

Rajasthan Mission on Livelihood

Combating Social Exclusion

Inclusion of Persons with Disabilities



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Prepared By

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(Inclusion of Persons with Disability)

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1 Introduction

In the second review and appraisal of the implementation of the World Programme of Action in 1992, the UN Secretary-General noted that, despite concerted action at the national and international levels, the data available suggested that progress in attaining the objectives of the World Programme of Action had been slow¹. Similar findings emerge from a major study on human rights and disabled persons, prepared by the Special Rapporteur of the Sub-commission on Prevention of Discrimination and Protection of Minorities. In both reports it was noted that an achievement of the Decade had been the provision of information, which had contributed to an increased understanding and awareness of disability issues and of the situation of persons with disabilities.

Data available suggest that a smaller portion of the disabled population were economically active than the entire population. Moreover, disabled women had lower levels of labour force participation and higher levels of unemployment than the total female population.

1.1 Background

The population of the Rajasthan is about 666 lakh (2007), with a working population of 280 lakhs and growing at the rate of 2.2 percent per annum, which means an additional 6-lakh persons in the workforce every year. Taking backlog of unemployed, there is a need to create 7-8 lakh new livelihoods every year.

1.2 Current Employment Scenario

Many of those currently employed are at a subsistence level of existence due to emphasis on hiring of casual labour and risky and low income yielding agriculture. While about 2/3rd workforce in the State is employed in agriculture, their share in State Domestic Product (SDP) is about 30%. Non farm occupations employ 1/3rd workforce with 70 percent share in SDP. Share of agriculture is declining rapidly over time, but workforce in agriculture has shown only marginal decline of 9 percent between 1950 and 2001. Occupational distribution of workforce in the State shows that Construction, Hotels and Restaurants, Trade and Commerce, Public utilities, Transport and communications, Service sector, Mining, Gems and Jewellery, Handicrafts, Textiles and garments making are some of the significant sectors which are growing rapidly.

¹ A/47/415 and Corr.1, para

1.3 Employment Strategy

On a long term perspective, there is need to shift population involved in agriculture to non farm activities as agriculture livelihoods are showing problems of acute shortage of water, fragmentation of holdings, and low productivity. There is also low price realization due to lack of agro processing. Skill constitutes the most important component of non-farm livelihoods. Though Rajasthan is home to many traditional skills, content of skill sets needs to be redefined in relation to technological changes, changing market demand, demand for quality and emerging competition. RMoL has made Entrepreneurship and Management Development Institute (EMI) as its nodal agency, which is promoting self-employment and entrepreneurial spirit in the state through meaningful training activities. RMoL and EMI have identified certain skill based training programmes, which have good scope in rural as well as urban areas. Programmes are entrusted to Agriculture Universities, *Krishi Vigyan Kendras (KVKs)*, ITIs, ITCs and a few reputed NGOs.

1.4 Status of Technical Education and Vocational Training

The Department of Technical Education through its two Directorates manages and implements (i) Technical Education- degree and diploma (ii) Vocational Training- trade certificate courses and programmes, both formal and non-formal, in the State. In addition there are many other departments in the Government that offer a variety of short and long duration programmes for different target groups. The Department of Technical Education has 28 Polytechnics and 267 Industrial Training Institutes/ Centres with intake capacity of 3690 and 22673, respectively (Annual Progress Report, Department of Technical Education- 2006-07). Some more ITC's are being added this financial year, so as to take the total enrolment in them to 38741. There is no +2 Vocational Education Programme in the State. This means that access to formal technical education in the State is highly skewed.

The present technical education and vocational training system of the state benefits only those who have passed 10th or 12th class with science subjects and having high percentage of marks, leaves out school drop outs and semi literate – such persons constitute almost 75-80% of the young workforce in the state². Such youths learn skills the hard and increasingly rare way through “Ustad – Shagird” parampara, with long duration of informal apprenticeship training entailing high cost of learning.

Traditionally, the state has been the hub of a variety of skilled persons, viz., Weaver, Carpenter, Blacksmith, Goldsmith, Plumber, Painter, Stone carver, Barber, Musician, Singer, Potter, Tailor, etc through on-the-job training. These people have sustained their livelihoods thus far but rising costs and competition are proving to be a bigger threat. At the same time, there is a small percentage of people making more money as the gap

² Rajasthan Mission on Livelihoods Skill Training Programmes- An Overview

between rich and poor widens. Under these circumstances, it becomes essential for the state to upgrade the skills of existing workers, arrange new and advance skills sets for unemployed youths, provide opportunities for training & retraining, develop a mechanism for life-long learning & training for the existing skilled workers. Moreover, demand for a variety of workers in construction industry, tourism, automobile, trade and commerce, information technology is growing in the state. Similarly, demand for number of items viz., textile products, stone/marble artifacts, jems & jewellery, carpets & durries, handicrafts, etc is growing in the national and international markets.

2 Persons with Disability in India – An overview in the context of Rajasthan

Total disabled population of India as per Census 2001 is 21906769 (M-12605635 & F-9301134), which is 2.49% of the total population. Out of this 16388382 are Rural (RM-9410185 & RF-6978197) and 5518387 Urban (UM-3195450 & UF-2322937).

Some basic statistics about the disabled people in India³

- There are 43 million disabled people in India
- Only 5% with locomotors disability have some kind of Government Job;
- 78% with disabilities live in rural areas;
- 5% of children with disability go to school;
- It is estimated that nearly 60% of disabled persons are due to preventable causes like malnutrition communicable diseases, child infection or accidents;
- According to NSS (2001) there are 17 million disabled employable persons who are waiting for jobs, unemployment 43% in 91 to 38% WB.

Statistics from RMOL – Inclusion of Disability Presentation 10th Dec. 08

Currently only 2% (approx.) PwDs are benefited through various Government & NGO programmes. 95% of the beneficiaries are in urban areas.

Rajasthan	Census 2001 (in lakhs)						Other indep. surveys including UN estimates			
	Total	Male	Female	Rural	Urban	% of Total disabled	Total	Rural	Urban	% of Total disabled
Population	56.5									
Visual	7.54 (53.39%)	4.3	3.2	5.78	1.76	53	18.10	9.67	8.44	53
Speech	0.73 (5.18%)	0.47	0.27	0.56	0.17	5	1.76	0.09	1.67	5
Hearing	0.75 (5.32%)	0.4	0.35	0.57	0.18	5	1.81	0.10	1.71	5
Locomotor	4.00 (28.36%)	2.53	1.47	3.06	0.94	28	9.62	2.73	6.89	28
Mental	1.09 (7.72%)	0.7	0.39	0.84	0.25	8	2.62	0.20	2.42	8
Total	14.12 (2.5% of total popn)	8.41	5.71	11.09	3.02		33.9 (6% of total popn)	26	7.93	
0-4 yrs ECCD group	1.8						4.3			
5-19 yrs Educational group	5.2						12.5			
20-59 yrs Active employable group	6.1			4.7	1.4		14.6	11.2	3.4	

³ The World Bank – India Country Report. 2008

3 Persons with Disability and issues in Livelihood

*“Globalization has set in motion a process of far-reaching change that is affecting everyone. New technology, supported by more open policies, has created a world more interconnected than ever before. The potential for good is immense. But we also see how far short we still are from realizing this potential. The current process of globalization is generating unbalanced outcomes, both between and within countries. Wealth is being created, but too many countries and people are not sharing its benefits. They also have little or no voice in shaping the process. Seen through the eyes of the vast majority of women and men, globalization has not met their simple and legitimate aspirations for decent jobs and a better future for their children”.*⁴ These were the opening sentences in **World Commission on the Social Dimension of Globalization**. Promotion of equal opportunities and creating a non-discriminating environment for disabled people are the main objectives of the PWD Act of any country that aims to protect the rights of persons with disability. One such important area is employment and the provisions have been violated time and again by the governments of several countries which include India.

There is a complete loss of imagination by the implementing authorities when it comes to employing the PwDs. Experience has also shown that mainstream organizations such as government bodies including NGOs have been insensitive to this issue. Employment therefore has remained one of the grave concern for PwDs, given the fact that the world views a person's success synonymous to his/her economic well being which is attained through gainful employment. To that extent every government, be it Central or State, as well as any international agencies, have to tighten their boots in creating conducive employment and economic opportunities for PwDs.

The experience of PwDs who are jobseekers suggest that in most of the places with possibilities of job the employers tend to see what a PwD cannot do rather than what he/she can do. This creates an attitudinal barrier and trickles down the organization creating a negative image. Government of India has mandated 3% reservation for PwDs in the government services. Out of this 1% each are reserved for visually impaired, hearing impaired and locomotor disability.⁵

Further the World Bank Report observes, “Despite a 3 percent reservation in public employment, as of 2003, only 10 percent of posts in public employment had been identified as “suitable” for PWD. As a result, the share of PWD in all posts thus remains negligible, at 0.44 percent. A second feature of the quota policy is that it applies only to three disability types – locomotor, visual and hearing - which limits many other disabled

⁴ Globalization and its effects on youth employment trends in Asia, Paper presented to the Regional Expert Group Meeting on Development challenges for young people ,Bangkok, 28-30 March 2006

⁵ People with Disabilities: From Commitments to Outcomes”, World Bank Report, 2007

people from accessing jobs. A final and broader question on the policy is consistency with good international practice, which in the area of disability is moving away from quota-based approaches. Even if the quota system is retained, there is significant scope to improve it.

Employment exchanges exist in state capitals, but overall, the link between employment exchanges and establishments in the private sector is weak. As a result, the job placement ratio is very low for both special and other exchanges, 0.9 percent and 0.7 percent of registered PWD respectively in 2003, and has roughly halved over the past decade. The downward trend reflects shrinking job opportunities in the public sector, and a general failure of exchanges to reach out to private employers”.⁶

With job shrinking more and more in government and public sector specifies where quotas have been mandated, answer seem to be lying in Self Employment which can be achieved through market driven skilled development of PwDs through concerted effort in vocational training. The vocational training has found its place as mixed bag with different ministries across the region. In India for example there are vocational training and rehabilitation centre in every state capital which is under the ministry of Labour. The ministry of Social Justice and Empowerment provides grant in Aide for vocational training of PwDs for NGOs. Council for Peoples Advancement in Rural Technology (CAPART), is an autonomous body under ministry of Rural Development that promotes vocational training for PwDs through grant in Aide programme in the rural areas.

Difficulties noted in this effort are availability of micro finance due to negligible or no interest taken by the banking sector. We do not find note worthy experiences even in developed countries.

The ministry of Social Justice and Empowerment, India has set up National Handicapped Development Corporation (NHFDC) for promoting entrepreneurship development among PwDs. Though the intensions are good the implementation of the scheme has come into much criticism due to its functionality and outreach. The World Bank India Country Report¹ observes as follows;

“A financial assistance program for entrepreneurs with disabilities exists, but few beneficiaries have been served. NHFDC was established in 1997 to provide financial assistance to disabled entrepreneurs. However, between 1997 and 2005, the number of NHFDC beneficiaries was negligible - only 19,643. Even among the small client base, there is a strong gender and disability bias. In addition, disbursements have been very low, in part due to long lags between receipt of funds and loan disbursement. If NHFDC is to reach more beneficiaries, the structure of the schemes needs to be revised so as to give channelling agencies, MFIs and banks better incentives to participate, together with

⁶ People with Disabilities: From Commitments to Outcomes”, World Bank Report, 2007

improved accountability for channelling agencies. Equally, awareness of schemes among potential beneficiaries is very limited”.

