Diploma and certificate level professional courses	700	400
In respect of students with cerebral palsy, mental retardation, multiple disabilities and profound or severe hearing impairment, for pursuing general/professional/technical/vocational courses after class VIII	700	400

More details of the scholarship scheme are given in **Annexure IV**.

2.14 As stated above, a number of schemes are being implemented to strengthen higher education opportunities for persons with disabilities. However, the enrolment is dismal. One of the reasons cited by persons with disabilities is that the higher education institutions are not disabled friendly both in terms of accessibility to infrastructure as well as in learning.

3. MEASURES TO MAKE HIGHER EDUCATION DISABLED FRIENDLY

3.1 The need to make higher education friendly for students with disabilities includes adaptation of the courses to suit their learning needs and then give an option for them to select the courses. In absence of such adaptations, students with disabilities will be left with limited choice to select courses as compared to their non-disabled counterparts. Therefore, the first step is to make a thorough analysis of factors that are detrimental to the learning of each category of persons with disabilities and then adapt the curriculum in terms of content, presentation, substituted activities to provide better learning experiences, evaluation procedures, etc. This task may be undertaken by the Boards of Studies and appropriate academic bodies of higher education institutions, for which the following broad guidelines are suggested:

3.2 Guidelines pertaining to adaptation of curriculum, wherever necessary:

A good method of teaching is based on multi-sensory approach, whether teaching disabled students or non-disabled students. The teacher should bear in mind that students with disabilities have reduction in the range and variety of some learning experiences due to their disabilities. However, they should also have the conviction that such reduced experiences can be compensated through effective methods of teaching. In order to facilitate effective teaching-learning process, curricular adaptations are imperative. These are important for developing proper conceptual learning too by students with disabilities. It is observed that at present curriculum adaptations are not taking place at the University level to make the curriculum inclusive, therefore, UGC may develop certain guidelines in this respect to assist the Boards of Studies of universities. The following sample guidelines, not exhaustive, are suggested for curriculum adaptations:

- As the higher education institutions are inclusive in nature, appropriate curricular adaptation is needed for creating better learning environment. As far as possible, the curriculum need not be changed for disabled students since it would work as a criterion for segregation.
- Adaptations in terms of methods of presentation, demonstration, display, content, etc., may be necessary to enhance the learning experiences of these students. This approach not only helps students with disabilities, but also helps the teacher to assist students who have learning problems.
- Curricular adaptations are mostly suggested for visually impaired students who need non-visual experiences. In adaptation of learning materials for the use of students with disabilities, it is vital to see to what extent the information provided is creating a near normal experience to them. Therefore,

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adaptation work should be done carefully taking into account the learning style as well as the capacity of the students with disability.

- In a text material, it is vital to break them into different sub-units and analyze each and every sub-unit and classify the items, which are visual oriented and which are non-visual oriented. Further to this analysis, it is essential to indicate at what cognitive level the learning tasks fall so that the teacher can design appropriate strategies for the learning of the students.
- As deaf students have limited communication abilities, the adaptations help them in understanding the content effectively. Therefore, curricular adaptations are most appropriate for the effective learning of all types of disabled students.
- With regard to students with locomotor disability, curriculum adaptation may not be necessary but adaptations in the learning environment may be required depending on the type and extent of disability.
- The teachers working in higher education institutions may be oriented to the concept of multi-sensory teaching so that they are sensitive to the specific learning needs of students with disabilities in their classrooms.

4. CHALLENGES IN HIGHER EDUCATION OF PERSONS WITH DISABILITIES:

Discussions with students with disabilities indicate that the following are key challenges in higher education:

1. *Provision of assistive technology (hardware and software) and appropriate training:* Technology has made a revolution in the education sector and more so in the disability sector. Uses of technological devices have certainly contributed to the independence of persons with disabilities. Though technology is available, the affordability of technology is a key concern. Local indigenization of technology should be encouraged so that persons with disabilities can use appropriate technology to enhance their learning. In addition to provision of devices, proper training to use those will be of paramount importance. The Ministry of Social Justice & Empowerment is implementing a scheme to provide assistive devices to persons with disabilities and this may include devices like computer, voice synthesizers etc., so that higher education students can make use of them.
2. Training in the use of assistive technology and provision of technical support services for maintenance and repair may also be looked into.
3. Development of university based "disabled student support services" is necessary.
4. Reading materials including that of Braille books in the case of students with visual impairment must be made available.

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5. Provision of financial assistance is necessary to meet the costs involved in higher education such as reader services, teaching-learning materials, transportation etc.
 6. Creating a positive outlook among the administrators that "persons with disabilities can pursue higher education" is vital and therefore, public education campaigns should be part of any effort to promote higher education.

5. NEED TO PROMOTE POSITIVE IMAGES OF PERSONS WITH DISABILITIES

Just introducing the scheme for higher education will not suffice. The initiative should also include creating positive images about persons with disabilities so that the learning environment becomes conducive for their development. Normally, non-disabled students do not have the tendency to discriminate but they may be curious to know about disability conditions. In order to facilitate better inclusion of persons with disabilities, positive orientation can be given to non-disabled students.

5.1 Lectures by persons with disabilities

Disabled persons who have come out successfully in life may be invited from time to time to address the students of higher education institutions. The challenges encountered by persons with disabilities and how such challenges are overcome through determination when described by persons with disabilities might definitely bring in a positive change among non-disabled students.

5.2 Simulation exercises about disabilities

Simulation exercises about disability may be fun but they have profound educational values. In order to simulate disability conditions, non-disabled students in general classrooms may be blindfolded for some time, their ears plugged for some time, and they can also be asked to walk using one leg, write without the help of thumb, etc., to experience disability conditions of different nature. Often, non-disabled students find simulating exercises enjoyable. At the same time, they can also appreciate how students with disabilities live and learn. This type of simulating exercises would improve the concern of non-disabled students towards their disabled classmates. Teachers can also experience these simulating activities to understand various conditions of disabilities.

5.3 Learning Plus Curricular Activities by non-disabled students

Plus curricular activities are those, which are peculiar to specific disability conditions and they are expected to be mastered by students with disabilities for their effective inclusion. However, orientation of these to non-disabled students would facilitate better inclusion for students with disabilities. For example, the Braille dots can be

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taught to sighted students. Similarly, a few basic signs used by deaf students can be taught to hearing students so that they can communicate with deaf students. Disabled students appreciate non-disabled students studying these skills as they bring them closer to the mainstream.

5.4 Reader, Scribe and Interpretation services

Due to disability conditions, some of them need assistance during examination time. For example, a blind student may not be able to read volumes of Braille books at the time of examination. Moreover, many text books are also not available in Braille and therefore, a blind student needs a reader. A student with cerebral palsy may also be benefited by reader services. At the examination time, a blind student and a student with cerebral palsy may require a scribe to write their answers. Similarly, non-disabled students who have picked up some signs may be used to interpret the language of deaf students to others.

5.5 Ability EXPO

The higher education institute may organise Ability EXPO, thereby inviting persons with disabilities to demonstrate their skills in technology, vocational training, communication, etc., so that non-disabled students understand that disabled persons are persons first and disabled next.

The above activities provide ample opportunities for disabled students and non-disabled students to interact effectively in the learning process. The activities listed in this section are not exhaustive.

6. RECOMMENDATIONS:

Based on the deliberations of the Expert Committee, the following recommendations are made to promote accessibility of PwDs in the realm of higher education:

6.1 Access to all courses

6.1(i) The Committee strongly feels that the disability condition should not be cited to deny admission for a particular course. While some specific disability conditions cause challenges to the PwDs to study with ease, the decision of selection of the course should be entirely left to the PwDs, subject to the condition of fulfillment of the minimum stipulated criteria. In this regard, the Committee recommends that the Boards of Studies of universities, which are designing the courses, should also come out with specifications on what kind of challenges each course may pose for specific disabilities so that the PwDs are aware of such challenges before preferring the course. In case, person with disability is willing to undergo a course knowing well the challenges, he/she should be allowed for the course and the institutes should try to provide as much intervention as possible to assist the individual. In this respect,

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the academic needs of the learners should be taken into consideration in drawing the academic plan including curricular transactions.

The Committee recognizes that the Boards of Studies may not have the technical expertise in making such decisions regarding adaptations and therefore, it is suggested that the Boards of Studies of Universities may include an expert in the disability sector or a qualified disabled person himself in making necessary modifications in the course. This step will be a giant leap forward in making higher education courses disabled friendly for persons with disabilities.

6.1(ii) Though the higher education courses are open to students with disabilities, their preferences for these courses depend on a number of factors. There are courses involving laboratory experiences which may restrict persons with visual impairment whereas courses requiring language may be a disadvantage to persons with hearing impairment. Students with disabilities having difficulty in manual dexterity and motor coordination may find courses involving drawing, etc., difficult.

6.1(iii) The boards of studies may review all courses offered by the particular university and prepare Briefs highlighting why some courses are popular and why some are not preferred by persons with disabilities and also suggest measures to make them accessible. Such an analysis of the courses for different disability categories will be of great help not only in designing curriculum but also in planning intervention strategies to each disability category. A sample analysis of the courses in the case of persons with visual impairment is given in **Annexure-V**. The expertise of the Rehabilitation Council of India (RCI) and the NCERT may be used in suggesting curriculum adaptations of courses to suit the learning needs of different categories of persons with disabilities. UGC may prepare guidelines on curricular adaptations that can be circulated to the Boards of Studies.

6.1(iv) The Committee also recommends that the distance education mode should be strengthened to address the learning needs of persons with disabilities and the institutes offering Contact Classes should be equipped with necessary assistive devices to provide training. As the current enrolment of students with disabilities in the formal education system is not high, strengthening distance education may increase their enrolment.

6.1(v) In both the formal and distance modes of higher education, options available for persons with disabilities should be on par with that of non-disabled students. Students with disabilities should be allowed to undergo the courses of their choice provided they fulfil the necessary stipulated admission criteria.

6.2 Expanding HEPSN Scheme to private institutions:

The HEPSN scheme, at present, is restricted to aided institutions only whereas large number of students with disabilities can get admission in the private sector too. Therefore, extension of the HEPSN scheme to the unaided colleges and facilitating curricular adaptation depending on the learning abilities of persons with disabilities will enable more students to pursue higher education. UGC may also consider revising the present HEPSN scheme by providing impetus to the use of technological applications as technology has potential to make the learning effective in the case of persons with disabilities.

6.3 Mapping Jobs with Academic Studies:

The Board of Studies of the University should assess the job skills required compatible with the job market and suitably adapt the courses and curriculum keeping in view the accessibility requirements of each disability in normal classroom situations in both technical and non-technical courses.

6.4 Orientation of higher education professionals on disability management:

6.4(i) As higher education of students with disabilities demands the support of regular classroom teachers, their orientation to special education is vital. By undergoing orientation on the following topics, the understanding of the professionals will certainly improve which will pave the way for better inclusion of students with disabilities. The orientation course may be organised independently or be made as a part of the coursework of Academic Staff Colleges of Universities. The Rehabilitation Council of India also organises need-based orientation courses for teachers of higher education institutions and therefore, their network and expertise should also be used for offering orientation courses. The details of the curriculum for the orientation training may be as follows:

- (i) Various concepts of the disability sector.
- (ii) Definitions of disabilities as per the Persons With Disabilities (PWD) Act
- (iii) Definitions of disabilities as per the National Trust (NT) Act
- (iv) Incidence and prevalence of disability categories in India
- (v) Learning characteristics of students with disabilities
- (vi) Assessment for intervention and educational planning
- (vii) Impact of various disabilities on personality – an overview
- (viii) Special Skills necessary as a result of various disability conditions
- (ix) Compensatory instruction for concept development and learning.

- (x) Methods of teaching various academic subjects to students with disabilities – an overview
- (xi) Role of functionaries - Principals, Teaching staff, administrators, parents and peers in the education of students with disabilities
- (xii) Types of assistive devices
- (xiii) Use of technology in educating students with disabilities
- (xiv) General principles of material preparation: duplication, modification, substitution and omission.
- (xv) Use of adapted instructional material for teaching and learning subjects like mathematics, science, social science, etc.
- (xvi) Creative arts and adapted physical education activities
- (xvii) Schemes on higher education available from various sources
- (xviii) Scholarships available for higher education of students with disabilities
- (xix) Attitudes of parents, teachers, siblings, peer group and attitude modification
- (xx) Techniques of guidance and counselling with reference to various disabilities.
- (xxi) General strategies to evaluate the curricular and co-curricular activities

6.4(ii) The above list is not exhaustive and training institutes may develop their own curricular outlines for such orientation training. While training in the above areas will enable teachers to understand methodologies of teaching students with Disabilities, special focus on attitude development should be stressed in the training. The trainees can be given opportunities to visit special institutes and to interact with students with Disabilities and also undergo simulated activities to remove stereotype attitudes about disability.

6.5 Strengthening Higher Secondary Education for persons with disabilities

One of the reasons for low enrolment of persons with disabilities in higher education is the fact that very few students who complete secondary education enter into higher education. Strengthening higher education to attract more students with disabilities becomes a pre-requisite for strengthening higher education. Therefore, appropriate measures have to be initiated to promote higher education for persons with disabilities. A close link between primary education, secondary education, higher secondary education, higher education and tertiary education must be established to facilitate continuum in the rehabilitation of a person with disability.

6.6 Increasing funding for higher education

Higher education in the case of persons with disabilities can be strengthened by allocating additional funds for the sector. The UGC may consider creation of resource centres for persons with disabilities in the existing colleges of potential so that persons with disabilities know that at least a few higher education institutes in each State are disability friendly and they also have choices in undertaking courses. These centres of potential excellence may consider adaptation of technology, curriculum etc., to demonstrate that persons with disabilities can undergo most of the mainstream courses. The ultimate long-term objective should be to make every higher education institute in the country disability friendly. The Government of India may also increase funding through UGC to assist more institutes - aided as well as private, to make them disability friendly. While funds for infrastructure may be provided by the MHRD, the ADIP scheme of the MSJE may be used effectively to include high-cost assistive devices that may be necessary for persons with disabilities to make their higher education effective. A list of technological devices that may be suggested for each disability category is given in the **Annexure VI**. In addition to the provision of appropriate devices and creating infrastructure, there should be provisions for appointing specialists such as Sign Language interpreters, mobility instructors, etc., to assist persons with disabilities to cope well in higher education institutions. In the case of disability specific services, higher education institutes can also avail the expertise of specialized institutes for persons with disabilities functioning in their respective vicinities.

6.7 Extension of Polytechnic Scheme

It is reported that the skill based courses offered by the Polytechnics have enabled many persons with disabilities to secure jobs, which is vital for their rehabilitation and empowerment. The Committee recommends that this central scheme may be extended to all polytechnics in the country to help more persons with disabilities.

6.8 Award for higher education institutions practicing Inclusion

At present, national awards are given by the MoSJE for recognizing individuals and institutions offering noteworthy services to persons with disabilities. The higher education institutions promoting effective services for persons with disabilities may also be included under this category. Selection of eligible higher education institutions qualifying under this category may be made in consultation with the MHRD/UGC.

6.9 Documentation of good practices in the disability sector

The Committee observed that many good practices in the disability sector – right from school to higher education – are present in India and there should be proper

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documentation of these practices. Inter Ministerial convergence is necessary to make this happen and the MHRD can take initiative in this regard.

7. TRAINING COURSES ON EMPLOYABILITY SKILLS

7.1 The Terms of Reference (ii) of the Committee indicates that a programme should be developed to provide soft skills to persons with disabilities in order to improve their employability.

7.2 While universities develop courses in academic areas, persons with disabilities who acquire academic qualifications also look for courses in soft skills and coping skills that improve their employability. The suggested areas for such training are as follows:

- (i) Communication skills – spoken and written skills
- (ii) Resume preparation skills
- (iii) Interview facing techniques
- (iv) Career planning skills
- (v) Coping with disability conditions
- (vi) Goal setting
- (vii) Peer group interaction
- (viii) Self-esteem
- (ix) Coping with work environment
- (x) Dealing with superiors and subordinates
- (xi) Transportation challenges
- (xii) Professional enrichment goals


7.3 A programme of short duration of about 90 hours may be planned for all students with disabilities undergoing higher education courses so that they will develop the requisite transition skills to employment and also succeed once employed. The Government of India has a specific programme for skills development and this should be strengthened by providing special focus to the disability sector.

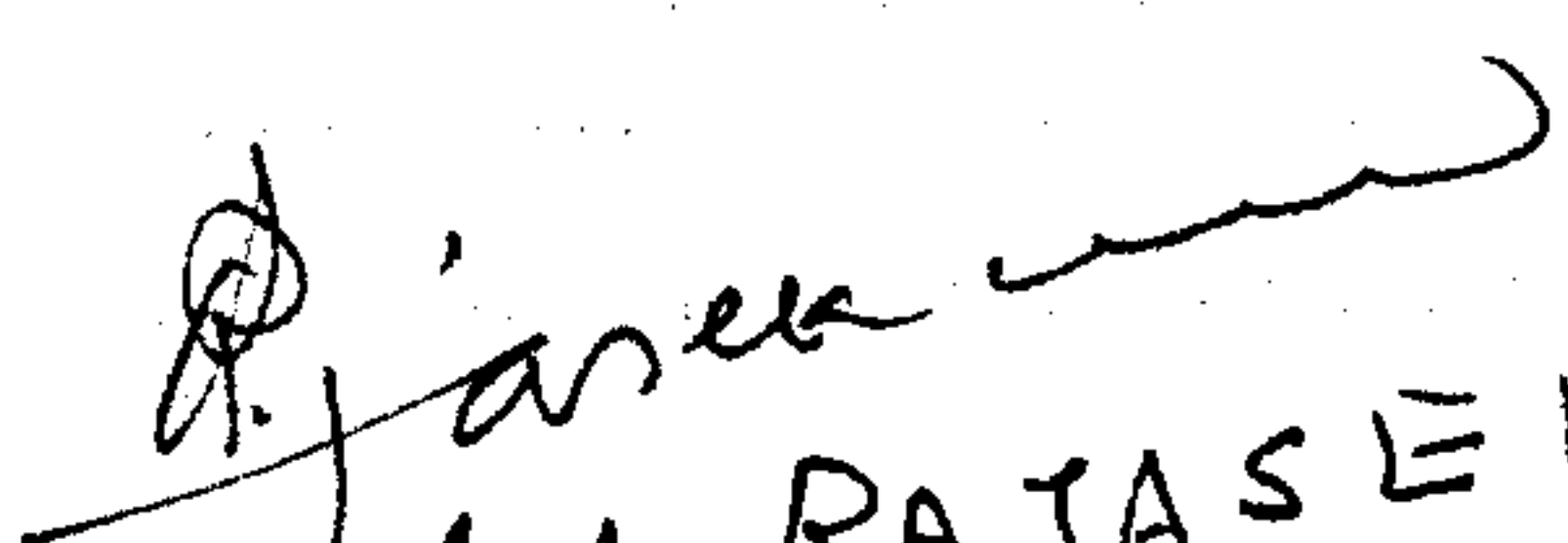
7.4 The National Policy on Skill Development, 2009, approved by the Government has set a target for skilling 500 million persons by the year 2022. Concerned central Ministries will involve respective departments of State Governments and other stakeholders to achieve the target. As per the policy, the Department of Higher Education would train 50 million persons by 2022. Skill development programme must place due emphasis and take necessary steps on the inclusion of PwDs.

7.5 The MHRD may formally prepare a curriculum highlighting the skills mentioned in para 7.2 and offer it as a bridge course for persons with disabilities to increase their job potential.

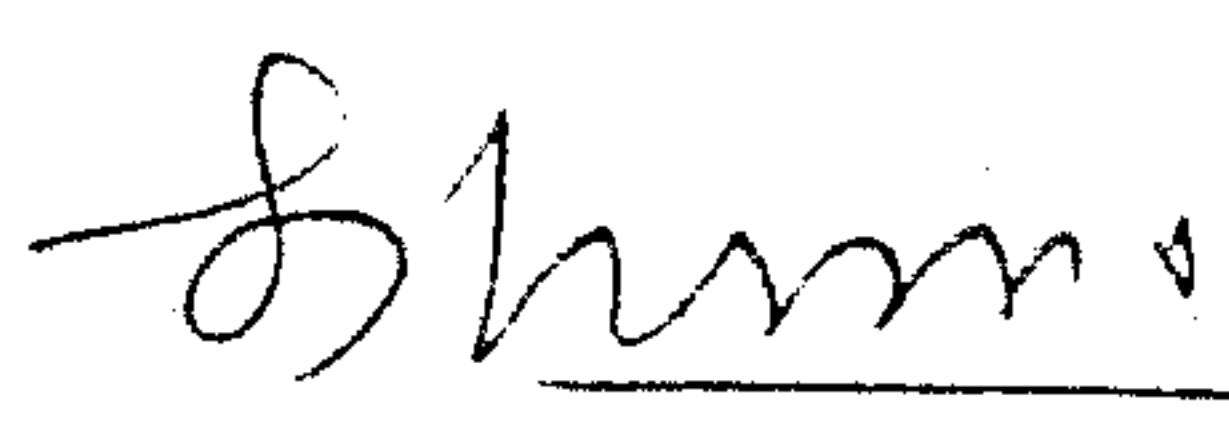
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7.6 A few higher education institutions in the country may be selected to offer soft skill courses every year, for which financial allocation should also be made. Private partnership may also be considered in providing such training to persons with disabilities.



(DR. ARDHANA THAKUR)
DEPUTY SECRETARY
(University Grants Commission)
Member



(A. RAJASEKARAN)
ADVISOR, AICTE
(All India Council for Technical Education)
Member

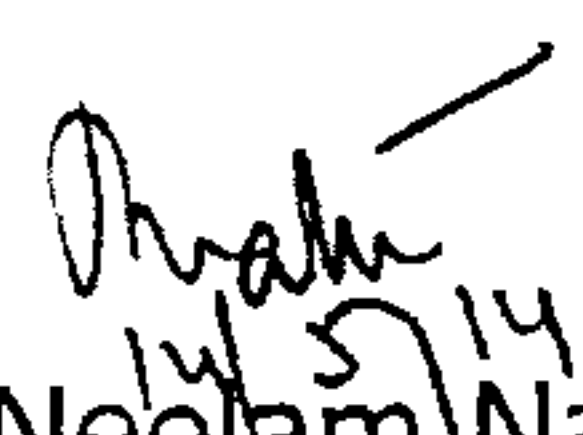

D. P. DOGRA
DIRECTOR
(Ministry of Social Justice & Empowerment)
Member


(Dr. Subodh Kumar)
Dy. Director
(Rehabilitation Council of India)
Member


SANTOSH KUMAR RUNGTA
GENERAL SECRETARY (NATIONAL FEDERATION OF
(Shri Santosh Kumar Rungta) THE BLIND)
Member


(Dr. M.N. Gowder Mani)
Member


R.C. Meena
(R.C. Meena)
Convener


(Smt. Neelam Nath)
Chairperson

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Annexure-I

No.36038/1(i)/2013-Estt(Res)
Government of India
Ministry of Personnel, Public Grievances and Pensions
Department of Personnel and Training

North Block, New Delhi.
Dated the 21st June, 2013.