Following the PwD Act 1995, 3% reservation has also been secured in all poverty alleviation programmes. Though this is primarily an inclusive effort, the performance once again in terms of benefiting the PwDs have been a big question mark, i.e. on an average the benefit has reached to less than 0.6% of the PwD population. One of the major reasons for this failure is ignorance on part of implementing agency as well as the beneficiary group regarding the scheme. Hence the scheme being good in spirit & objectives remains underutilized due to operational reasons.

In 1999, National Centre for Promotion of Employment of Disabled People (NCPEDP), New Delhi, conducted a study on the status of employment of the disabled in the Indian corporate sector. It sent a questionnaire to super 100 companies in the public and private sectors and also the multinationals as ranked by the business India reflecting the changing trend of industrial growth in post-liberalized India. After much persuasion and reminders, finally 70 companies responded which included 20 from the public sector, 40 from the private sector and 10 multinationals. Out of the total number of 7,96,363 employees in the respondent companies, the employees with disabilities counted only 3,160 which was just 0.40 per cent. The public sector companies employed 0.54 per cent followed by the private sector with 0.28 per cent and multinationals just 0.05 per cent. Out of the 70 respondent companies, 20 companies do not employ any disabled person at all. These include big names like Castrol India Ltd, Eid Parry India Ltd, Eveready Industries India Ltd and the Bombay Dyeing and MFG. Co Ltd. Besides; the percentage of disabled employees was just 0.01 in major companies like the Hindustan Lever, TISCO and Indian Hotels Co.⁷

From the UNDP Report⁸, it is understood that the demand for employment generation in Rajasthan calls for massive intervention to increase the livelihood opportunities in meeting the needs of the work force in general. While the planning commission estimates that in the XIth plan, even if the State achieves the projected growth target of 7.4% there will still be a shortage of 7.11 lakh of livelihoods. It is further estimated that around 8 lakh livelihoods needs to be generated every year for a decade to have a 0% unemployment in the State.

In the advent of such a scenario it is imperative that organizations such as RMoL take cognizance of the fact that a large number of PwDs living in Rajasthan has the right to be included in the overall effort towards enhancing their livelihood options. It is a well known fact that the visibility of PwDs in the national programmes though have increased due to the PwD Act 1995, it has certainly not made much head way when it comes to providing

⁷ UNDP Consultation, July 2008, New Delhi

⁸ State of Livelihood in Rajasthan – An assessment, N. Srinivasan and Girija Srinivasan, UNDP, New Delhi

livelihood to PwDs which is ultimately, the measure booster to the self image and self esteem.

4 Capacity Assessment

While designing any intervention towards inclusion of PwDs it is of essence that a basic capacity assessment to be done given the complexities and diversities associated with disability. While a large majority of PwDs can be included with minimum adaptations and interventions, there are groups whose needs are very special in nature hence certain amount of specialized interventions would be essential. In this light a capacity assessment of the three agencies was done on the following 4 parameters;

1. Attitude
2. Knowledge of disability
3. Skill
4. Resources

Discussions and visits to the organizations was the main method used to gather the impression.

4.1 *Rajasthan Mission on Livelihood (RMoL)*

About RMoL - The Rajasthan Mission on Livelihoods (RMoL) was established in September 2004 to promote livelihoods, especially for the poor of the state of Rajasthan. A significant challenge for Rajasthan is ensuring faster growth that is pro-poor, with livelihoods that are sustainable. Headed by the Hon'ble Chief Minister of the State and under the guidance of 13 Mission members representing various livelihood sectors, the thrust areas of RMoL include rural farm and non-farm sector, urban informal sector, natural resources, out-of-state migration, and skill building.

RMoL Mission is to formulate innovative and viable strategies for creating and consolidating large number of livelihood opportunities in the state by 2015. RMoL's goal is to create 1 lakh new livelihoods during the initial two years and thereafter 2 lakh new livelihoods through formulating appropriate and innovative strategies.

Objectives of the Mission

- 1) Conduct research studies and environment analyses to suggest appropriate interventions for livelihoods promotion
- 2) Identify areas requiring government policy reforms to provide an enabling environment for livelihoods
- 3) Analyze current programs and processes to determine challenges and suggest strategies for increased program recipient accessibility
- 4) Prepare institutional business plans and propose re-engineered processes to enhance program effectiveness

- 5) Establish monitoring and evaluation system & measurable performance indicators with a function to track progress
- 6) Develop plans for effective resource mobilization
- 7) Facilitate coordination among related departments/ agencies of the government, technical service providers and other stakeholders
- 8) Work with the Planning and Finance Departments to secure financial resources for RMoL future growth

Status of Skill Training Programme - The focus of RMoL/ EMI skill training programmes is to cover around 80 % youth who could not complete education up to 10th Standard level due to various impediments but have aptitude for acquiring skill sets relevant to their livelihoods. In other words, the emphasis is on experiential learning where participants have greater hands-on training / practice. The duration for most of the EMI trainings is 36 working days and 7 hours per day (252 hours) whether the course is residential or non- residential. The minimum number of trainees for a course is 15 and maximum number 20. A token fee of Rs.400 per participant of General category and of Rs. 200 per participant of SC, ST category is charged to ensure the sincere commitment of participants. However the training programme is free for BPL participants. Tool kits at subsidized cost are provided in certain courses.

The training programmes started in the last quarter of 2005-06 financial year. The progress in organization of skill training programmes during 05-06, 06-07 and 07-08 (Till October, 2007) is given below.

Year	No. of Districts Covered	No. of Institutions Involved	No. of Skill Training Programmes Organised	No. of Youths Trained
2005-06	22	39	57	1355
2006-07	32	164	282	5660 (approx)
2007-08	32	208	190*	3800 (approx)

* Programmes completed and in operation

Training Providers: The skill training courses are offered by Industrial Training Institutions, Industrial Training Centers, Krishi Vigyan Kendra, Banks run Rural Development and Self Employment Training type institutes, Professional Institutes, other training institutions and Non Government Organisations. Year and type-wise training providers participated in organization of skill training programmes is given as under.

S. No.	Type of Institutions/ Organisations	Year		
		2005-06	2006-07	2007-08*
1	Industrial Training Institutes	—	80	96
2	Krishi Vigyan Kendra	11	25	25
3	Private KVK's	2	6	5
4	Industrial Training Centers	8	7	25
5	Professional Institutions	2	10	10
6	RUDSET Institutions	2	7	10
7	Non Government Organisations	14	29	76
	Total	39	164	267

*Institutions Approved till 31st Oct. 2007

Selection of Institute/Organization - Proposals are sought from institutions/organizations interested in organizing short duration courses through newspaper advertisements. Preliminary screening of the proposals received is done based on criteria set at the Mission level. Proposals, which fulfil the criteria, are referred to a committee of two persons, one District Employment Officer and another Professional person, who visit and assess the suitability of the institute/organization for organizing desired course from the RMoL list. Assessment is done on a proforma sent by the RMoL. Based on the recommendations of the experts, course(s) are sanctioned to the organization. In case of Industrial Training Institutes/Centres having NCVT/SCVT approval, courses are given based on the employment opportunities in the area and also on the basis of infrastructure facilities. Krishi Vigyan Kendras are also sanctioned courses on similar criteria.

Organization of Orientation Programmes - The Mission organizes orientation programmes from time to time for the training providers to explain the methodology of organizing short-term skill training programmes. During the orientation programme, feedback in the form of experiences of organizing the skill training programmes is also collected.

Funding - Funding for each course is based on the provisions of Entrepreneurship Development Inputs, On-the-job training, raw material requirement and tools kit. Funds are released in advance. Except the ITIs and KVKs, all other institutes are required to furnish a bond for the amount sanctioned on Rs.100/- stamp paper. Funds are released as per duration and nature of course. Additional funding for on-the-job training and tool kit is made separately for selected courses. The amounts given below indicate the basic training cost of residential and non-residential courses having EDP inputs.

S. No.	Duration	Non-Residential Programme(Rs.)	Residential Programme(Rs.)
1.	30 days(210 hrs)	45,400	66,400
2.	45 days(315 hrs)	64,900	96,400
3.	60 days(420 hrs)	84,400	1,26,400

Examination and Certification - Out of 83 courses, the trainees of 10 courses will be examined by Vardhman Mahavir Open University, Kota. The University will issue a certificate highlighting the competencies acquired by the trainee. For remaining courses, institutions/organization conducting the course issues the certificate. VMOU, Kota is making efforts to offer more RMoL courses in near future.

Follow-up - On completion of training, trainees are given 3 post cards by the respective training providers to send their whereabouts and the work, which they are doing. Success stories are being collected for dissemination.

New Initiatives

- 1) Training through Mobile Van** - For the rural youths, which have no access to skill training, the Mission has started a Mobile training van, which is imparting skill training in Alwar district of the state. Van is equipped with 5 KW power backup, tools for the required course, 4 computers and furniture to sit and work. The VAN is provided by an Entrepreneur, training is being organized and managed by an NGO and RMoL gives funding for day to day running of the skill training programmes. The NGO in the present case is Aide et Action, which is running 2 courses at two locations with 25 trainees. The training is provided for 5 hours a day for duration of 315 hours at each location. The RMoL has written to several corporate houses in the state as well as to the Member of Parliament to donate a mobile van costing approximately Rs. 25 Lakhs. The purpose is to train at least 300 youths by one mobile van every year.
- 2) Training through Video Conferencing** - The RMoL has funded establishment of Video conference facility at Maharana Pratap University of Agriculture and Technology (MPUAT) HQ at Udaipur as well as 10 krishi Vigyan Kendra functioning under it. The facility is being used occasionally for transmitting the training programmes.
- 3) Training through On-the-job Training** - The Mission is planning to start a Para Vet cum Artificial Insemination training programme through a mode of on-the-job training. In this case an NGO will train the youths by providing theoretical knowledge at its location and practical training will be imparted in the field- on-the-job by attaching the youths to AI workers already registered with it for supplying of liquid nitrogen and semen straw and practicing in the field. Both these items are supplied by the NGO on regular basis to registered AI workers on cost. The RMoL will bear the cost of training.
- 4) Training through e-Learning** - The Mission is in dialogue with Gurukul Online, a Mumbai based organization to impart training in various skills through online mechanism. Spoken English cum Employment Readiness Skills. The students coming out from various colleges of the state are gravely deficient in spoken English and soft skills. These deficiencies come in their way of selection for various posts, especially outside Rajasthan. To overcome this, the Mission has started 36 days (108 sessions of 75 minutes) course in degree colleges. It plans to organize 50 such courses during this financial year to train 1500 graduates. The Mission is also planning to launch a Career Grooming course for graduates and 12th pass students. The course would provide inputs on computer use, spoken English, soft skills and Entrepreneurship Development.

Two visits were made to the RMoL office wherein intensive interactions took place with all the major staff of RMoL that included the Executive Director as well as other coordinators. The following are the observations;

1) **Attitude**

Findings – The RMoL team had already one brief consultation with a few Jaipur based organizations working for PwDs. On the basis of the consultation as well as visit to some local NGOs by the members of RMoL team, RMoL has already initiated some intervention. It was also noted that the team was keen to include the interest of PwDs in the AWP 2009. A small collection of literature on disability and gathering of profile of organizations working for PwDs was noted. The team was already in contact with the Social Justice Department of Govt. of Rajasthan from where they had gathered a list of organization working for PwDs in the State of Rajasthan. On the first day of workshop held in the month of December 08, a list of interventions was enumerated which included their desire to understand the status of PwDs in Rajasthan through a scientific enquiry. However it was also noted that some of the members brought in the idea that intervention should be limited to what RMoL could do given its existing framework hence the plan should be prepared and incorporated in the AWP accordingly.

Inferences – There were two distinct variation of attitude observed in the RMoL team. The first, a general and positive attitude towards inclusion that cut across all the members and their eagerness to make inclusion a reality. While one group of members were keen on learning more on the subject, the other set thought that existing knowledge was enough to start the work. However, one of the trends in the organization was found to be detrimental was on the question of rights based approach in the context of inclusion. For example, one of the organizations visited (Umang) that is an RMoL partner, expressed their concern regarding rigidity of course completion period. In this case, the diversity and uniqueness factor of disability was not being appreciated. Umang is an organization working with multiple disabled groups. The pace of their learning needs to be appreciated as a matter of right and not as a matter of consideration.

Recommendations – It is recommended that;

- a. A detailed review of the guidelines of RMoL regarding the course structure be done and appropriate alterations and additions incorporated so that the positive intensions are highlighted right from the beginning.
- b. RMoL being an independent body need not be bound by the boundaries of old thoughts and practices. Attitude of expansion and innovation need to be inculcated and encouraged. For this to happen the members need to go through creativity exercises. Such exercise should be conducted by

appropriate professionals where a few PwDs should also be part of the trainer providing sensitivity training.

2) **Knowledge of disability**

Findings - The RMoL members did not have any direct working knowledge on disability. They have however interacted with a few organizations working with disability in Jaipur. They also had a small consultation with a few NGOs working for PwDs particularly, to understand and access regarding ways and means to include PwDs in the RMoL activities. However, their knowledge related to various acts and its provisions, the national programmes & accessibility to these programmes as well as PwDs as a diverse group, was limited. One of the senior members of RMoL did seem to have some knowledge of the subject due to his association with Rehabilitation Council of India (RCI). With his association with RCI, he was able to relate the subject of disability in light with RCI Act. His understanding of other acts was found to be limited.

Inferences – Due to limited knowledge on disability and rehabilitation as a subject it is evident that there would be difficulties in putting things in perspective towards strategizing inclusion. Disability as a subject gets even more complicated due to its clinical oriented definition particularly, when it comes to appreciating the challenges faced by different categories of PwDs. Furthermore due to not being aware of the national acts such as Persons with Disabilities equal opportunities act 1995 as well as National Trust Act 1999, it is difficult to plan for inclusion dovetailing with other national livelihood programmes. While 3% reservation has been ensured in the poverty alleviation programme, RMoL will be in a better position to address the inclusion issue once the team is given a **“Basic Ability Matrix”**⁹ of different categories of PwDs matched with the available vocational options.

Recommendations – It is recommended that;

- a. A general orientation is arranged for RMoL team on provisions of different acts related to PwDs in the country.
- b. Exposure visit of RMoL team to different organizations working for PwDs in different parts of the country. While planning the exposure sufficient care should be taken that the organizations are diverse in nature.
- c. Exposure visit also should be planned to some of the exemplary government programmes such as APDPIP and livelihood intervention of Tamil Nadu and Karnataka governments.
- d. Two days simulation workshop to be planned with appropriate film shows and discussions

⁹ Ability Matrix at Annexure III

3) **Skill**

Findings – RMoL is a facilitating organization. It works through partner organizations that include KVKs, Government ITIs, General Education Colleges, Other Training Agencies, Large Private Training Providers and NGOs. At any point of time there are between 80 – 120 skill development programmes undertaken by the RMoL partners. As of 12th January 2009, there were 92 ongoing skill development programmes being run in different parts of Rajasthan under RMoL banner. There were altogether 78 organizations running these programmes out of which 2 organizations were imparting training to PwDs in 3 different skill development programmes. These organizations are located in Jaipur. It was also noted from their core competence details that RMoL has successfully conducted several workshops, has undertaken 24 studies in 9 different areas, supported 6 institution building and programme development related to livelihood and also conducted 4 pilot projects.

Inferences – RMoL has a list of 31 organizations working for PwDs in Rajasthan, which was provided, to them by ministry of Social Justice, GoR. However, on discussing further it was noted that none of these organization have yet been assessed or visited. The assessment criteria for the only organization where RMoL has partnered remains same as in the case of other training organizations. The existing general criteria of training organization assessment of RMoL will fall short of understanding and critically assessing a disability organization. This may have been the reason why “Umang” a disability organization and RMoL partner, expressed their concern on RMoL’s evaluation criteria. To that extent the RMoL team requires further skill development for appropriately facilitating the training and livelihood enhancement of PwDs.

It may be noted from the earlier findings that RMoL has primarily 5 core competent areas viz Knowledge sharing through workshops, Undertaking Research studies, Institution building, Programme development and Carrying out Pilot projects. Through this effort they focus on policy advocacy. However, from the details we do not find that RMoL has used any of its core competence for livelihood promotion for PwDs. Hence one sees an immense potential to explore this area.

Recommendations – In the above light the following is recommended;

- a. Evaluation skill training in facilitating training and livelihood options for PwDs in the context of diverse disability.
- b. Initiate institution building of organizations working for PwDs towards realizing the goal of livelihood promotions for PwDs, which ultimately contributes to overall goal of the State.

4) **Resources**

Findings – RMoL being a government-funded agency, they are well equipped with adequate financial resources. It is also an organization that has the support from BASIX, which is a mainstream livelihood organization with sufficient credibility. The team comprise of diverse livelihood expertise. RMoL is also partnering with 386 skill-training organizations throughout the State, which is imparting training in various skills that also include different human soft skills training in the area of personality development. Politically, it has high visibility as the chairperson of the mission is the Hon. Chief Minister of the State and the vice-chairperson is the former Chief Secretary of the State. Together with other members of the team it is a group of well meaning and dedicated team of people. From the statistics it is noted that RMoL also has undertaken 24 studies as well as initiated 4 pilot projects.

Inferences – With a group of good human resource it makes an excellent opportunity and work atmosphere. The diverse range of skill training being imparted by its partner organizations, the opportunities are immense for working out livelihood options for PwDs. It is a well understood fact that majority of the PwDs can be included in the mainstream and normal training organization with minimum adaptations in the existing system. The most important criteria for such a step to be taken is willingness to be flexible in approach and recognizing the right to livelihood of PwDs. With the current team in place, this seems possible. With the first hand initiation of workshops, institution building exercise, programme development, pilot projects and research studies, they have a rich knowledge base which can be incorporated in any system of reverse learning.

Recommendations – It is recommended that;

- a. Access audit need to be planned and undertaken in at least 1 organization in each district with well-defined criteria of Access.
- b. Organize orientation training for the training institutes for inclusion and provide support for basic required adaptations in curriculum, instructional methods and accessibility.
- c. Identification and capacity building in the field of livelihood of organizations working for PwDs.
- d. RMoL should initiate innovative programme development for livelihood promotion of PwDs in order to break the monotony of traditional categorization of jobs.
- e. As an advocacy strategy, RMoL need to bring the Ministry of Rural Development, Ministry of Labour and Employment, Ministry of Education, Ministry of Health, Ministry of Panchayati Raj and Ministry of Social Justice

together for a joint consultation and frame a *State Livelihood Strategy for PwDs*.

A concept paper should be prepared and circulated prior to the consultation. It is advisable that a few selected National level NGOs be invited for the consultation, who will shed light on diversity of disability.

5 Result Based Management for Inclusion of PwDs in RMoL

The workshop held on 10th of December 2008 brought in several facets of interventions required in the State for making concerted efforts towards betterment of PwDs. While it was appreciated that interventions were required on equal footage in every sector, RMoL should concentrate in the area of its core competence i.e. livelihood. In this context, the group identified a few direct and related activities that could be considered. These are;

1.	Advocacy	Advocacy on issues such as : <ul style="list-style-type: none"> • Access to building • Access to communication • Issue of Disability Certificate • Formation of State Disability Policy • Use of IEC fund for awareness • Implementation of PwD Act and National Trust Act • Orientation of civil servants
2.	Mapping of Training Institutions and Capacity Building	<ul style="list-style-type: none"> • Enlisting of training institutions • Category wise capacity assessment • Enlisting special educators • Contacting the individual handicapped persons and the organization i.e. part of Collector's Committee in every district.
3.	Desktop review of livelihoods trainings for PwD	<ul style="list-style-type: none"> • Survey through internet • Contacting organizations involved at different level with PwD.
4.	Establishing Resource Center	<ul style="list-style-type: none"> • Identification of institutions that can take up establishment of Resource Center • Collection of Resources can be based on rural (further classified as farm based and non farm based) and urban (further classified as skilled based and service based) • Resource include listing of all courses, course material, Govt. schemes, assisting devices
5.	Assisting Training Institutions	<ul style="list-style-type: none"> • Assisting Training Institutions by providing funding • Funding training such as for experts in sign language
6.	Training by large Training Institutions	<ul style="list-style-type: none"> • Letter to be written to big players as EDUCOMP, Career Launcher, etc. • Providing them a list of vacancies for disabled
7.	Survey of PwD	<ul style="list-style-type: none"> • Intensive survey to be done in one district
8.	Capacity building of Aanganwari Workers	<ul style="list-style-type: none"> • Training to be done in liaison with DWCD and Commissioner, ICDS

However, out of 8 areas which were identified during the course of workshop in the month of Dec. 08 (refer visit report 1), the Vice-Chairperson RMoL approved and agreed to include 3 parameters for AWP 09-10. The areas are Advocacy, Capacity Building and Research & Documentation. Subsequently, a meeting was held in the office of Vice-Chairperson RMoL, who reiterated that at this point RMoL should not be too ambitious, while planning the interventions for PwDs since RMoL is in learning phase. While he stated that advocacy by various methods should be the prime target, some amount of institution building through capacity enhancement could be taken up that could also include providing skill development activities for PwDs in selected places on a pilot basis. However, other areas of research could be identified and some studies could be undertaken on a smaller scale. The UNDP Consultant was thus advised to help RMoL in strategizing 3 areas (advocacy, capacity building and research & documentation) discussed above.

In accordance with the advice of Vice Chairman, a Result Based Matrix is being presented for consideration of the team. It may be emphasized at this point that this matrix which should be prepared in a participatory workshop mode. The Consultant has prepared this which may serve as a guideline for the team to undertake the detailed exercise of RBM. Furthermore, it is advisable that the inclusion parameters of PwDs should form a part of overall RBM of RMoL.