Subject: Filling up backlog vacancies reserved for Scheduled Castes (SCs)/Scheduled Tribes (STs)/Other Backward Classes (OBCs).

A Special Recruitment Drive for filling up of the backlog vacancies reserved for SCs/STs/OBCs had been launched in November, 2008 and was concluded on 31st March, 2012.

2. Achievement of the Drive as reported by various Ministries / Departments on its conclusion revealed that out of total 75,522 identified backlog vacancies, there were 64,175 backlog vacancies which could be filled up and of these, 48035 vacancies were filled up. Overall success rate of the Drive was 74.85%. Reasons for non-filling up of reserved vacancies may be attributed to the lack of finishing skills like English fluency or interview skills, non availability of qualified reserved category candidates for posts requiring professional qualification especially in ST category, scarcity of qualified reserved category persons results in job switch over or not joining after selection as they get better jobs and in some cases selection is done on all India basis whereas allocation is made zone/State wise.

3. The Government considered the status of filling up of backlog vacancies reserved for SCs/STs/OBCs and desired that concerted efforts be made to fill up the backlog vacancies at the earliest and the status of action taken in this regard be monitored at the highest level. Besides, actions on the following measures are to be taken at the earliest to enhance the employability of reserved category candidates:

- (i) In order to fill up the vacancies in the posts requiring professional qualifications, the concerned Ministries/Departments may take a decision within a period of six months on launching of a Special Recruitment Drive providing certain relaxations so that the vacancies may be filled up;
- (ii) Finishing training should be imparted to the reserved category candidates once they complete technical/professional qualifications. Ministry of Social Justice and Empowerment and Ministry of Tribal Affairs would devise such programmes. Such programmes should be implemented with involvement of State and State Administrative Training Institutes.
- (iii) Training programmes for interview skills and English proficiency may also be devised for reserved category persons for posts requiring non-professional qualifications;
- (iv) The issue of providing reserve list/wait list of successful reserved category candidates would be taken up with the Recruitment Agencies so that in a situation when reserved category candidates with higher merit do not join the post, the post may be filled up from the candidates available in the reserved list;
- (v) The issue of less employability of SCs/STs/OBCs and Persons with Disabilities for Government sector may require in-depth analysis of the causes and to suggest remedial measures. It would be appropriate to constitute a Committee with representations from Ministry of Social Justice and Empowerment, Ministry of Tribal Affairs, Department of Personnel and Training, major Ministries /Departments like Ministry of Home Affairs, Ministry of Railways and government recruitment agencies. The committee should find out specific reasons for backlog in filling up of vacancies and suggest measures to enhance the employability of reserved category candidates.

- (vi) More and more posts may be identified for the persons with disabilities. Micro specifications may be made liberal by providing reasonable accommodation/technological help.
- (vii) Schemes may be launched for establishment of inclusive schools/colleges where even persons with disabilities may be able to get education so that the dearth of qualified persons especially in Hearing Impaired category may be taken care of.
- (viii) As regards awareness of opportunity for the Persons with Disabilities, the Non-Government Organisations (NGOs) working in the concerned area may be roped in by the Department of Disability Affairs for dissemination of information about schemes/programmes/job opportunities.

4. All the Ministries /Departments are requested to take follow up action on the decision taken by the Government. Quarterly reports be sent to this Department for monitoring the progress of implementation of these directions.

G. Srinivasan
(G. Srinivasan)

Deputy Secretary to the Government of India
Tele.: 23090374

To
The Joint Secretary (Administration),
All the Ministries/Departments /Autonomous Bodies/Attached offices as per the list attached.

Annexure-II

(F.No.9-9/2013-SC/ST)
Government of India
Ministry of Human Resource Development
Department of Higher Education

Shastri Bhawan, New Delhi the 11th November, 2013

ORDER

Subject: Constitution of an Expert Committee to identify the courses according to the category of the disability.

The Department of Disability Affairs (DDA), in order to increase the employability of Persons with Disabilities (PwDs), vide its Notification, dated 29th July, 2013, on the recommendations made by an Expert Committee after an in-depth study of various jobs performed in Government offices, Public Sector Undertaking and autonomous bodies including Universities, has updated the list of posts in Group 'A', 'B', 'C' and 'D' identified suitable for them. Apart from general posts, the DDA has included various posts (in Group 'A', 'B' & 'C') like Scientists, Architects, Automobile Engineers, Civil Engineers, Electrical Engineers, Computer Engineers, etc. for PwDs, according to the physical requirement of each post. All such posts require technical/ professional qualifications. Category of the disability has also been mentioned against each post.

2. One of the main reasons for non-availability of qualified PwD candidates for the various posts, where professional qualification is required, is found to be non/minimal admission of PwD students in the technical/professional courses. It has also been observed that maximum numbers of PwD students, who have gained admissions, are found to be from orthopedically handicapped category only and that too in General courses only.

3. Therefore, in order to increase the employability of PwD students, with the approval of Minister of Human Resource Development an Expert Committee to identify the courses according to the category of the disability with the following composition has been constituted:-

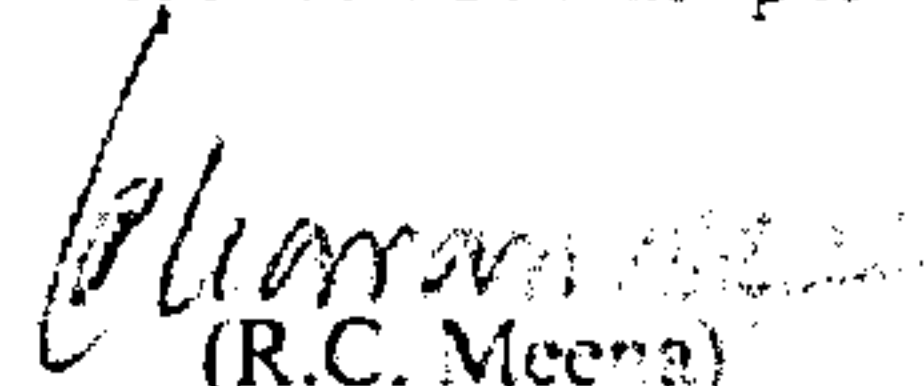
- | | | |
|-------|---|-------------|
| (i) | Smt. Neelam Nath, Former Secretary (ESW), M/o Defence | Chairperson |
| (ii) | Secretary, University Grants Commission, Bahadur Shah Zafar Marg, New Delhi | Member |
| (iii) | Member-Secretary, AICTE, Chandrablok Building, Janpath, New Delhi | Member |
| (iv) | Joint Secretary, Department of Disability Affairs, Shastri Bhawan | Member |
| (v) | Shri Rungta Santosh Kumar, Sr. Advocate, D-67, East of Kailash New Delhi. | Member |
| (vi) | Dr. Malia Nanja Gowder Mani, 3, Professor's Colony, Post Coimbatore - 641020. | Member |
| (vii) | Economic Adviser, Department of Higher Education. | Convener |

Contd.....

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4. The Terms of Reference of the Committee shall be :-
 - (i) To identify the courses according to the category of the disability as identified by the Department of Disability Affairs for the various technical posts.
 - (ii) The Committee may also look into the Skill Development Courses required for PwD for various non-technical identified posts.
5. The Committee can nominate upto 2 experts to itself.
6. The Committee may submit its report within 3 months from the date of its constitution.
7. The Non-official members of the Committee will be entitled for TA/DA as per Government Rules.


(R.C. Meena)
Economic Adviser
Tele : 23383432

To

Chairperson and all Members of the Committee

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(F.No.9-9/2013-SC/ST)
Government of India
Ministry of Human Resource Development
Department of Higher Education

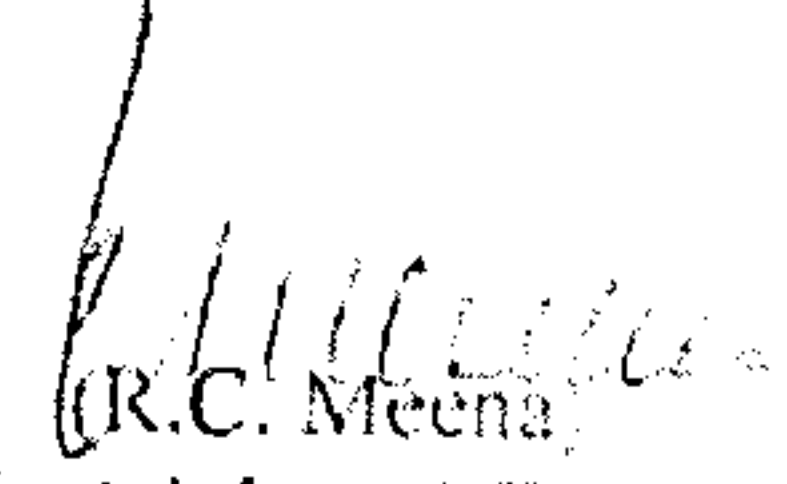
Shastri Bhawan, New Delhi
Dated the 16th January, 2014

CORRIGENDUM

Subject: Expert Committee to identify the courses according to the category of the disability.

In continuation of this Ministry's order of even number, dated 11-11-2013 (copy enclosed) on the above mentioned subject, the Member-Secretary, Rehabilitation Council of India, New Delhi is also a Member of the aforesaid Committee.

2. The other terms & conditions remains the same.


(R.C. Meena)
Economic Adviser (HE)
Tele : 23383472

Chairperson and all Members of the Committee

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Annexure III

Integrating Persons with Disabilities in the Mainstream of Technical and Vocational Education

The National Policy of Education (May, 1986) mentions that "Appropriate formal and non-formal programmes of technical education will be devised for the benefit of women, the economically and socially weaker section and physically handicapped. Further, "The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995" lays the responsibilities on all the systems of the nation to provide equal opportunities to the disabled.

2. In accordance with the above requirements, this Ministry is implementing a Centrally Sponsored Scheme for Integrating Persons with Disabilities (PwDs) in the mainstream of Technical and Vocational Education so as to bridge the gap in the facilities currently available for training the PWDs. The salient features of the scheme are as under:

- (i) 50 polytechnics across 24 States and Union Territories were identified for implementing the scheme. The list of polytechnics is given in **Appendix-I**.
- (ii) 12 resource institutions were identified for facilitating smooth implementation of the scheme in 50 identified polytechnics. The list of the resource institutions is given in **Appendix-II**.
- (iii) Each identified polytechnic was sanctioned 25 supernumery seats by All Indian Council of Technical Education (AICTE) for the differently abled persons.
- (iv) Each identified polytechnic was assigned the task of training 100 PWDs per annum through need based skill development programmes.
- (v) MHRD, GOI sanctioned funds for bringing infrastructural improvements in polytechnics and providing financial incentives to PWDs seeking admission in formal and non-formal programmes.
- (vi) The resource institutions were sanctioned funds for (i) designing curriculum for non-formal programmes (ii) developing print and non-print instructional resources for the PWDs (iii) training the project faculty/staff identified for implementing the scheme in identified polytechnics (iv) organising study visits to resource organisations/institutes and (v) undertaking promotional academic activities for popularizing the scheme.