The Result Based Matrix has been formulated up to 4 levels. The first being the Strategic Result which is envisaged as a long term goal of RMoL, i.e. the change envisaged in the government as well as societal level. The second is the Outcome level which is medium term goal which need to be achieved over a period of one project life cycle say within 3-5 years. The third is the Output level which needs to be achieved over the annual work plan period. While the Activity level has also been chalked out, budget allocation as well as personal accountability format could be further designed on the basis of activities which may be further sub divided into tasks wherever required. It may please be noted that in order to prepare the monitor format logframe should be prepared for each level of RBM. Since RBM is an ownership model of planning sufficient precaution may be taken that the exercise is done over a period of time with highest amount of participation. The subsequent section is a model RBM which should be considered as a guideline.

5.1 Inclusion Strategies - Result Based Management Framework

Impact	RMoL will strive to create enabling environment for mainstreaming Persons with Disabilities (PwDs) towards achieving gainful livelihood with choice and dignity.		
Strategic Results	1. Advocacy	2. Capacity Building	3. Research & Documentation
	RMoL will promote and advocate the institutionalization of inclusion of PwDs in all government programmes related to livelihood in both rural and urban areas.	RMoL will design, conduct and facilitate suitable capacity building programmes for strengthening training institutions as well as institutions working for PwDs in enhancing their skills in dealing with diverse disability for promotion of livelihood.	RMoL will design and carryout appropriate research (primary and secondary), create & maintain an integrated database (qualitative & quantitative) system that will allow storing, analyzing, retrieving and disseminating relevant information to various stakeholders at all levels related to disability and livelihood.
Outcomes	1.1. The government and systems functionaries understand and appreciate the importance of inclusion of PwDs and adopt as an essential component for programming in livelihood.	2.1. Skilled and motivated human resource available at state, division, district and block level for training PwDs in acquiring skill of their choice.	3.1. RMoL is able to identify and articulate appropriate research needs, methodologies and its applications to enhance inclusion of PwDs in livelihood opportunities of the State.
	1.2. The government and system functionaries create convergent structures to facilitate livelihood of PwDs.	2.2. Institutionalization of dynamic training process which includes up gradation and enhancement of training in response to changing market needs.	3.2. RMoL along with support organizations is able to institutionalize a long term programme of documentation and dissemination through various methods and medias
	1.3. Inclusion of PwDs becomes an integral strategy for district planning process.	2.3. Institutionalizing barrier free access as a part of strengthening in the training institutions for creation of enabling environment.	3.3. Appropriate system for database management of disability & livelihood is in place

Strategic Result	1. Advocacy – RMoL will promote and advocate the institutionalization of inclusion of PwDs in all government programmes related to livelihood in both rural and urban areas.		
Outcome	1.1. The government and systems functionaries understand and appreciate the importance of inclusion of PwDs and adopt as an essential component for programming in livelihood.	1.2. The government and system functionaries create convergent structures to facilitate livelihood of PwDs.	1.3. Inclusion of PwDs becomes an integral strategy for district planning process.
Output	RMoL to facilitate exposure visits of senior government officials to other states where inclusion has been strategized	Intersectoral meeting of Principal Secretaries of selected departments for consultation on common inclusion strategies.	Inclusion of PwDs is actively advocated by the state planning board
Activities	RMoL to identify potential organizations as well as select specific state and project for exposure visit of senior government functionaries and make necessary contacts	Preparation of a concept as well as background paper for intersectoral consultation	Consultation with Executive Vice Chairman of State Planning Board
	Collection of organizational details and prepare a background note on the project	Preparation of a composite strategy note on the basis of the outcome of the consultation	Consultation meeting with Divisional Commissioners chaired by Executive Vice Chairman of State Planning Board
			Divisional level consultation with CEO's and Collectors
Output		Appropriate horizontal alliance created amongst functionaries at all levels of all sectors for effective implementation of inclusion of PwDs	Monitoring system is in place for guiding and ensuring inter sectoral convergence at district level
Activities		Conducting district level orientation workshop	Review of existing monitoring formats and design a common integrated monitoring format
			Presentation and consultation of review format with the state level task force
			Training of selected key persons in the district in use of the new monitoring system

Output	RMoL to facilitate consultation meet of selected Principal Secretaries with Principal Secretary Finance for appropriate budget allocation for inclusion of PwDs	Create a pool of support organizations working in the field of PwDs that can provide disability specific technical support to other mainstream training organizations.
Activities	RMoL could play as a catalyst role between such organizations and National Handicapped Finance Development Corporation (NHFDC), New Delhi. This will facilitate the PwDs who are undergoing training to get micro finance at a much lower interest whoever is interested in start a self employment.	Detailed assessment of selected organizations clearly indicating their strength and the type of expected support
	Opening dialogue with Social Justice and Finance Ministry for starting a State Handicapped Finance Development Corporation (SHFDC)	Facilitate preparation of a orientation module for training organization by the support organizations
	RMoL could play a catalyst role through Ministry of Social Justice between SHFDC and Ministry of Finance for guarantee of paid up capital	Organizing disability specific orientation for the training organizations by support organizations
Output	Appropriate GR and government orders in place and disseminated at district levels	
Activities	Follow up with respective departments for issue of GR in this direction	
Output	Consultation with State Planning Board / Department, Commissioner Disability and district authorities for inclusion of PwDs as a component in District Plan	
Activities	RMoL together with the political influence of Chairperson, Umang should advocate for the State to design and adopt a State Disability Policy similar to Bihar and Chhattisgarh.	
Output	Create synergistic alliance with training institutions and institutions for PwDs as active advocacy partners to strengthen inclusion of PwDs	
Activities	RMoL to organize workshop with support organizations, training institutions and NGOs in order to formulate common advocacy agenda related to PwD & Livelihood	

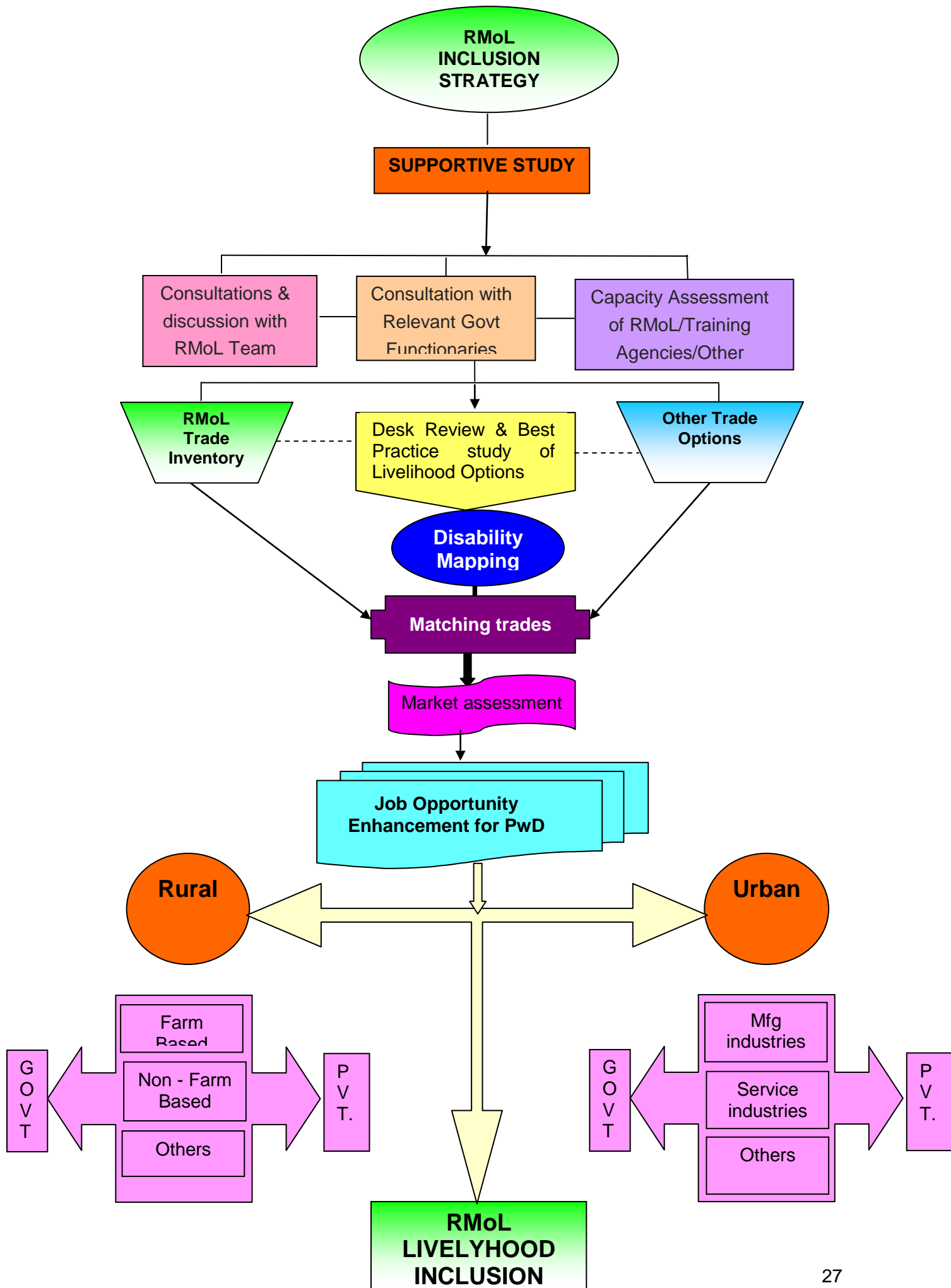
Strategic Result	2. Capacity Building RMoL will design, conduct and facilitate suitable capacity building programmes for strengthening training institutions as well as institutions working for PwDs in enhancing their skills in dealing with diverse disability for promotion of livelihood.		
Outcome	2.1. Skilled and motivated human resource available at state, division, district and block level for training PwDs in acquiring skill of their choice.	2.2. Institutionalization of dynamic training process which includes up gradation and enhancement of training in response to changing market needs.	2.3. Institutionalizing barrier free access as a part of strengthening the training institutions for creation of enabling environment.
Outputs	State & district resource units in place supporting inclusion of PwDs for skill development.	Appropriate documentation available from research (primary & secondary) highlighting change in market dynamics	RMoL in consultation with State Commissioner for Disability to initiate Access Audit in all training and skilled development institutes.
Activities	Identification of state & district resource team for the units	Identification of agencies for research and process documentation	Organizing a training programme on Access Audit in order to create State Access Audit team with the help of Chief Commissioner Disability Office, New Delhi
	Identification of support organizations for initiating the units.	Specific process documentation of changing market dynamics	Conducting Access Audit in all training and skilled development institutes in phased manner
	Designing of training module for state & district resource unit	To undertake field based empirical and action research on continuous basis	
	Capacity building of district resource units	Facilitating creation of training modules on the basis of the available data	
Outputs		Appropriate training modules available in response to new livelihood needs.	RMoL to collaborate with resource agencies such as the National Institutes (NIs) under Ministry of Social Justice, GoI viz. NIHH, NIOH, NIMH, NIVH and NIMHCP in order to take appropriate advice on training pedagogy and transactional pattern.
Activities		RMoL could invite organizations such as Sense International (India), Blind Peoples' Association (Ahmedabad), Spastic Society of India North (Delhi) and RMKM as resource organization to assist in developing appropriate methodologies as well as technical aid for the work training centre.	Consultation with all the NIs along with support organizations to be organized to discuss on the pedagogy requirement.

Outputs	Capacity building of RMoL and other district resource units	Integrating inclusion of PwDs into ongoing & scheme/ Programme specific training programmes of PRIs & Government functionaries	
Activities	A general orientation along with exposure visit to different organizations working for PwDs is arranged for RMoL team on provisions of different acts related to PwDs in the country.	RMoL should arrange for training in PRA and microplanning for the organizations so as to get greater community involvement In transforming the programme to a community owned programme.	
	Exposure visit to be planned to some of the exemplary government programmes such as APDPIP and livelihood intervention of Tamil Nadu and Karnataka governments.		
	Two days simulation workshop to be planned with appropriate film shows and discussions for RMoL team		
	RMoL helps the support organizations and district resource units in capacity building under the institution building objectives of RMoL.		
	RMoL team to undergo disability specific evaluation skill training in facilitating training and livelihood options for PwDs.		
Outputs	Training Organizations & institutions for PwDs with capacity available at district to promote livelihood for PwDs.		

Activities	RMoL should organize a consultation with RCI and bring various organizations who intend to train PwDs under a common platform. In this way the recognition process will be well understood as well as expedited.		
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Strategic Result	3. Research & Documentation - RMoL will design and carryout appropriate research (primary and secondary), create & maintain an integrated database (qualitative & quantitative) system that will allow storing, analyzing, retrieving and disseminating relevant information to various stakeholders at all levels related to disability and livelihood.		
Outcome	3.1. RMoL is able to identify and articulate appropriate research needs, methodologies and its applications to enhance inclusion of PwDs in livelihood opportunities of the State.	3.2. RMoL along with support organizations is able to institutionalize a long term programme of documentation and dissemination through various methods and medias	3.3. Appropriate system for database management of disability & livelihood is in place
Outputs	RMoL to facilitate formation of a multi disciplinary think tank at state level.	Active alliance with resource agencies such as research & academic institutions and NGO's to facilitate process and thematic documentation	Designing of appropriate database management software & setting up the system at RMoL for ready access to PwDs, institutions and government agencies
Activities	Formation of multi disciplinary think tank which would include PwDs, parents group, care givers, government, academicians, training institutions, NGOs working for PwD and community.	RMoL along with support organizations should initiate innovative programme development for livelihood promotion of PwDs in order to break the monotony of traditional categorization of jobs.	Identification of resource person/agencies for development of software
	Facilitating district level workshop with PwDs, parents group, care givers, training institutions, NGOs working for PwD, Planning Officers, Statistical Officers, Research Officers as well as Academicians under the chairmanship of Collector.	RMoL to sponsor scientific documentation with critical analysis of the methods used by organizations such as RMKM who has worked with disabled women and livelihood issues in rural areas of Ajmer district. This will facilitate exchange of ideas and scaling up on the basis of negative and positive learning.	Facilitating development and testing of software and making appropriate changes
	A detailed review of the guidelines of RMoL regarding the course structure be done and appropriate alterations and additions incorporated so that the positive intensions are highlighted right from the beginning.		Presentation and consultation workshop with UNDP and key stakeholders from state and district

Outputs	State gives supportive and adequate response to research priorities by allocating funds	Appropriate use of state audio visual and publicity resources to facilitate promotion of livelihood options of PwDs.	Skilled human resource available at RMoL for database management
Activities	Generating sector and programme specific research need analysis on livelihood issues contextualizing PwDs inclusion	Identification of various media agencies including governmental communication agencies.	Identification of resource person/agencies for up keep and maintenance of database system at RMoL.
	Generating sector specific action research reports	Organizing district level media workshop	Capacity building of key persons on use of software in RMoL
	Preparation of district specific research priorities based on key indicators of PwD inclusion in livelihood and its overall impact on district HDI	Production of Audio – Visual and print documents	



6 Training Organizations

RMoL has partnered with 382 training organizations, which are engaged in providing 1120 skill based training throughout the State. From the details given in the preceding chapter the status can be gauged. Two of such organizations were visited to understand their willingness and capacity to train PwDs. Two of the largest number of approved institutions i.e. Aide et Action (AeA) with 11 of their centres and Centre for micro Finance (CmF) with 15 centres formed the part of the selected organizations.

6.1 Aide et Action (AeA)

Aide et Action (AeA) has been working in India since 1981. Aide et Action India intervenes predominantly among marginalized and disadvantaged sections with special focus on children, dropout youth, persons with disabilities, street children and child labourers from the most backward regions of the country.

Aide et Action India implements education and development projects directly as well as in partnership with NGOs in 18 States and 3 Union Territories. AeA India reaches out to more than 1,50,000 children and youth annually. The thrust areas of AeA India's interventions are;

- Quality Education
- Livelihood Education
- Inclusive Education
- Disaster Response, Mitigation and Preparedness
- HIV/AIDS and Health
- Women's Empowerment and Education

Key Highlights

- Presently 101 iLEAD centres functional across India and Sri Lanka
- Centres located in cities, towns as well as rural areas
- During 2008, 129 centres would be functional with an annual coverage of 50,000 candidates
- 11,907 candidates completed training
- 10,340 candidates currently undergoing training
- Placement ensured for around 90% of candidates

iLEAD – The Approach

AeA has attempted to reorient the vocational educational structure by making it more responsive to the needs of the market and to the educationally marginalized youth through its flagship program iLEAD. Aide et Action has been engaged in employability training, as part of its mandate to address issues of vocational education and increased employment opportunities for poor and unemployed youth

in India. The programme is highly sensitive to market demand and takes up only those employable trades, which have demand in the local market. The training curriculum is designed in consultation with the experts, local business establishments and enterprises. This not only ensures a match between the market or industry expectations and the skills of the candidates but also helps in getting them entry-level jobs easily.

Market Oriented Planning – The Foundation of AeA Success

The detailed planning done by the Aide et Action team before starting an iLEAD centre ensures that the training imparted to candidates is relevant and assures placement. A detailed Employability Potential Assessment (EPA) is conducted in each area, where the centre is to be established. This scientific approach ensures successful placement of candidates on completion of their training with extremely creditable placement rates of around 90% across all the centres. The success of the programme has led to a rapid all India expansion of iLEAD centres.

Courses Offered

- Hospitality Services
- Bedside Patient Care
- Information Technology
- Enabled Services
- Automobile Technology
- Beautician
- Dress Designing
- Secretarial Practices
- Refrigeration and AC Repair
- Multi-Utility Agri Services Supply
- Creche Tutor
- Electrical Motor Rewinding and House Wiring
- Desktop Publishing
- Driving
- Multi-Utility Veterinary Services

RMoL supports 11 institutions of Aide et Action out of which 8 are receiving financial support. There are altogether 77 approved skill training programmes of Aide et Action of which 23 are ongoing and 50 completed programmes. Visit was made to one of the skill-training institute located in Jaipur. This institute has been running two programmes that include entrepreneurship development and computer training. The following are the observations;

1) Attitude

Findings – The organization very much works for the poor and the marginalized which was noted during the general interaction with the students who were undergoing training both boys and girls had come from slums of Jaipur, the nearby blocks as well as several adjoining villages. The composition of the student also consisted of 4 disabled students and the centre-in-charge informed that there were 2 other students who come during the morning session. On asking whether there was any specific policy for including PwDs, they mentioned that though there was no specific policy as such however, preference is always given to PwDs whenever they wish to take any vocational training provided by them. They also stated that wherever possible exemption/ lowering of fees as well as some flexibility in attendance and timings is considered.

Inferences – The discussion with the team members revealed a positive attitude towards PwDs and openness to accepting them as trainees. Concern was seen since the building was not sufficiently accessible for the PwDs. Their consideration to be flexible in case of PwDs was also noteworthy. While the instructors and members mentioned that there was no specific policy regarding disability, the predominant intervention of Aide et Action according to their brochure mentions “disability amongst the disadvantaged group with whom they work”. The organization to that extent has not communicated sufficiently to all the staff members regarding the target groups.

Recommendations – It is recommended that;

- a. General orientation on disability is organized by RMoL where their partner organization should be invited.

2) Knowledge

Findings – Aide et Action is an organization whose primary focus is education. However, the organization has taken a holistic view of life as such and has added livelihood as well as women’s empowerment amongst their major component of activities. The institute has qualified instructors who take sufficient interest in their job. Being a technical institute all the instructors’ possess adequate technical qualification. However their knowledge related to disability was limited. None of the instructors including the centre in-charge has any knowledge of RCI Act which is a prerequisite for obtaining recognition in running courses for PwDs.

Inferences – With a positive attitude and intentions of including PwDs in training it is most desirable that the organization is recognized under the RCI act. A point to note here is that a large majority of PwDs can be accommodated in any normal vocational training course. As such a basic orientation is only required to make these organizations inclusive. The organizations that have intend of training multi

category PwDs would require support teacher for handling specialized area of disability. In such cases RCI recognition is a must as per law.

Recommendations – It is recommended that;

- a. RMoL should organize a consultation with RCI and bring various organizations that intend to train PwDs under a common platform. In this way the recognition process will be well understood as well as expedited.

3) **Skill**

Findings – While the skill of the instructors for training the general candidate was found to be good, it was definitely a much-desired need as far as training PwDs were concerned. For example, in computer software training the blind can be trained with the help of “Jaws software”. Additionally, there are Braille keyboards available for alphabet recognition. However, none of the instructors were familiar with either Jaws nor were they equipped to specifically instruct blind students through Braille. During the course of discussion a question was put to the team whether they would like to acquire additional skills for training PwDs to which they expressed their eagerness and also stated that they would be in a better position to handle such students and also the intake can be increased.

Inferences – There is a strong willingness to learn new skills for training PwDs that is a positive sign and demonstrate their openness to learning. In addition to general orientation on disability whenever such willingness is shown from organizations, it is always advisable that such enthusiasm should be appropriately oxygenated.

Recommendations – It is recommended that;

- a. Exposure visit of the members to the organizations working for PwDs to be organized.
- b. Exchange of instructors for learning by doing should be encouraged.

4) **Resources**

Findings – Aide et Action being a part of international organization, is supported with requisite amount of fund for maintenance of the core staff. Having a general credibility as NGO, it has partnered with both Government as well as other private organizations. The centre was well equipped with technical as well as human resources. In each batch there were between 35-40 students and the attendance seem to be full. There was a small library for reference purposes. However the centre was neither barrier free nor aided with special equipment for PwDs or specific instructional ability.

Inferences – Due to lack of knowledge on disability issue as well as problem of accessibility they are unable to increase their capacity of intake in spite of their

willingness to do so. Currently they have also not partnered with any expert disability organization that could provide them with necessary technical support. With such a step they will have a ready fall back as and when required.

Recommendations - It is recommended that;

- a. RMoL could play as a catalyst role between such organizations and National Handicapped Finance Development Corporation (NHFDC), New Delhi. This will facilitate the PwDs who are undergoing training to get micro finance at a much lower interest whoever is interested in start a self-employment.
- b. Create a pool of support organizations working in the field of PwDs that can provide disability specific technical support to other mainstream training organizations.