3. As per guidelines, a polytechnic will require recurring and non-recurring budget for planning and implementation of scheme. Following are the guidelines for funding institution for this scheme in respect of formal trainings programmes:-

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A. Non-Recurring Grant (to be utilized for the students undergoing formal as well as non-formal programmes)		Maximum Limit
(i).	Non-recurring grant for creating special infra-structural facilities in the selected polytechnics to remove the barriers in the education and training of persons with disabilities and making provision of hostel facilities for girl students with disabilities based on the details included in the approved project proposal.	₹15.00 lacs
B. Recurring Grant		Maximum Limit
(ii)	Recurring grant per annum in the form of scholarships to 25 students @ ₹250/- per student per month per year (₹250x25x12) as per details given in the approved project proposal.	₹0.75 lac*
(iii)	Travelling allowance @ ₹200/- per student per month for day scholarship per year (25x200x12) as per details given in the approved project proposal.	₹0.60 lac*
(iv)	Free boarding to the hostellers @ ₹1000/- per month per year (25x1000x12) as per details given in the approved project proposal.	₹3.00 lac*
(v)	Book and uniform allowance for 25 students @ ₹3000/- per student per year (25x3000) as per details given the project proposal ₹0.75 lacs*	₹0.75 lac*

*Polytechnics will make payment out of the funds of this scheme of MHRD and will send details MHRD through TTTIs for claiming reimbursement by MHRD from the State.

4. As per scheme the students with disabilities will be encouraged through provisions like scholarship, transport facilities or alternative financial incentives, supply of books/educational materials, uniforms, free boarding and lodging etc. It may be mentioned here that the guidelines clearly states that the persons with disabilities will be exempted from payment of tuition free and will be provided free hostel accommodation. Further, recently directions have also been issued by MHRD to all Polytechnics, covered under the Scheme that no fee of any kind should be charged from the PWDs students. However, the Polytechnics, if required, may charge only examination fee from these students that too when the students get their Scholarship amount.

5. The Scheme also envisage that guidance and counselling play an important role in helping the students with disabilities in selection of appropriate courses and in explaining the scope of wage and self-employment opportunities in the chosen vocation depending upon the disability which a person has. Therefore, the guidance and counseling cover all aspects, may it be professional, medical and placement oriented. Therefore, each polytechnic offering programme for the persons with disabilities will have to engage the services of a trained counselor who will advise

the students on all the above aspects on a continuous basis. In the case of non-availability of such counselor(s), a couple of senior faculty members of the polytechnic will have to be trained to provide guidance and counseling services. For this purpose, assistance of resource institutes may be sought.

6. The scheme which was conceived during 1999-2000 actually started picking up from 2000-2001. Only a few polytechnics admitted PWDs in formal and non-formal programmes during first year of launching the scheme. The four National Institutes of Technical Teachers Training and Research (NITTTRs) conducted a series of workshops at different locations to introduce and popularize the scheme. Some of the States/UTs took a few years in convincing the concerned authorities to implement the scheme. As such, in a few states, the scheme could only be implemented from the year 2004-05. The scheme has been in operation for about 10 years.

7. Formal courses available in polytechnics/institutions identified for implementing the scheme are mentioned hereunder:

Sl.No.	Course	Sl.No.	Course
1.	Civil Engineering	31.	Electronics Fibre
2.	Mechanical Engineering	32.	Accounts and Auditing
3.	Electrical Engineering	33.	Fashion Technology
4.	Electronics & Communication Engg	34.	Fashion Design
5.	Post-graduate Diploma in Computer Applications (PGDCA)	35.	Production and Industrial Engineering
6.	Office Mgt. & Computer Application	36.	Pharmacy
7.	Architecture Engineering	37.	Fibre Optics
8.	Information Technology	38.	Mechanical Engineering-Production
9.	Library Science	39.	Mechanical Engineering-Auto
10.	Instrumentation & Control	40.	Electronics Engineering
11.	Textile Technology	41.	Instrumentation Engineering
12.	Textile Printing	42.	Mechanical Maintenance
13.	Textile Designing	43.	Architecture Engineering
14.	Computer Engineering	44.	Library Information Science
15.	Computer Application	45.	Architecture Assistanceship
16.	Chemical Technology	46.	Electrical & Electronics Engineering
17.	Food Technology	47.	Machine Tools Technology(MTT)
18.	Foundry Technology	48.	Fabrication Technology
19.	Industrial Production	49.	Applied Electronics and Instrumentation
20.	Maintenance & Plant Engg	50.	Metallurgy
21.	Medical Lab. Technologist	51.	Textile Processing
22.	Welding Technology	52.	Finance and Audit
23.	Interior Decoration	53.	Plastic Technology
24.	Commercial Arts	54.	Power Electronics
25.	Travel and Tourism	55.	Beauty Cultural & Practice
26.	Automobile Engineering	56.	Commercial Practice
27.	Costume Design & Dress Making (CDDM)	57.	Polymer Engineering
28.	Agriculture Engineering	58.	Electronics and Telecommunication
29.	Garment Fabrication Technology	59.	Modern Office Management (MOM)
30.	Printing Technology		

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7. **Non-formal Skill Development Programmes offered to PWDs :**

During the year 2000-2001, only a few polytechnics from among the 50 polytechnics started offering the non-formal programmes. Over the past 10 years, all the 50 polytechnics have started offering non-formal skill development programmes. In absence of polytechnic-wise and programme-wise breakup of data regarding participation of PWDs in nonformal skill development programme, popular and not so popular nonformal skill development programmes couldn't be determined. However, the popularity of these programmes largely depends upon local needs and residual capacities of the PWDs. List of the these nonformal programmes being offered is given at **Appendix-III**.

8. Information received from 14 Polytechnics of North India in respect of student's admissions (disability-wise) during 2012-13 and 2013-14 is placed at **Appendix -IV** and a gist of the same is given below :

Course	Disability			
	Low Vision	Hearing Impairment	Locomotor Disability	Mental Retardation
Civil Engg	√	-	√	
Electrical Engg	√	√	√	√
Mechanical Engg	√	√	√	
Electronics Engg	√		√	
Architecture Assistance Ship			√	
Computer Engg	√	√	√	
Textile Design			√	
Electronics & Communication Engg	√	√	√	
Library Information Science			√	
Office Management & Computer Application			√	
Automobile	√		√	
Electronics			√	
Computer Science – Fibre		√	√	
Costume Design			√	
Commercial Art		√	√	
PGDCA			√	
Automobile Engg	√		√	
Architecture			√	
Mechanical Maintenance			√	
Medical Lab Tech.	√		√	
<u>NITTR-Kolkatta (additional courses)</u>				
Modern Office Management			√	
Food Technology			√	
HMCT			√	

9. It is evident from above that all diploma level programmes are not popular among the PWDs. Some of the programmes are very popular, others are moderately popular and there are a few programmes which either attract very few

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PWDs or do not attract PWDs at all. Some of the reasons for opting only certain courses by the PWDs are :

- (i) PWDs usually look for those courses which according to them can assure them of government jobs. Such disciplines include civil engineering, electrical engineering, electronic engineering, mechanical engineering etc.
- (ii) PWDs usually look for admission in those disciplines wherein limited mobility is required during the course and thereafter at the work place. Such disciplines include computer engineering, information technology and library science information and management.
- (iii) Some of the PWDs also get admissions in such courses which can get their jobs in private sector. These are the courses which are in good demand in the job market.

10. Suggestions, as envisage in a Study Report of National Institute of Technical Teachers Training & Research, Chandigarh, to overcome the problems being faced by the Institutions in implementing the Scheme are given below:

- (i) **Inadequate and untimely release of funds:** Besides inadequacy of funds, the institutions have also experience untimely release of funds. Funds for the scheme are required all throughout the year. However, most of the time, funds are released during last quarter of the year. As a result of untimely release and inadequate funds, the institutions find it impossible to carry out the activities all throughout the year.
- (ii) **Non-availability of trainers for nonformal programmes:** The honorarium payable to the trainers has not been revised since inception of the scheme. The honorarium payable to the trainers needs immediate upward revision so that institutions can attract good trainers to impart nonformal training to the PWDs.
- (iii) **Orthopaedically handicapped persons are the major beneficiaries:** The scheme is meant for all seven categories of disabilities covered under the Persons With Disability Act 1995. It has been experienced that the orthopaedically handicapped persons are benefitting the most from the scheme (both under formal and non-formal programmes). Hearing and speech impaired, blind and low vision, leprosy cured and persons with mental retardation are only the marginal beneficiaries. Ways and means need to be evolved to balance participation of all categories of the disabled in the scheme.
- (iv) **Strengthening of schooling for the disabled:** Unless we have adequate number of PWDs passing out from schools at 10 and 10+2 level with physics, chemistry and mathematics subjects, we will experience inadequate response to polytechnic diploma level formal programmes. School teachers need orientation and special training to teach the PWDs. Availability of resource teachers for the PWDs is grossly inadequate in the country. Government needs to lay major emphasis on schooling of the PWDs so that the capacity created in polytechnics gets fully utilized.

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(v) **Underutilization of capacity in Women Polytechnics:** Out of 50 polytechnics identified for implementing the scheme, 12 are exclusively for women. Admission to formal programmes against the seats reserved for the disabled women in Women's Polytechnics is much less as compared to the co-educational polytechnics. Government should review the scheme so as to ensure full utilization of reserved seats in women polytechnics.

(vi) **Many States/Union Territories not represented in the Scheme:** Disabled persons are evenly spread in all States and Union Territories. Out of 35 States and UTs, only 24 States and UTs are implementing the scheme. With a view to making the disabled benefit from this scheme all throughout the country, it is suggested that the scheme be extended to all states and union territories of the country. There is also a need for extending the scheme to more number of polytechnics especially in bigger states with larger population.

11. Lists of Programmes - both in formal and non-formal – as suggested by NITTR, Chandigarh (**Appendix-V, Appendix-VI** respectively) and NITTR, Kolkatta (**Appendix-VII**), according to disability-wise suitability are placed for kind consideration of the Expert Committee.