6.2 Centre for Micro Finance

The Centre for micro Finance (CmF) has been set up in Jaipur (Rajasthan) to widen, deepen and upscale the micro Finance movement in Rajasthan. The Centre is an autonomous institution; it employs high quality professionals to provide a wide range of technical and other support services to mF players. Given its mandate the centre places value on networking and collaborations with stakeholders. It undertakes direct action only in gaps where players neither exist nor can be catalyzed.

The objective of the Centre is to provide services to mF players and various stakeholders in the microfinance sector. **Sir Ratan Tata Trust (SRTT)** along with banks, state government and partner NGOs thought about a 'knowledge and support centre' for micro finance sector in Rajasthan. Prof V S Vyas, Chairman IDS, Jaipur undertook Feasibility Study and suggested for setting up the Centre for Micro Finance to help in widening, deepening and up scaling the micro finance sector.

An initiative to catalyze the microFinance Sector seeded under The Rajasthan microFinance initiative of the Sir Ratan Tata Trust.

Vision – Poor have sustainable access to micro finance services (that they need) on fair terms and dignity, which enable them to enhance their livelihood opportunities.

As a Resource Agency, CmF provides knowledge inputs and technical services to significant players in the micro Finance sector to improve the effectiveness and efficiency of their mF programmes. For this, CmF works in close association with the State Government, banks, and leading mF agencies for designing new programmes and providing technical support for mF programme implementation and monitoring.

As the 'Nodal Agency' for Sakh se Vikas programme of Sir Ratan Tata Trust (SRTT), CmF coordinates and provides technical assistance to SRTT partners. CmF

undertakes quarterly and annual reviews of the partner's programmes and give inputs to improve them. CmF supports Self Help Group Promoting Institutions (SHPIs) in Rajasthan in conducting impact assessment studies, benchmark studies, strategic planning, and for putting MIS in place.

The Centre organizes need-based programmes viz.:

microFinance Immersion Programme - A Two-Day orientation and visioning programme on microFinance was organised by CmF in Bikaner on 26 th and 27th of this month for Bank Managers and Government Officials. CmF signed MoU with Bank of Baroda in which the bank has agreed in view of its adoption of Dungarpur District as Centenary Year Project and special focus on microFinance as an important competent for credit delivery in rural areas.

Management Development Programmes on Formation and Management of SHG Federations, SHG Quality Standards, and Legal Aspects in mF.

Training of mF Practitioners - Training of Trainers, Micro-enterprise and Livelihood Promotion through SHGs, MIS and Record Keeping, SHG Quality Standards, etc.

1. **Attitude**

Findings - During the discussion with the Executive Director it was gathered that the attitude of PwDs was that of rights based and positive. Eagerness was also noted to work with them as well impart them with necessary MF training to make them credit worthy.

Inferences - The attitudinal change in such main stream organization will led to reduction in discrimination of PwDs in banking sector. The parents associations as well as other associations of PwDs of different commune have played a crucial role in bringing about this change worldwide especially when joined hand with a few likeminded organizations such as CMF.

2. **Knowledge of disability**

Findings – The Knowledge base on disability though was very limited; their understanding of livelihood issue was quite commendable. The acquaintance with the community life and SHG dynamics was exemplary. In addition, they have also identified the weakness of the SHGs and working on the requisite capacity building measures for which they have requested support from RMoL.

Inferences – CmF's knowledge and comprehension on community mobilization together with the grasp of SHG dynamics, makes a call for their ability to work in inclusion. PwDs remain excluded because of low visibility. This can be enhanced

through conscious effort of community mobilization putting a bias to identify PwDs to be included in SHGs.

3. **Skill**

Findings – CMF is a training organization and has excellent skill on various facets of Micro Finance specially creating an enabling environment. However they do not have any working knowledge with any groups of PwDs.

Inferences - CMF skills can be leveraged to provide a free information and advice service for individual disabled people and the professionals who work with them. This information and advice will help disabled people to overcome financial and physical barriers, ignorance and discrimination so that they can study, train or find work. Also work together with individual disabled people, professionals working in education, training and careers, employers and disability organisations to influence financial sector and bridge the gap that PwDs are not credit worthy.

4. **Resources**

Findings – CMF is a resource agency for micro finance related issues. It has a pool of trainers well decentralized in different parts of Rajasthan. CmF provides knowledge inputs and technical services to significant players in the micro Finance sector to improve the effectiveness and efficiency of their mF programmes. For this, CmF works in close association with the State Government, banks, and leading mF agencies for designing new programmes and providing technical support for mF programme implementation and monitoring. As the ‘Nodal Agency’ for Sakh se Vikas programme of Sir Ratan Tata Trust (SRTT), CmF coordinates and provides technical assistance to SRTT partners. CmF undertakes quarterly and annual reviews of the partner’s programmes and give inputs to improve them. CmF supports Self Help Group Promoting Institutions (SHPIs) in Rajasthan in conducting impact assessment studies, benchmark studies, strategic planning, and for putting MIS in place

Inferences – CmF is a perfect blend of Attitude, knowledge, Skill and Resources to foster inclusion of PwDs through micro Finance. This will enhance the chances of PwDs in ensuring the benefits from national poverty alleviation program, which is hopelessly under spent.

7 Organizations working for PwDs

In addition to the mainstream training organizations of RMoL partners, it was decided that visit to organizations working in the field of PwDs to be undertaken in order to have a clear understanding of the capacity of these organizations in enhancing livelihood options for PwDs. While it was noted from the secondary data from both Central as well as State Government that most of the organizations who are working in the field of vocational training have very limited understanding on the issue of livelihood as such. The pattern of looking into livelihood was restricted to accommodating the PwDs in a formal sector. The entire opportunities available in the rural areas were missing except in one organization that was visited.

7.1 PRAYAS

PRAYAS an institute started in 1996 works for the mentally challenged, physically disabled and socially deprived adult children. Based in Jaipur, Prayas is the first Vocational Institute for Mentally Challenged in the state of Rajasthan. Expanding education opportunities for adult children and creating better environment for them is the central goal of PRAYAS. Its endeavor is to help them lead a dignified life by giving them quality education, training and viable vocational skills. Started with 5 children now Prayas is serving 454 children through its 4 centres and indirectly serving 8000 families through different activities: health camps, adult education, vocational training, Bal Clubs and community services. Skills development includes candle making, tie-dye, papier-mâché, stitching, bag making, envelope and folder making and chalk making. The products are marketed and the proceeds are deposited in Children's individual bank accounts.

In order to create awareness about mental retardation and the facilities provided by the government, Prayas organized the first ever Disability Awareness and Sensitization Fair in May 2005. Prayas in accreditation with Madhya Pradesh Bhoj Open University (MPBOU) and Rehabilitation Council of India (RCI) started the "Foundation Course on Education of Children with Disabilities" which is a distance education course for the school teachers. Prayas has trained 240 primary teachers of government schools under the "Sarva Shiksha Abhiyaan". In 2006 PRAYAS in accreditation with the RCI and Manipal University started a two year Diploma in Special Education (MR)

Prayas effort in Policy Intervention (Prayas is a member of Local Level Committee under National Trust) - *The government through its notification dated 20th June 2003, declared that 25% of the government stationary would be purchased from such children at 20% high rates, as these children have to put more labour and energy in producing an item as compared to a normal person.*

Seven Point Oath for People with Special Abilities (By Hon'ble President Dr. A.P.J. Abdul Kalam, 30th March 2007)

1. *I will not allow my special abilities to come in the way of my progress*
2. *I will work hard, and when the problem occurs, I will defeat the problem and succeed.*
3. *I will try to excel in every field by acquiring knowledge*
4. *I will assist other members who are having similar disabilities by sharing knowledge and helping them to gather courage to overcome their problems due to disability*
5. *I shall always keep my home, my surroundings, neighbourhood and environment clean and tidy.*
6. *I will always celebrate the success of my colleagues and friends*
7. *We are all God's children, our minds are stronger than diamond. We will win, win, win with our mighty will. When God is with us, who can be against!*

1) Attitude

Findings – PRAYAS works with multiple disabled children. While their main focus is education and personal skill building, the principal gave a lot of emphasis on livelihood aspect of PwDs. She feels that the children though slow in their grasping in certain skills can still lead a normal life and earn livelihood.

Inferences – Where a leader of the organization show positive attitude towards their students the same is inculcated into the teachers as well as students and brings a ripple effect on the parents in believing in their own children that they can do it. This attitude brings hope in the parents and a positive vibe is created at home which enables a disabled child in acquiring positive self-esteem.

2) **Knowledge**

Findings – While the subject knowledge and how to deal with disability was found to be very high, there seem to be fairly wide gap when it came to understanding the livelihood issues in its diverse sense. PRAYAS has a small vocational training unit with 2 instructors, who are engaged in skill building effort and has no knowledge of how to market the product or a sense of understanding of market dynamics.

Inferences – The whole process of vocational training seemed as a routine class with very little intension of making the children self-sufficient. Somehow the underline intension of the principal for making the children self-sufficient was not visible.

3) **Skill**

Findings – PRAYAS has employed most of its staff, which are special educators. There is a small room where vocational training activity is being taught to a small group of students. The vocational training unit has one full time person who is trained in patchwork and Batik work. There is also a part time person who comes for teaching the skill of Papier-mâché. However, there is no specific person or system for sales promotion of the products made by the students.

Inferences – Due to space shortage the vocational training centre is unable to expand and add more market oriented trades. Currently the trades offered has a market value but do not fetch sufficient price and solely depending on this, will not suffice as a livelihood means to any individual. Moreover there is no one either qualified or fulltime to look after the sales promotion activities. As a result, there are lot of products, which are made and kept, but not being sold. Selling is limited to visitors who come to visit the organization and buy some product, which is more like a good gesture rather than a need based purchase.

Recommendations – It is recommended that;

- a. Since the organization has good potential, RMoL can make them as partner and undertake some institution building activity with this organization specially in the field of product designing and marketing.

4) **Resources**

Findings – PRAYAS has its own building which is well equipped with all necessities of special education. It has a good human resource base where all the teachers have either full time special education training or have undergone bridge course under RCI training. The networking with other similar organizations was found to be very good. It is also a training organization and has accreditation from MP Bhoj

Open University and Rehabilitation Council of India. It also has good collection of teaching learning materials on special education. PRAYAS has good rapport with their donor organizations that include both national and international agencies.

Inferences – PRAYAS has had visitors and international dignitaries visiting their organization that has brought in the visibility of the organization in the sphere of government and non-government sectors. The scope of expansion seem to be immense given the fact the organization has good number of supporters and well-wishers.

7.2 Rajasthan Mahila Kalyan Mandal (RMKM)

Rajasthan Mahila Kalyan Mandal is a secular, non-political, non-profitable, autonomous voluntary organization, registered under the Rajasthan Societies Registration Act of 1958 & FCRA Govt. of India. RMKM mission is, “To work toward an egalitarian society in a manner that deprived social segments (especially women & children) have their rights established and dignity restored”. It intends to focus its efforts on the most vulnerable groups and do so with an underlying value of respect for human potential, also involve in their development process with little external facilitation. RMKM has been working in field of Special Education since last 17 years. Recently it has initiated an inclusive education project named “Pahla Kadam”. RMKM is initiating the concept of the inclusion of Mentally Challenged children, perhaps for the first time in Rajasthan, through its long established Special Schools.