Appendix-I

LIST OF 50 POLYTECHNICS IMPLEMENTING THE PWD SCHEME IN INDIA

NORTHERN REGION

1. Chandigarh College of Engg & Technology,
(Diploma Wing)
Sector 26,
CHANDIGARH -160 019
2. Govt Polytechnic,
HISAR 125 001 (HARYANA)
3. Govt Polytechnic,
SIRSA 125 055 (HARYANA)
4. B.P.S Mahila Polytechnic,
KHANPUR KALAN -124 305 (HARYANA)
5. Kashmir Govt Polytechnic,
Gogji Bagh,
SRINAGAR 190 001 (J&K)
6. Govt Polytechnic (Boys),
Bikram Chowk,
JAMMU 180 004 (J&K)
7. Govt Polytechnic College,
Residency Road,
JODHPUR- 342 011 (RAJ)
8. Govt Polytechnic College,
Makhupura, Nasirabad Road,
AJMER - 305 002 (RAJ)
9. Govt Mahila Polytechnic College,
Residency Road
JODHPUR- 342 011 (RAJ)
10. KL Polytechnic,
ROORKEE - 247 667
11. Govt Polytechnic,
JHANSI (UP) 284 003
12. Govt Girls Polytechnic,
Kanth Road,
MORADABAD (UP) 244 001
13. Govt Polytechnic,
SUNDER NAGAR - 174 401 (HP)
14. Aryabhat Polytechnic,
GT Karnal Road,
NEW DELHI 110 033
15. Sant Longowal Institute of
Engg & Technology,

LONGOWAL 148 106 (PUNJAB)

WESTERN REGION

1. Government Polytechnic,
PANAJI, GOA -403 001
2. Sri Bhavsinhji Polytechnic Institute,
Vidya Nagar,
BHAVNAGAR 364 002
3. Government Polytechnic,
Ambavadi,
AHMEDABAD -380 015
4. Dr S&SS Gandhi College of
Engg & Technology,
SURAT 395001
5. Government Polytechnic,
JABALPUR (M.P) 482 00
6. SV Government Polytechnic,
BHOPAL 462 002
7. Government Women's Polytechnic,
GWALIOR 474 005
8. Government Polytechnic,
PUNE 411 016
9. Government Polytechnic,
Bandra,
MUMBAI 400 051
10. Maharashtra State Hotel Management
and Catering Technology Institute,
412,C Bahirat Patil Road, Shivaji Nagar,
PUNE - 411016
11. Government Polytechnic,
Vidyanagar,
KOLHAPUR 416 004
12. Government Polytechnic for Girls,
Opp. Physical Research Laboratory,
AHMEDABAD-380015
13. Government Polytechnic,
G.E. Road,
DURG 491 001 (Chhatisgarh)
14. Government Girl's Polytechnic,

2/0

Byron Bazar,
RAIPUR 492 001 (Chhatisgarh)

SOUTHERN REGION

- 1 Government Polytechnic,
Near Chennamma Circle, Kakties Road,
BELGAUM -590002
- 2 Government Women's Polytechnic,
Bondel,
MANGALORE 575008
- 3 Smt. LV (Govt) Polytechnic,
BM Road,
HASSAN - 573 201
- 4 Government Polytechnic,
Nattakom,
KOTTAYAM – 686 013
- 5 Sree Rama Polytechnic,
THRIPRAYAR (KERALA)
- 6 Dr Dharamambal Government
Polytechnic for Women,
Taramani,
CHENNAI -600 113
- 7 Arasan Ganesan Polytechnic,
Post Bag No. 27,
SIVAKASI -626 123
- 8 Govt Polytechnic for Women,
Bharathiar Road,
COIMBATORE-641 044
- 9 Women's Polytechnic,
LAWSPET 605 008 (Puducherry)

EASTERN REGION

- 1 Assam Engineering Institute,
GUWAHATI 781 001

- 2 Polytechnic Institute,
NARISINGARH (AGARTALA)
(TRIPURA)

- 3 North Calcutta Polytechnic,
15, Gobinda Mandal Lane,
KOLKATA (WEST BENGAL)

- 4 Birla Institute of Technology,
56, BT Road,
KOLKATA

- 5 Regional Institute of Printing Technology,
Raja Subodh Mullick Road,
KOLKATA

- 6 New Government Polytechnic,
Patliputra,
PATNA 800 13

- 7 Government Polytechnic,
GOPALGANJ (BIHAR) 841 428

- 8 Government Polytechnic,
SAHARSA (BIHAR)

- 9 Women Polytechnic,
BHUBANESHWAR 751 012

- 10 Bhubananda Orissa School of Engg.
CUTTACK (ORISSA) 753 007

- 11 Women's Polytechnic,
BERHAMPUR -760 010

- 12 Government Women's Polytechnic,
Chas Bypass Road,
BOKARO 827 013

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Appendix -II

LIST OF 12 RESOURCE INSTITUTIONS IN INDIA

1. National Institute of Technical Teachers Training & Research, Sector 26,
CHANDIGARH 160 019
2. National Institute of Technical Teachers Training & Research, Taramoni PO
CHENNAI 600 113
3. National Institute of Technical Teachers Training & Research, Salt lake City, Block FC, Sector III,
KOLKATA 700 106
4. National Institute of Technical Teachers Training & Research, Shamlu Hills,
BHOPAL 462 002
5. National Institute for the Visually Handicapped (NIVH)
116, Rajpur Road,
DEHRADUN 248 001
6. Ali Yavar Jung National Institute for the Hearing Handicapped, Krishan Chand Marg, Bandra Reclamation, Bandra (West)
MUMBAI 400 050
7. National Institute for the Mentally Handicapped (NIMH) Manovikas Nagar,
SECUNDERABAD 500 009
8. National Institute for the Orthopaedically Handicapped (NIOH) B T Road, Bon-Hooghly
KOKLATA 700 090
9. Quality Improvement Programme Centre, Indian Institute of Technology,
ROORKEE 247 667
10. Ambedkar Institute of Technology for Handicapped, Awadhपुरi,
KANPUR 208 024 (UP)
11. Sant Longowal Institute of Engineering & Technology
LONGOWAL 148 106
12. JSS Polytechnic for the Physically handicapped SJCE Campus, Manasagangothri
MYSORE 570 006 (KARNATAKA)

Availability of Non-Formal Programmes in Project Polytechnics/Institutions

- | | |
|--|--|
| 1. Abode Photoshop | 44. MS Office |
| 2. Applique /patchwork | 45. Multi Media |
| 3. Auto CAD | 46. Nursery Raising |
| 4. Basic Computer Course for Visually Impaired Persons | 47. Office Automation |
| 5. Battery Making/Repair & Maintenance | 48. Page Maker |
| 6. Beautician | 49. Painting/Drawing |
| 7. Book Binding | 50. Paper Bag and Cover Making |
| 8. Carpentry | 51. Phenyl, Agarbatti & Soap Making |
| 9. Carpet Making | 52. Photocopy & Lamination |
| 10. Cartoon and Banner Writing | 53. Photography |
| 11. Chalk, Candle Making & Canning | 54. Photoshop and Album Setting |
| 12. Computer Application | 55. Pico Stitching |
| 13. Computer Hardware | 56. Plumbing |
| 14. Computerized Financial Accountancy | 57. Radio, TV & VCD Repairing |
| 15. Computerized Jewellery | 58. Refrigeration & AC and Mechanist |
| 16. Cover and Envelopes making | 59. Repair & Maintenance of Fans |
| 17. Cutting & Tailoring | 60. Rexene Bag Making |
| 18. Data Entry Operator | 61. Rubber Stamp Making |
| 19. Decorative Bamboo Work | 62. Scooter/Motorcycle Repair |
| 20. Denting and Painting | 63. Screen Printing |
| 21. Doll Making | 64. Sewing |
| 22. Dressing Making | 65. Silk Screen Printing |
| 23. Desk Top Publishing | 66. Manufacture of Chemicals |
| 24. Electrical Gadget Repair | 67. Soap & Detergent Making |
| 25. Electronic Hardware Servicing | 68. Soft Toy Making and Crochet |
| 26. Fabric Painting | 69. Sozni Work |
| 27. Fashion Designing | 70. Special Software (JAWS) with Multi Media Computer System |
| 28. Fitting | 71. Stenography |
| 29. Food Processing | 72. Surveyor |
| 30. Garment Technology / Manufacturing | 73. Tila Embroidery |
| 31. Hand, Electric Embroidery/Stencil Painting | 74. Tracer |
| 32. Handicraft making | 75. Transformer Fabrication |
| 33. Hollow Block Making | 76. Typing |
| 34. Home Appliance Repair | 77. Umbrella Fitting |
| 35. Home Decoration | 78. Watch Repair |
| 36. Home Made Products | 79. Welding |
| 37. House Wiring | 80. Zari Work |
| 38. Inverter Assembly | 81. Computer Awareness |
| 39. Jute Handicraft | 82. Diesel Engine Repair |
| 40. Leather Products Manufacturing | 83. Civil Draftsmen |
| 41. Mobile, Telephone Repair | 84. Stabilizer Repairing |
| 42. Modern Office Practice | 85. Canning of Chairs |
| 43. Motor Winding (Armature & Coil) | 86. Auto Repairing |
| | 87. Bicycle Repairing |

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- 88. Embroidery
- 89. Hard Toys
- 90. Soft Toys
- 91. Furniture Making
- 92. Cooking and Catering
- 93. Computer Graphics
- 94. Computer Tally
- 95. Medical lab. Attendant
- 96. Office Assistant
- 97. Network Management
- 98. Gardening
- 99. Washing Machine Repair
- 100. Solar Water Heating System Technician

- 101. VCD Repair
- 102. Two Wheeler Repair
- 103. Watch Repairing
- 104. TV Repairing
- 105. Finance
- 106. Accounting
- 107. Architectural Draftsmen
- 108. Internet Application
- 109. Knitting
- 110. Auto CAD
- 111. Corel DRAW
- 112. Pottery Making

Identification of Polytechnic Diploma Level Programmes according to Category of Disability

Sl. No.	Name of Polytechnic/ Institute	Diploma Courses in which seats are reserved for PWDs	No. of Seats Available	2012-13	2013-2014	Disability-wise No. of PWDs admitted since inception of the Scheme 2012-13/2013-14						
						Blindness	Low Vision	Leprosy-cured	Hearing Impairment	Locomotor Disability	Mental Retardation	Mental Illness
1.	Chandigarh College of Engg & Technology, Sector 26, CHANDIGARH - 160 019	Civil Engg	04	02	03	-	-	-	-	02/03	-	-
		Electrical Engg	04	02	01	-	-	-	-	02/01	-	-
		Mechanical Engg	05	01	01	-	-	-	-	01/01	-	-
		Electronics Engg	03	03	03	-	-	-	-	03/03	-	-
		Architecture Assistance ship	03	01	--	-	-	-	-	01/00	-	-
		Computer Engg	03	03	03	-	-	-	-	03/03	-	-
		Production and Industrial Engg	03	--	--	-	-	-	-	--	-	-
2.	Govt Polytechnic, HISAR 125 001 (HARYANA)	Mechanical Engg.	25	06	No Admission	-	-	-	-	05/00	-	-
		Computer Engg.				-	-	-	-		-	-
		Instrumentation & Control Engg.				-	-	-	-		-	-
		Electronics Engg.				-	01/00	-	-		-	-
		Textile Technology				-	-	-	-		-	-
		Textile Design				-	-	-	-		-	-
		Textile Processing				-	-	-	-		-	-
		Fashion Design				-	-	-	-		-	-
		Fashion Technology				-	-	-	-		-	-
		Finance & Auditing				-	-	-	-		-	-
						-	-	-	-		-	-
3.	Govt Polytechnic, SIRSA 125 055 (HARYANA)	Mechanical Engg	04	02	-	-	-	-	01/00	01/00	-	-
		Electrical Engg	04	-	01	-	-	-	00/01	-	-	-
		Civil Engg	04	01	-	-	-	-	-	01/00	-	-
		Agriculture Technology	04	-	-	-	-	-	-	-	-	-
		Electronics and Communication Engg	04	01	-	-	01/00	-	-	01/00	-	-
		Computer Engg	05	01	02	-	-	-	-	01/02	-	-