Focus areas of RMKM: Education, Community & Mental Health, Livelihood Promotion and Capacity Building. Livelihood Promotion area includes interventions such as Micro Finance, Women Empowerment, Income Generation, Animal Husbandry, Agricultural Development and Water Resource Management. Project AWARE (Action for Women Advancement in Rural Environment) developed by RMKM to inculcate entrepreneurship skills in rural women through life skill & vocational training.

The ‘Rural Employment Exchange’ as the name reflects caters to providing services of employment and enhancing employability opportunities for rural youths. The REX model has been piloted (in 2007) and is operational in the Dausa district for providing employment services to the rural youths. REX has been providing services to industries for youth placements. REX provides pre-counseling, carrier guidance, improving self-confidence, pre-interview counseling, Bio-data services, Photocopy etc.

1) Attitude

Findings – RMKM though primarily started as a women's empowerment organization, it expanded to include working for PwDs as well. This enabled their capacity to appreciate and identify PwDs amongst the most excluded group in a community. Working in the outskirts of Ajmer district in the rural environment of Chachiyawas, the members are full of enthusiasm and positive outlook on the abilities of PwDs. Their approach being inclusive in nature, they have fostered the concept of reverse learning as an inclusion strategy. For PwDs the organization's effort is to provide livelihood in true sense and the objective of livelihood has been kept expansive and broad.

Inferences – There was a positive attitude all around the organization with a sense of robust optimism. The rapport with their students as well as with the parent was found to be very positive that led to the involvement of parents as well as the community in the organizational affairs very intensively. Together with parents support the organization has been able to solve the mobility problem of the children coming from faraway places.

2) Knowledge

Findings – All the teachers are formally trained as special educators as well as vocational training instructors. The livelihood options have been kept broad and expansive for which areas such as natural resource management micro finance and formation of self-help group is part of their efforts. All the staff members, who are not special educators, have undergone basic orientation training on disability so that they are able to respond to the needs appropriately. Their knowledge and understanding in the field of livelihood through NRM and other SHG activities were found to be fairly sound.

Inferences – Generally, it is found that organizations and parents have certain stereotypical thinking when it comes to the livelihood options for their disabled child. With the options such as NRM, Micro credit activities through SHGs, RMKM has opened up vistas of livelihood options for PwDs in their area. This may be the only place in Rajasthan where PwDs are being encouraged to go in for such kind of activities. This has potential of being sustained and stabilized on a long-term basis.

Recommendations – It is recommended that;

- a. RMKM be made as an RMoL partner. Their workshop and vocational training centre could be expanded and funded by RMoL

- b. RMoL could jointly take up a programme development for new ventures for PwDs particularly for rural set up since the organization has both the knowledge as well as understanding of disability and poverty.

3) **Skill**

Findings – RMKM is a multi facet organization with different interventions at individual and community level. These include Primary Education, Special Education, Counseling & Therapeutic Services, Livelihood Promotions, Community & Mental Health and Capacity Building. The organization is well equipped with competent human resources, which has also been recognized by RCI and government of Rajasthan. The staff member has skills of community mobilization on one hand to institutional level intervention on the other. Their product from the vocational training centres as well as from other livelihood promotion activities are sent to the market fair and there are 2 dedicated persons exclusively looking after market linkages.

Inferences – The organization was found to be unique balance of knowledge and skill with appropriate utilization combining the two. Intercommunication within the programmes seems to be excellent. For example, in a women's empowerment programme sufficient care is given to include women with disabilities, be it a adult education programme or reproductive child health. In the same way involvement of different disability groups for micro-finance, animal husbandry, water resource management and agriculture extension programme.

Recommendations – It is recommended that;

- a. While RMKM has given sufficient emphasis on forward linkage their capacity needs to be further enhanced in the area of market analysis as well as marketing skills. It is therefore desired that RMoL helps the organization in capacity building under the institution building objectives. RMKM has the capacity of becoming a support organization for other RMoL partners with minimum investment on them.

4) **Resources**

Findings – RMKM is a resource organization, which undertakes human resource training. It has provided special education training under the RCI foundation course scheme. It is also provide training to government teachers and other private school teachers in disability intervention since 2005. Besides, it also conducts Care Givers training to provide community based services particularly rural based areas in order to bring services to mentally challenged children. RMKM has also undertaken parent education courses as well as undertaken research in the field of livelihood of

PwDs. It was also noted with great pleasure that RMKM is engaged in Reproductive Child Health Programme wherein they have included disabled adolescent girls. Perhaps RMKM will be amongst rarest few organizations giving some concentration on sexual health of PwDs.

Inferences – RMKM can certainly be termed as one of the most resource rich organization both by concept and action. Their interest in enhancing human resource to work for PwDs in rural area needs to be recognized in the first place. Throughout the country it is seen that almost all organizations working for PwDs are concentrated in large metros or necessarily the urban areas. Due to this the services available for PwDs in rural areas is almost next to nothing. Time and again the statistics from DRDA explains clearly that the allocated resources for PwDs under the national poverty alleviation programme continue to remain hopelessly underutilized. Efforts made by RMKM to include PwDs in NRM activities itself are a major achievement.

Recommendations – It is recommended that;

- a. RMoL needs to give due recognition of the livelihood effort of RMKM. This could be done through sponsoring for scientific documentation with critical analysis of the methods used by RMKM. This will facilitate exchange of ideas in terms of both success and failure while deciding scaling up.

7.3 UMANG

UMANG is a **recognized and registered secular non-profit/non-government organization**. Located in Jaipur, Rajasthan, it is an initiative of parents supported by professionals and is committed to ensure the inclusion of persons with disabilities in every facet of society.

Umang strives for an all inclusive society with equal opportunity for all by enhancing the overall quality of life of individuals with cerebral palsy, multiple disabilities, mental challenges, autism and other neurological conditions so as to enable them to achieve their fullest potential and integrate them into mainstream for full participation in the community.

Together, with a team of highly experienced and professional staff, parents and volunteers from across the world, Umang offers a range of services to its students, parents, professionals and community.

Objectives

- Develop skills in education, management, and training for gainful employment of persons with disabilities in any environment

- Empower persons with disabilities, families and professionals with knowledge of relevant service provisions, public policies and legal provisions and assist them in order to bring about positive changes in the lives of persons with disabilities
- Advocate, generate awareness and solicit sustained support through capacity building, networking, legislative advocacy and campaigns for realizing the rights of persons with disabilities.
- Contribute to the knowledge base and develop evidence-based interventions on the issues of disability through continuous research and documentation and creation of a resource centre.
- Reach out to the persons with disabilities, families and community in rural and tribal areas to assist, strengthen and support them, generate awareness on the issues of disability and to promote community participation in caring for persons with disabilities.

Vocational Training & Employment - Umang believes that all persons, regardless of disability, have the right to work in the community for a competitive remuneration with the same dignity and respect as other people.

The unit provides regular training to full time trainees and pre-vocational groups in a number of trades such as

- Stitching and Embroidery
- Baking and Cookery
- Block Printing
- Handmade Paper
- Handicrafts

The aim of the unit is not just to develop specific skills, but also to develop certain behaviors that would enable the trainees to obtain and retain employment. A vocational training program to best suit the apprentices is developed after evaluation of abilities, tests of manual and physical skills, work behavior assessment, vocational interest assessment and identification of trade.

Sales of the products manufactured during training are sold through various outlets, counters in shops and reputed hotels as well as through participation in various fairs and schools fetes. In addition to this, the unit takes up time bound orders.

We also strive to connect with potential employers – especially employers who are proactive about recruiting people with disabilities.

Strengthening other Services - The team at Umang regularly engages in building capacities of various mainstream educational establishments, public and private

organizations, parents and professionals through the development and implementation of various interventions and as follows

- Acts as a resource centre on disability for mainstream educational institutions, public and private organizations
- Knowledge sharing and capacity building through training of
 - Staff at mainstream educational institutions
 - Officials of various government departments, public and private organizations
 - Care givers, parents, siblings and other family members
- Umang also aims to strengthen family support services and institution based health services for persons with cerebral palsy, multiple disabilities, mental challenges, autism, and other neurological conditions.
- Initiate and develop a State Level Network of Resource Agencies

1) **Attitude**

Findings – Similar to PRAYAS, UMANG is also an organization working with multiple disabled children. In addition, UMANG is also working with other sensory impaired group such as autism and multiple sclerosis. A very well recognized organization that believes in rights based approach of PwDs. Currently due to shortage of space; accessibility is one of their major problems as they are located in a multi-storied building.

Inferences – With a positive outlook towards the abilities of PwDs, the organization has expanded fairly well with parental and community support. The students ranged from poor to fairly rich families, where nobody is denied admission thus promoting equal opportunity. However, in spite of their belief in rights based approach, their role in policy advocacy does not seem to be significant though there were opportunities due to their strong political connection.

2) **Knowledge**

Findings – Umang is amongst one of the privileged organizations in Rajasthan that has been established with the joint efforts of professionals and parents. As such it has a good combination of both professional and practical knowledge. Since the parents take active interest the richness into the system especially in the case of rehabilitation of PwDs are enhanced in many folds.

Inferences – While their knowledge in other areas such as special education and therapeutic care cannot be doubted, the organization needs more expansive

understanding of livelihood issues as such. Currently, it is limited to vocational training and placement, which needs to be expanded.

3) **Skill**

Findings – As mentioned earlier the organization is well equipped with professionals for special education and therapeutic services. However, their skills related to community mobilization were not clearly visible which may be due to their concentration in urban areas and a stronger emphasis on institutional care rather than community care.

Inferences – In most of the cases the interaction and communication seem to be one to one in nature i.e. teacher-parent-teacher. While this is highly desirable for the progress and growth of a multiple disabled child, equal emphasis need to be given to community mobilization if inclusion has to be understood in its true sense. To that extent capacity building particularly, in the area of community care and community mobilization may be desired.

Recommendations – It is recommended that;

- a. RMoL should arrange for training in PRA and microplanning for the organizations so as to get greater community involvement In transforming the programme to a community owned programme.

4) **Resources**

Findings – Umang is a well-equipped organization in terms of both material and human resource. In short, Umang is a well-established institutional care organization with excellent political backup.

Inferences – The founder Chairperson of the organization has been in the active politics of Rajasthan having substantial voice in the political system. Her influence could have substantially made difference in the lives of PwDs in Rajasthan, which unfortunately remained limited to one organization only.

Recommendations – It is recommended that;

- a. Umang is an RMoL partner for vocational training. While the learning from Umang should be incorporated into designing similar courses of other organizations in future, it is also recommended that value addition to the existing course need to be jointly looked into. Training and pedagogy is one part of any vocation, marketability of the same is another. In a situation of PwDs, the later is of most crucial.
- b. RMoL together with the political influence of Chairperson, Umang should advocate for the State to design and adopt a State Disability Policy similar to Bihar and Chattisgarh.