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Sl. No.	Name of Polytechnic/ Institute	Diploma Courses in which seats are reserved for PWDs	No. of Seats Available	2012-13	2013-2014	Disability-wise No. of PWDs admitted since inception of the Scheme 2012-13/2013-14							
						Blindness	Low Vision	Leprosy-cured	Hearing Impairment	Locomotor Disability	Mental Retardation	Mental Illness	
4	BPS Mahila Polytechnic, KHANPUR KALAN -124 305 (HARYANA)	Library Information Science	03	-	01	-	-	-	-	00/01	-	-	-
		Office Management & Computer Application	03	01	-	-	-	-	-	01/00	-	-	-
		Computer Engineering	04	-	01	-	-	-	-	00/01	-	-	-
		Electronics & Communication Engg	03	-	-	-	-	-	-	-	-	-	-
		Information Technology	03	-	-	-	-	-	-	-	-	-	-
		Archit. Assistant Ship	03	-	-	-	-	-	-	-	-	-	-
		Medical Lab Tech.	03	-	02	-	01/00	-	-	00/02	-	-	-
		Fashion Tech.	03	-	-	-	-	-	-	-	-	-	-
5	Kashmir Govt Polytechnic, Gogji Bagh, SRINAGAR 190 001	Civil Engg.	05	05	05	-	01/03	-	-	04/02	-	-	-
		Mechanical Engg.	05	05	05	-	02/01	-	00/02	03/02	-	-	-
		Electrical Engg.	05	05	05	-	00/01	-	01/00	04/04	-	-	-
		Electronics & Communication Engg	05	05	05	-	00/01	-	01/00	04/04	-	-	-
		Computer Engg.	05	05	05	-	-	-	01/00	04/05	-	-	-
6	Govt Polytechnic Birkam Chowk, JAMMU 180 004 (J&K)	Civil Engg	05	05	04	-	01/00	-	-	04/04	-	-	-
		Electrical Engg	05	05	04	-	02/00	-	00/01	03/03	-	-	-
		Mechanical Engg	05	05	02	-	01/00	-	00/01	04/01	-	-	-
		Automobile	05	05	02	-	02/00	-	-	03/02	-	-	-
		Computer Engg	05	05	05	-	01/02	-	01/00	03/03	-	-	-
		Civil Engg	05	04	01	-	-	-	-	04/01	-	-	-
7	Govt Polytechnic College, Residency Road, JODHPUR- 342011	Mechanical Engg	05	02	03	-	-	-	-	02/03	-	-	-
		Electrical Engg	05	04	01	-	-	-	-	04/01	-	-	-
		Electronics	05	02	03	-	-	-	-	02/03	-	-	-
		Computer Science – Fibre	05	03	01	-	-	-	01/00	02/01	-	-	-

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Sl. No.	Name of Polytechnic/ Institute	Diploma Courses in which seats are reserved for PWDs	No. of Seats Available	2012-13	2013-2014	Disability-wise No. of PWDs admitted since inception of the Scheme 2012-13/2013-14						
						Blindness	Low Vision	Leprosy-cured	Hearing Impairment	Locomotor Disability	Mental Retardation	Mental Illness
8	Govt Polytechnic College, Makhupura, AJMER - 305 002 (RAJ)	MA	02	-	-	-	-	-	-	04/12	-	-
		Civil Engg	03	-	03	-	-	-	-		-	-
		Mechanical Engg	03	02	03	-	-	-	-		-	-
		Electrical Engg	05	02	04	-	-	-	-		-	-
		Electronics	05	-	02	-	-	-	-		-	-
		Instrumentation Engg	05	-	-	-	-	-	-		-	-
		1. Printing	02	-	-	-	-	-	-		-	-
9	Govt Mahila Polytechnic College, JODHPUR - 342011	1. Costume Design	07	01	-	-	-	-	-	01/00	-	-
		2. Commercial Art	06	06	01	-	-	-	03/03	03/00	-	-
		3. Interior Decoration	06	-	-	-	-	-	-	-	-	-
		4. Textile Design	06	01	02	-	-	-	-	01/00	-	-
10	KL Polytechnic, Ram Nagar Chowk ROORKEE - 247 667	1. Mechanical Engg	06	06	08	-	-	-	01/00	05/08	-	-
		2. Electrical Engg	06	06	07	-	-	-	-	06/07	-	-
		3. Electronics Engg	06	07	07	-	01/01	-	-	06/06	-	-
		4. PGDCA	07	01	02	-	-	-	-	01/02	-	-
		5. Civil Engg	-	01	01	-	-	-	-	01/01	-	-
		6. Automobile Engg	-	-	01	-	-	-	-	00/01	-	-
11	Govt Polytechnic, JHANSI (UP) 284 003	1. Civil Engg.	06	05	06	-	-	-	-	05/06	-	-
		2. Electrical Engg.	06	06	06	-	-	-	-	06/06	-	-
		3. Electronic Engg.	06	05	05	-	-	-	-	05/05	-	-
		4. PGDCA	07	01	03	-	-	-	-	01/03	-	-
12	Govt Girls Polytechnic MORADABAD (UP)	1. Electronics Engg	05	01	-	-	-	-	-	01/00	-	-
13	Govt Polytechnic, SUNDER NAGAR - 174 401 (HP)	1. Civil Engg.	05	04	05	-	-	-	-	04/05	-	-
		2. Mechanical Engg.	05	03	04	-	-	-	01/01	02/03	-	-
		3. Electrical Engg.	05	04	04	-	00/01	-	00/01	03/02	01/00	-
		4. Compute Engg.	05	04	04	-	-	-	00/02	04/02	-	-
		5. Automobile Engg.	03	00	04	-	00/02	-	-	00/02	-	-
		6. Architecture	02	01	01	-	-	-	-	01/01	-	-

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Sl. No.	Name of Polytechnic/ Institute	Diploma Courses in which seats are reserved for PWDs	No. of Seats Available	2012-13	2013-2014	Disability-wise No. of PWDs admitted since inception of the Scheme 2012-13/2013-14						
						Blindness	Low Vision	Leprosy-cured	Hearing Impairment	Locomotor Disability	Mental Retardation	Mental Illness
14	Aryabhat Polytechnic, GT Karnal Road DELHI 110 033	1. Mechanical Engg.	06	04	00	-	-	-	-	04/00	-	-
		2. Electrical Engg.	05	02	01	-	-	-	-	02/01	-	-
		3. Civil Engg.	05	03	01	-	-	-	-	03/01	-	-
		4. Architecture	05	02	00	-	-	-	-	02/00	-	-
		5. Mechanical Maintenance	04	01	00	-	-	-	-	01/00	-	-
15	Sant Longowal Institute of Engg & Technology, LONGOWAL 148 106 ((Punjab)	Information Awaited										

Appendix -VDisability Wise Suitability of Polytechnics Diploma Level Programs for PWDs

Sl.No	Name of the Diploma Programs	Types of Disability						
		Blindness	Low Vision	Leprosy-cured	Hearing Impairment	Locomotor Disability	Mental Retardation	Mental Illness
	Account and Auditing					√		
	Agriculture Technology					√		
	Applied Art				√			
	Applied Electronics and Instrumentation		√		√	√		
	Architecture				√	√		
	Architecture Assistance ship		√		√	√		
	Architecture Engg.		√		√	√		
	Automobile Engg					√		
	Beauty Culture & Practice				√	√		
	Chemical Technology		√			√		
	Civil Engg		√		√	√		
	Commercial Art				√	√		
	Commercial Practice	√	√			√		
	Compute Application for the visually impaired	√	√					
	Computer Engg				√	√		
	Computer Science – Fibre					√		
	Costume Design				√	√		
	Electrical Engg		√		√	√		
	Electronics & Tele Communication		√			√		
	Electronics and Communication Engg					√		
	Electronics Engg				√	√		
	Electronics Fiber					√		
	Fabrication Technology		√		√	√		
	Fashion Design				√	√		
	Fashion Technology				√	√		
	Fiber Optic					√		

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27.	Finance & Auditing		√			√		
28.	Food Technology	√	√		√	√		
29.	Foundry Technology		√		√	√		
30.	Garment Fabrication Technology				√	√		
31.	Graphic Designing				√	√		
32.	Industrial Production		√		√	√		
33.	Information Technology					√		
34.	Instrumentation & Control Engg.					√		
35.	Instrumentation Engg					√		
36.	Interior Decoration				√	√		
37.	Jewellery Design		√		√	√		
38.	Library Information Science					√		
39.	Library Science	√	√			√		
40.	Maintenance and Plant Engg.					√		
41.	Mechanical Engg		√		√	√		
42.	Mechanical Maintenance				√	√		
43.	Medical Lab Tech.		√			√		
44.	Metallurgy				√	√		
45.	Office Management & Computer Application	√	√			√		
46.	Painting				√	√		
47.	Performing Art	√	√					
48.	PGDCA	√	√		√	√		
49.	Pharmacy					√		
50.	Photography & video-graphy				√			
51.	Plastic Technology		√		√	√		
52.	Polymer Engg					√		
53.	Power Electronics				√	√		
54.	Printing					√		
55.	Production and Industrial Engg		√		√	√		

56.	Sculpture making				√			
57.	Textile Design				√	√		
58.	Textile Processing				√	√		
59.	Textile Technology		√		√	√		
60.	Travel and Tourism	√	√			√		
61.	Welding Technology		√		√	√		

DISABILITY-WISE SUITABILITY OF NON-FORMAL PROGRAMS FOR THE PWDS

Sl.No.	Name of the Course	Type of Disability						
		Blind- ness	Low Vision	Leprosy- cured	Hearing Impair- ment	Locomotor Disability	Mental Retard- ation	Mental Illness
1.	Adobe Photoshop				√	√		
2.	Accounting		√		√	√		
3.	Applique /patchwork		√		√	√		
4.	Architectural Draftsmen		√		√	√		
5.	Auto CAD				√	√		
6.	Auto -CAD		√		√	√		
7.	Auto Repairing				√	√		
8.	Basic Computer Course for Visually Impaired Persons	√	√					
9.	Battery Making/Repair & Maintenance				√	√		
10.	Beautician				√	√		
11.	Bicycle Repairing				√	√		
12.	Book Binding		√		√	√	√	
13.	Canning of Chairs	√	√		√	√		
14.	Carpentry		√		√	√		
15.	Carpet Making		√		√	√		
16.	Cartoon and Banner Writing				√	√		
17.	Chalk, Candle Making & Canning		√		√	√	√	
18.	Civil Draftsmen				√	√		
19.	Computer Application	√	√		√	√		
20.	Computer Awareness		√		√	√		
21.	Computer Graphics				√	√		
22.	Computer Hardware		√		√	√		
23.	Computer Tally		√		√	√		
24.	Computerized Financial Accountancy		√		√	√		
25.	Computerized Jewellery		√		√	√		
26.	Cooking and Catering		√		√	√		
27.	Coral Draw				√	√		
28.	Cover and Envelopes making		√		√	√		
29.	Cutting & Tailoring				√	√		
30.	Decorative Bamboo Work		√		√	√		
31.	Denting and Painting				√	√		
32.	Desk Top Publishing		√			√		
33.	Diesel Engine repair				√	√		
34.	Doll Making		√		√	√		
35.	Dressing Making		√		√	√		
36.	Electrical Gadget Repair				√	√		
37.	Electronic Hardware Servicing					√		
38.	Embroidery		√		√	√		

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39.	Fabric Painting		√		√	√	√	
40.	Fashion Designing				√	√		
41.	Finance		√		√	√		
42.	Fitting		√		√	√		
43.	Food Processing		√		√	√		
44.	Furniture Making		√		√	√		
45.	Gardening				√	√		
46.	Garment Technology / Manufacturing				√	√		
47.	Hand, Electric Embroidery/Stencil Painting		√		√	√		
48.	Handicraft making	√	√		√	√		
49.	Hard Toys		√		√	√		
50.	Hollow Block Making		√		√	√		
51.	Home Appliance Repair		√		√	√		
52.	Home Decoration		√		√	√		
53.	Home Made Products	√	√		√	√		
54.	House Wiring		√		√	√		
55.	Internet		√		√	√		
56.	Inverter Assembly		√		√	√		
57.	Jute Handicraft		√		√	√		
58.	Knitting		√		√	√		
59.	Leather Products Manufacturing		√		√	√		
60.	Manufacture of Chemicals				√	√		
61.	Medical lab.				√	√		
62.	Mobile, Telephone Repair				√	√		
63.	Modern Office Practice	√	√		√	√		
64.	Motor winding (Armature & Coil)		√		√	√		
65.	MS Office	√	√		√	√		
66.	Multi-Media					√		
67.	Network Management					√		
68.	Nursery Raising		√		√	√		
69.	Office Assistant		√			√		
70.	Office Automation	√	√		√	√		
71.	Painting/Drawing				√	√		
72.	Paper Bag and Cover Making	√	√		√	√		
73.	Phenyl, Agarbatti & Soap Making	√	√		√	√		
74.	Photocopy & Lamination		√		√	√		
75.	Photography				√	√		
76.	Photoshop and Album Setting				√	√		
77.	Pico Stitching		√		√	√		
78.	Plumbing		√		√	√		
79.	Pottery		√		√	√		
80.	Radio, TV & VCD Repairing		√		√	√		
81.	Refrigeration & AC and Mechanist		√		√	√		
82.	Repair & Maintenance of Fans		√		√	√		

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83.	Rexene Bag Makin		√		√	√		
84.	Rubber Stamp Making		√		√	√		
85.	Scooter/Motorcycle Repair		√		√	√		
86.	Screen Printing		√		√	√		
87.	Sewing				√	√		
88.	Silk Screen Printing				√	√		
89.	Soap & Detergent Making				√	√		
90.	Soft Toy Making and Crochet		√		√	√		
91.	Soft Toys		√		√	√		
92.	Solar Water Heating System Technician		√		√	√		
93.	Sozni Work		√		√	√		
94.	Special Software (JAWS) with Multi Media Computer System	√	√					
95.	Stabilizer Repairing				√	√		
96.	Stenography					√		
97.	Surveyor					√		
98.	Tila Embroidery				√	√		
99.	Tracer		√		√	√		
100.	Transformer Fabrication		√		√	√		
101.	TV Repairing				√	√		
102.	Two Wheeler Repair				√	√		
103.	Typing		√		√	√		
104.	Umbrella fitting		√		√	√		
105.	VCD Repair				√	√		
106.	Washing Machine Repair		√		√	√		
107.	Watch Repair		√		√	√		
108.	Watch Repairing				√	√		
109.	Welding		√		√	√		
110.	Zari work		√		√	√		

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Appendix -VII**Information received from NITTTR, Kolkatta**

Sl.No.	Course	Disability			
		Visually Impaired	Hearing Impaired	Orthopedically Handicapped	Mental Retardation
1.	Civil Engg	√	√	√	
2.	Electrical Engg			√	
3.	Mechanical Engg	√	√	√	
4.	Electronics & Telecommunication Engg			√	
5.	Information Technology			√	
6.	Computer Science & Engg	√	√	√	
7.	Automobile Engg.			√	
8.	Modern Office Management			√	
9.	Food Technology			√	
10.	HM&CT			√	
11.	DTP	√	√	√	
12.	Domestic Appliances Repair	√	√	√	
13.	M.S office	√	√	√	
14.	Coil winding		√	√	
15.	House wiring			√	
16.	Zari Kadhai (Hast)	√	√	√	
17.	Cutting and Tailoring	√	√	√	
18.	Textile Design		√	√	
19.	Mombati Making	√		√	
20.	Mobile Repairing		√	√	√
21.	Computer Operation	√		√	√
22.	Book Binding		√	√	
23.	Doll Making		√	√	
24.	Embroidery		√	√	
25.	Knitting		√	√	
26.	Fabric		√	√	
27.	Jewellery		√	√	
28.	Dress Making		√	√	
29.	Silk Screen Printing		√	√	√
30.	Comp. typing			√	
31.	Electrician			√	
32.	Welding & Fabrication	√		√	
33.	Motor Winding			√	
34.	Drafts Manship			√	
35.	Data Entry Operator	√		√	
36.	Beautician		√	√	
37.	Food Processing			√	
38.	Auto CAD			√	
39.	Refrigeration and Air Conditioning			√	

**SCHOLARSHIP FOR
STUDENTS WITH DISABILITIES**
MINISTRY OF SOCIAL JUSTICE & EMPOWERMENT
GOVERNMENT OF INDIA



**INVITATION OF APPLICATIONS FOR THE NATIONAL SCHOLARSHIP FOR
PERSONS WITH DISABILITIES (2011-12)**

Applications (in English or Hindi) are invited latest by 30th September, 2011 in the prescribed proforma from the persons with disabilities to award the National Scholarships for the year 2011-12 for pursuing technical and professional courses from recognized institutions. Salient features of the scheme are:-

- 500 National scholarships will be awarded to eligible students with disabilities for the year 2011-12 for pursuing technical and professional courses from recognized institutions.
- Financial Assistance can be given for computer with editing software for blind/deaf graduate and post graduate students pursuing professional courses and for support access software for cerebral palsy students.
- Scholarship of Rs.1000/- p.m. for hostellers and Rs.700/- p.m. for day scholars studying in professional courses at graduation and above level, and Rs.700/- p.m. for hostellers and Rs.400/- p.m. for day scholars pursuing Diploma /certificate level professional. Course fee is reimbursed upto ceiling of Rs.10,000/- per year.

The eligible students with disabilities should submit their applications for scholarship in prescribed format duly countersigned and recommended by the head of the institution, where they are studying, so as to reach, complete in all respects to: **National Handicapped Finance and Development Corporation (NHFDC), Red Cross Bhawan, Sector-12, Faridabad-121007** on or before **30-09-2011**.

Details containing the eligibility conditions, the prescribed proforma for the application are available on website of Ministry of Social Justice & Empowerment, Govt. of India "www.socialjustice.nic.in".

For further details, please visit website of NHFDC "www.nhfdc.nic.in" or contact: NHFDC, Red Cross Bhawan, Sector-12, Faridabad-121007. Tel no. 0129- 2226910, 2287512, 2287513 Fax-0129-2284371, e-mail- nhfdc97@gmail.com

Applications received, other than countersigned and recommended by the head of the institution in which the applicant is enrolled for study or after the last date or incomplete in any respect (i.e. without requisite information or documents), shall not be considered.

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सामाजिक न्याय एवं अधिकारिता मंत्रालय, भारत सरकार की ओर से नेशनल हैंडीकैप्ड फाइनेन्स एण्ड डिवेलपमेन्ट कॉर्पोरेशन द्वारा जारी

Government of India
Ministry of Social Justice & Empowerment

National Scholarship for Persons with Disabilities (2011-12)

Applications (in Hindi or English) in the prescribed proforma are invited from students with disabilities for financial assistance for pursuing higher and technical education. Eligibility conditions etc. for the Scholarship as follows:

I. Eligibility: -

- (1) Financial assistance will be available to Indian students with at least 40% disabilities certified as per definition under Persons with Disabilities Act 1995.
- (2) Financial assistance will be given for pursuing post-Matric/Post-Secondary technical and professional courses including Ph.D & M.Phil from recognized institutions. However, for students with disabilities of Cerebral Palsy, Mental Retardation, Multiple Disabilities, and Profound or Severe Hearing Impaired, the minimum educational qualification will be class VIII pass and scholarship will be awarded to them for pursuing general, technical, vocational or professional courses.
- (3) Scholarship will be awarded to one student for pursuing only one course.
- (4) Financial assistance can be given for computer with editing software for blind/deaf graduate and postgraduate students pursuing professional courses and for support access software for cerebral palsied students.
- (5) Continuation/ renewal of the award for next year will depend on successfully completing the course in the preceding year with minimum 45 (forty fifty) percent marks for professional courses and 40% for other courses.
- (6) The Assistance under this Scheme is not intended for Post-Matric/Post Secondary Technical/Professional courses having duration of less than one year.
- (7) A scholarship holder under this scheme will not concurrently hold any other scholarship/stipend. If already any other scholarship/stipend awarded, the student is required to exercise his/her option for choosing the scholarship that he/she proposes to avail and inform awarding authority about the same.
- (8) Monthly family income of the beneficiary should not be more than Rs. 15,000/- from all sources. Family income includes income of the parent/guardian.

II. Awards: -

Upto five hundred awards are to be given annually through institutions in which students are pursuing studies/courses. Scholarship will be given to different categories of disabled students as under:

	Male Students	Female Students
(1) Students with orthopedic disability	58 Awards	58 Awards
(2) Students with blindness or low vision	58 Awards	58 Awards
(3) Students with hearing disability	58 Awards	58 Awards
(4) Students with Cerebral palsy, Mental Retardation, Multiple Disabilities, Profound or Severe Hearing Impairment	76 Awards	76 Awards
Total :	250 Awards	250 Awards

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Amount of scholarship will vary among courses and will also depend on availability of hostel/residential facility with the institution. The details are given below:

		(Rs. Per month)	
S.No	Courses of Study	Rate of scholarship hostellers (Rs/month)	Day scholars (Rs/month)
(1)	Ph.D. / M. Phil and Post Graduate/Graduate level courses in Engineering/Indian and other systems of Medicine/. Agriculture/Veterinary/ IT/ Biotechnology, Education Management / Architecture, Physiotherapy, Music and other professional courses	1000	700
(2)	Diploma and certificate level professional courses	700	400
(3)	In respect of students with cerebral palsy, mental retardation, multiple disabilities and profound or severe hearing impairment, for pursuing general/professional/technical/vocational courses after class VIII	700	400

III. The students will also be reimbursed the course fee subject to a ceiling of Rs.10,000/- per year.

Besides students living in the hostel/residential facility provided by the institutions, those students will also be considered as hostellers who live in accommodation hired at least by a group of 3 students living together with common mess arrangement. Such students will have to furnish a certificate in this regard countersigned by the head of the institution and a certificate from the owner of the house in case of own arrangement or accommodation taken on rent.

IV. Applications for the scholarship is required to be submitted in as per the prescribed proforma (Annexure 'A'). Applications for renewal/continuation of award are to be submitted in the prescribed proforma as per (Annexure 'B'). No other proforma is to be adopted for making the application. The last date for receipt of application for new cases as well as renewal/continuation is 30th September, 2011.

V. List of enclosures (attested copies only):

(i) Academic records (attested copy of certificates and Mark sheets - matric & above), (ii) Family Income Certificate/ Proof of annual income, e.g. Salary Slip, last Income tax Assessment order, (iii) attested copy of Disability Certificate (iv) Course fee receipt (if any) with break up of each item duly paid during the academic session (v) Hostel Certificate or certificate from the

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house owner in case of accommodation hired by at least by a group of 3 students living together with common mess arrangements.

VI. Applications for the scholarship may be sent to the **National Handicapped Finance and Development Corporation (Ministry of Social Justice & Empowerment, Govt. of India), Red Cross Bhawan, Sector-12, Faridabad-121007 (Haryana). Telephone no. 2226910, 2287512, 2287513, Fax-0129-2284371, e-mail- nhfde97@gmail.com**

A Student should submit only one application along with all the relevant documents together with recommendations of the Institute concerned.

Applications for the award of scholarship will be countersigned and recommended by the head of the institution in which the applicant is enrolled for study. Details and forms can also be downloaded from the Ministry's website www.socialjustice.nic.in or website of NHFDC www.nhfde.nic.in or may be obtained from National Handicapped Finance and Development Corporation (Ministry of Social Justice & Empowerment, Govt. of India), Red Cross Bhawan, Sector-12, Faridabad-121007 (Haryana).

Applications received after the last date i.e. 30.09.2011 and incomplete applications (without requisite documents) will not be considered.

Higher Education Courses and Persons with Visual Impairment

Though there is no restriction for persons with disabilities in selecting higher education courses, not every course is preferred by them due to accessibility issues and limitations caused by specific disabilities. Absence of vision causes limitation to persons with visual impairment in selecting courses, which are presented mostly through visual cues including that of abstract and pictorial forms. This note enumerates the higher education courses generally preferred by persons with visual impairment.

Availability of learning materials in accessible format, use of technology, knowledge of professionals in teaching subject related courses in an understandable way to persons with visual impairment, appropriate examination procedures and evaluation systems are key factors that should be addressed to make higher education courses accessible for persons with visual impairment. In the table given below, courses which are highly preferred by persons with visual impairment, those which are not very popular and the ones which are considered difficult have been listed. Measures have also been suggested to adapt techniques to support their learning in specific courses. While these are the general views of persons with visual impairment and professionals, it is also observed that application of technology and making it as a part of training of persons with visual impairment has potential to make even visual oriented courses accessible for them.

The courses listed below are generally offered by Colleges of Arts and Science, Law Colleges, and Colleges of Education.

S. No.	Course	Extent of Preference	Reasons for Preference / No Preference	Additional training and Adaptations Necessary to make it more popular
1	B.A. English Literature, B.A. in Regional Languages	Very High	<p><u>General reasons for preference</u></p> <ul style="list-style-type: none"> • Less visual-oriented • No laboratory experiment involved • Significant blackboard work is not necessary to understand concepts • Learning materials can be prepared easily in Braille as diagrams and pictures are limited • Recorded materials can also be prepared • There are vacancies for 	<ul style="list-style-type: none"> • Though the courses are already popular and preferred by visually impaired persons, training in making effective use of technology will help them to develop their knowledge in the subject. • Technology training along with a degree in English

			<p>teachers provided visually impaired persons complete B.Ed.</p> <ul style="list-style-type: none"> • Presence of existing role models, who are Professors and Teachers of English / Regional languages, is also a motivation for young learners. • Possibility of getting Call Centre jobs with the development of communication skills in English 	<p>/ Regional language will increase employment opportunities.</p>
	B.A. History, B.A. Economics	Very High	<p>Most of the factors mentioned in the case of B.A. English are also applicable for B.A. History and B.A. Economics courses and some additional aspects are also listed here.</p> <p><u>General reasons for preference</u></p> <ul style="list-style-type: none"> • Less visual-oriented • No laboratory experiment involved • Significant blackboard work is not necessary to understand concepts • Learning materials can be prepared easily in Braille as diagrams and pictures are limited • Recorded materials can also be prepared • There are vacancies for teachers provided visually impaired persons complete B.Ed course. M.A. B.Ed. candidates have more job opportunities than those having B.A. B.Ed • Presence of existing role models, who are Professors and Teachers of History and Economics, is also a motivation for 	<ul style="list-style-type: none"> • Training in technology will be helpful • No significant adaptation is necessary

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			young learners.	
3	B.A. Music	Fair	<p><u>General reasons for preference by a few</u></p> <ul style="list-style-type: none"> • Not every visually impaired person has an aptitude for music • Non-availability of music courses in many colleges • Lack of instructional materials in Braille • Lack of knowledge of the teacher in understanding Braille notations in Music 	<ul style="list-style-type: none"> • Making learning materials available in Braille
4	B.L.(Law related courses)	Fair	<p><u>General reasons for preference by a few</u></p> <ul style="list-style-type: none"> • Less visual-oriented • No laboratory experiment involved • Significant blackboard work is not necessary to understand concepts • Learning materials can be prepared easily in Braille • Recorded materials can also be prepared • Presence of existing role models, who are Lawyers, is also a motivation for young learners. 	<ul style="list-style-type: none"> • The person with visual impairment may be trained in memory skills, which will help to become a successful lawyer. • As preparing Law books in Braille is a cumbersome job, training in using Technology can help the individual to save documents and also to access new information pertaining to work • Effectiveness in communication skills is also another important job skill that should be developed
5	B.A. Psychology	Fair	<p><u>General reasons for preference by a few</u></p> <ul style="list-style-type: none"> • Just B.A. Psychology is not sufficient to get a decent job. • In most cases, study of B.A. Psychology, which is not an academic subject at the school level, does not 	<ul style="list-style-type: none"> • Training in communication skills and technology may encourage them to prefer Psychology.

			<p>get them admission into B.Ed. course thus limiting job opportunities.</p> <ul style="list-style-type: none"> • Counseling jobs require good communication skills, which may be inadequate in the case of some visually impaired individuals • Lack of role models as counselors is also a reason for the low preference. • However, the study of the course is possible as it is less visual oriented 	
6	B.Sc. Geography	Fair	<p><u>General reasons for preference by a few</u></p> <ul style="list-style-type: none"> • Though the course is possible to study, the job opportunities are less • Not many colleges offer B.Sc. Geography course • Learning materials can be prepared in accessible formats • Ability of visually impaired person for comprehending tactile maps is important and not everyone has this skill 	<ul style="list-style-type: none"> • The Braille presses need to prepare Books of tactile maps to enable the students to study well. • Earmarked jobs too will be helpful
7	B.Com., B.B.A B.B.M	Low	<p><u>General reasons for preference by a few</u></p> <ul style="list-style-type: none"> • Many subjects such as accountancy and finance deal with numbers and visual formats, which are considered difficult. • However, use of upward Braille embossing devices such as Brailers may be helpful to persons with visual impairment to prepare notes involving visual oriented ideas • Those visually impaired persons with aptitude for 	<ul style="list-style-type: none"> • Preparation of materials including tables and accounts formats in tactile form • Developing mental arithmetic skills • Training in Abacus, Memory tables etc. • Training in ICT

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		<p>mathematics find learning commerce subject possible</p> <ul style="list-style-type: none"> • There are only a handful of visually impaired persons who have completed Masters degree in Commerce, which creates an impression that the subject is difficult. 		
	<p>B.A. Economics B.A. Political Science, B.A. Population Studies B.A. Sociology and B.S.W.</p>	<p>Low</p>	<p><u>General reasons for preference by a few</u></p> <ul style="list-style-type: none"> • The factors applicable for B.A. History are applicable for the B.A. Economics, B.A. Political Science, B.A. Population Studies, B.A. Sociology, and B.S.W. courses too as far as learning is concerned • However, the job opportunities are few thus making these courses a low preference. • Role models in these courses are very few compared with that of B.A. History thus contributing to low motivation among learners. 	<ul style="list-style-type: none"> • Can be popularized if specific job opportunities are created and learning materials made available in accessible formats.
9	<p>B.Sc. Mathematics B.Sc. Statistics</p>	<p>Very Low</p>	<p><u>Challenges in learning</u></p> <ul style="list-style-type: none"> • Though laboratory work is not involved, the materials presented in these subjects are more abstract in nature. • Lack of proper skills development in mathematics at the school level is causing fear among students to prefer these subjects at the higher education level. • Absence of text books in Braille is also another limitation • Lack of trained teachers 	<ul style="list-style-type: none"> • Developing mental arithmetic skills • Training in Abacus, Memory tables etc. • Training in concept development • Production of tactile learning materials

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			who can teach visually impaired at higher level <ul style="list-style-type: none"> Lack of mental arithmetic skills in the students due to limited training 	
10	B.Sc. Physics B.Sc. Chemistry, B.Sc. Botany B.Sc. Zoology B.Sc. Agriculture	Very Low	<u>Challenges in learning</u> <ul style="list-style-type: none"> Difficulty in doing laboratory work. Presence of too many visual concepts such as diagrams, formulae, equations, notations, etc. Absence of learning materials in accessible formats Lack of adapted Laboratory Facilities Difficulty in preparing science tactile images Lack of trained teachers who are able to adapt materials to teach VI students effectively Lack of role models among visually impaired persons who have studied these courses. 	<ul style="list-style-type: none"> Not all materials in these subjects are visual and therefore, prescription of modified curriculum with less focus on visual concepts may help visually impaired students to undergo these courses. Earmarked job opportunities may also encourage them to prefer these courses
11	B.Ed. and M.Ed Professional courses	Very High	<u>Reasons for preference</u> <ul style="list-style-type: none"> Employment opportunities are good There are reservations in teaching jobs earmarked for persons with visual impairment Successful role models, as teachers amongst visually impaired persons, is motivating young students to pursue graduate degree and then undergo B.Ed. course 	<ul style="list-style-type: none"> Training in communication, use of audio-visual devices and skills in using computers will make them effective teachers and this should become an integral part of their career development.

Note: Persons with Low Vision can undergo most of the courses mentioned above on the basis of the effectiveness of their residual vision.

List of Assistive Devices for creation of various facilities for students with disabilities

The Rehabilitation Council of India, Ministry of Social Justice & Empowerment has provided the following list of disability-wise aids & assistive devices for creation of various facilities in the educational institutions for students with disabilities :

Hearing Impairment

A. Module of Physical Requirement (facilities) :-

- Noise Free Classroom (preferably away from canteen, playground)
- Sign language Interpreter
- Seat Arrangement –Second Row/Third Row Middle
- Barrier Free (As per CPWD, Guidelines)

B. Aids and Assistive Device Required for

- Frequency Modulation System
- Loop induction system
- Hearing Aid
- Cochlear Implant
- LCD Projector + Computer
- Visual Display Board
- Assistive Device- Alarm Device, Smoke Alarm

Locomotor Impairment

A. Module of Physical Requirements (Facilities):-

- Barrier Free Environment – Ramps with side railing
- Lift
- Accessible toilet
- Furniture as per student's requirement in classroom as well as laboratory etc.
- CPWD, Guidelines for Barrier free Environment

B. Aids and Assistive Device Required For

- Wheel Chair (Manual / Motorized)
- Prosthesis
- Orthosis
- Adaptive Mouse, Keyboard etc.

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Visual Impairment

A. Module of Physical Requirements (Facilities):-

- Barrier Free Environment
- Signage with Braille Print alongside the wall
- Guiding tiles on floor
- Seating arrangement according to the degree of the vision of the child
- Other Requirement as per CPWD, Guidelines

B. Aids and Assistive Devices:

- Screen Reading Software
- Magnifier
- Magnifying Software
- Text to Braille Converter
- Braille Embosser
- Braille Printer (Electronic/Manual)
- Braille Slate & Stylus
- E-book
- Audio player
- Daisy system
- On-line Braille library