7.4 DISHA

Started in 1995 with 18 students as the first centre in Rajasthan to provide all services under one roof for persons with cerebral palsy, other neurological conditions, physical and mental challenges, Disha was visualized with the following mission.

Vision - A Society with equal opportunities for all

Mission - To contribute to the creation of society, which provides equal opportunity to persons with disability, to live with dignity and realize their maximum potential, and for the achievement of this goal to develop an institute of excellence and support institution building for such persons, their families and providers of support services.

Objectives

- To provide an opportunity for children with physical and multiple disability to discover themselves and develop their potential.
- To provide suitable and effective education & vocational training.
- To provide support for living a more meaningful and fuller life.
- To provide support to parents for management of severely disabled children at home.
- To provide a platform for advocacy and awareness programme.
- To provide testing, counseling and support services to children with problems.
- To provide training programmes in special education for teachers and caretakers.
- To provide an infrastructural and programmatic input which can be replicated.
- To conduct research in areas related to disability.
- To provide community based rehabilitation.

Disha works through:-

- Center for special education
- Center for teacher training
- Center for work training
- Center for home management
- Center for research & documentation

- Center for physiotherapy

Pre-vocational training is currently being provided in the areas of office skills, computers, cookery, tailoring, pottery, arts and craft, printing and Silver Jewellery.

Students trained in work training unit have been placed in industries; hotels schools and some have started their own business. At present there are three students who have been employed in Disha; trained in office skills.

One of the success stories of our vocational training programme has been COOKERY. Practicals are held thrice a week and 6 students have been trained over the last 2 years to work as Assistant Cooks in our small catering unit.

A major area for immediate expansion in the near future is that of vocational training and employment.

Five models of employment will be followed:

- Open employment
- Supportive employment
- Co-operative employment
- Self employment
- Sheltered workshop.

1) **Attitude**

Findings – Disha was started as a special school teacher with 18 children who were mentally challenged and cerebral palsy. The school was located in premise of a business house, which later asked her to vacate and stop the activities since they did not find it a viable revenue generation organization. However, the dedication was such that she continued with the activities with some benevolent community support, which ultimately gave result by way of acquiring their own land and building, which is excellently accessible. A true sign of deep dedication and perseverance.

Inferences – Disha is slowly emerging as a very potential organization that can house multiple activities in a professional manner. It is well meant service organization moving towards more professionalization.

2) **Knowledge**

Findings – Disha has several centres that include special education, teacher training, home management, work training and physiotherapy. While area such

as special education, teachers training and physiotherapy have trained staff; work training requires to be strengthened.

Inferences – Currently, Disha’s work training section was found to be an area, which requires improvement. The knowledge level of the staff on handling PwDs viz a viz their work requires improvement and better understanding of transacting the pedagogy.

Recommendations – It is recommended that;

- a. RMoL could invite organizations such as Sense International (India), Blind Peoples’ Association (Ahmedabad), Spastic Society of India North (Delhi) and RMKM as resource organization to assist in developing appropriate methodologies as well as technical aid for the work-training centre.

3) **Skill**

Findings – Disha has human resources adequate for special education, physiotherapy and teachers training. Within this the special education is being mostly handled by less experience staff and the teachers training have better equipped staff. Currently, they do face shortage of staff in special education as a result, the classes are jointly held by teachers who have undergone bridge course and students who are currently undergoing special education training. The work training section has teachers who have not received any specific training to teach PwDs.

Inferences – Due to the basic shortage of staff, Disha is not able to utilize its basic physical resources to its optimum. The work training section except for cookery section was found to be weak. As a result, the vocational training received by the PwDs may not be up to the mark.

Recommendations – It is recommended that;

- a. The work training section be equipped with adequate software for computer learning, appropriate skills required for office training together with orientation on requirement of diverse disability candidates to acquire the skills.

4) **Resources**

Findings – Disha has most modernly constructed accessible building with human resources moderately qualified. Some sections have well qualified instructors and teachers while others need improvement. It has a well-equipped seminar hall with a growing resource centre. Disha also has a good support

from International Organizations, Government of India and Government of Rajasthan. It also has a good local support from well wishers and industrial houses.

Inferences – While analyzing the resources of Disha, it shows a mixed bag of human and physical resources. With moderately trained staff, the organization's profile in transforming into a vibrant professional organization will take time if institution development support is not ensured. All the staff is dedicated and has willingness to learn and grow on the job. This is a positive sign for any organization's future.

8 Government Consultation

8.1 Meeting with State Commissioner Disability (Hon. Khilli Mal Jain)

Rajasthan is the only State where the State Commissioner of Disability is a political post and equivalent to a State Minister. Mr. Khilli Mal Jain took over as the State Commissioner for Disability in September 2006. A lawyer by profession Mr. Jain has excellent knowledge on all the 3 acts related to disability. The Commissioner also has prepared a comparative note of other acts and seems to be extremely committed to the cause of disability. He however shared his extreme frustration with the Rajasthan bureaucracy and was very open to admit that the bureaucracy was complacent and insensitive to the cause of disability and the disabled people of Rajasthan. He however welcomed the idea of strategizing livelihood in a convergent manner and was very eager to participate in the discussion at RMoL. His main suggestions were;

- 1) A separate brainstorming session should be organized by inviting different NGOs from various parts of the country to generate idea on how to solve the livelihood problem of PwDs.
- 2) The ideas generated in the NGO consultation should be summarized and present in the consultation of Principal Secretaries. This will give some concrete direction and bring better outcome.

8.2 Meeting with Principal Secretary to Chief Minister & Deputy Chairperson RMoL (Mr. T. Srinivasan)

Mr. Srinivasan took over as a Deputy Chairperson of RMoL in the month of April 2009. Being Principal Secretary to the Chief Minister, he is also in a strategic position to take as well as influence decision. He emphasized that RMoL should formulate concrete strategies for PwDs in time bound manner. To that effect he advised that a small report should be generated to list out names of all those organizations willing to employ PwDs. **This list should also have clear mandate of employer on the type of skills that these organizations require. A matrix of PwDs with the skills matched should be prepared and given to respective employers for their further action.** The other areas of suggestions given by Mr. Srinivasan were;

- 1) Identify the kind of skill set required for PwDs
- 2) Categories of disability with ability matching
- 3) Mapping of institutions working for PwDs in Rajasthan and their type of work
- 4) Market requirement of skill and development of module for PwDs in congruence with the market
- 5) Identify areas of self employment for PwDs
- 6) Meeting the institutions working on vocational education for PwDs
- 7) Organize visit of RMoL team to resource organizations and exemplary projects
- 8) Market survey for exploring job opportunities for PwDs

- 9) Organize a consultative meeting of selected Principal Secretaries to discuss a comprehensive livelihood strategy for PwDs
- 10) To explore the possibility with Principal Secretary Planning on Special Disability Component Plan similar to tribal development and backward class sector plans.

8.3 Meeting with Principal Secretary Social Justice & Empowerment (Ms. Malovika Pawar)

Ms. Malovika Pawar has been the Principal Secretary, Social Justice since last 3 years. She was also the Secretary, Rural Development prior to taking up this post. As a very senior IAS officer, she has dealt with various departments, which in a way makes her very competent for the post and specially to deal with disability issues which is so very multisectoral in nature. At the outset, she expressed her concern that RMoL was not doing enough for PwDs but was happy to note that disability sector has now found a place in the AWP 2009-10 of RMoL. Discussion took place on following points;

- 1) State Disability Policy - It was mentioned that there were 6 States, which has formulated a separate Disability Policy to which she expressed her eagerness to formulate a similar comprehensive policy for Rajasthan as well. In this regard, she requested the Consultant UNDP to send her a concept note along with copy of the ***Bihar State Disability Policy***. She also further stated that it would be appreciated if technical support is given to the State for formulation of the policy.
- 2) Access – Accessibility still continues to be one of the major hurdles for PwDs in the State. There is a strict order that all government buildings and public interest buildings in future would ensure accessibility for PwDs. Necessary instructions have been passed to this effect. She also mentioned that to ensure accessibility of PwDs in skill training institutes of RMoL should also follow the guidelines and educate the partner organizations in this regard.
- 3) Livelihood Plan for PwDs – Regarding the livelihood plan, Ms. Pawar stated that a discussion took place under the chairmanship of the former Deputy Chairman, RMoL along with the associations of business houses such as FICCI, CII and ASSOCHAM regarding employing PwDs and imparting skill training. Though official minutes were circulated to this effect, none of the industries actually came forward to participate in the employment procedure.
- 4) Education for PwDs – While inclusion has been a major component under Sarva Shiksha Abhiyaan (SSA), primary education has definitely responded well to cater to the needs of PwDs. The real challenge the State currently faces is higher education. There are hardly any educational institutes for severely disabled persons such as cerebral palsy and multiple handicapped for higher education. However, a lot more need to be done which can be addressed in the policy.

- 5) Consultation on Livelihood for PwDs – In absence of a comprehensive policy it was suggested that a consultation of key Principal Secretaries be organized to discuss the livelihood options for PwDs. To this suggestion, Ms. Pawar stated that it would be a very good idea to do so under the chairmanship of Mr. Srinivasan, Principal Secretary to CM & Deputy Secretary RMoL. She also mentioned that the consultation should be well conceptualized so that there are concrete areas of functioning by each department engaged in livelihood issues.

8.4 Meeting with Principal Secretary, Labour & Employment (Dr. Lalit K Panwar)

At the outset, Dr. Lalit Kumar congratulated UNDP for bringing in the issue of livelihood and PwDs. Discussion was directed on following points.

- 1) Analyzing the existing policies and guidelines of the Ministry of Labour in enhancing livelihood options for PwDs – He mentioned that no such detail analysis has yet been done on various policies and programmes of the department. He stated that it would be value addition to do a detailed policy analysis of all other departments dealing with livelihood and bring out a document that should carry all the positive points stated in the policy and its status of implementation as well as the points, which are detrimental to inclusion of PwDs in the system. Once the ministry gets such a document, it would be in a better position to streamline inclusion.
- 2) The Consultant shared with him the salient points of the State Policy on Disability of Bihar and Chhattisgarh. On this he stated that while it is most desirable to have such a State Policy that could comprehensively deal with all subjects on disability, it is the prerogative of the Social Justice Ministry to initiate such an action. He further added that he would be most happy to cooperate in any such endeavor.
- 3) Since moving for formulation of the State Policy on Disability is a larger issue, the Consultant suggested that a State Comprehensive Strategy on livelihood for PwDs could be initiated through convergence of key departments such as labour, rural development, urban development, technical education and social welfare. Giving a positive reaction to this idea, the Principal Secretary said that such an initiative would be a workable solution and reduce time. He further suggested that RMoL being an umbrella organization in livelihood, could initiate such a move and one day consultative meeting could be organized at RMoL. However, a concept paper and background note should be prepared by RMoL for circulation. The Consultant promised him to prepare the concept note. He further added that the timings of the consultation should be kept in mind so that it does not clash with the budget session, which starts from 15th June and ends on 14th July 2009. He suggested that the consultation could be done between 20th to 30th July depending upon the convenience of Mr. Srinivasan.

- 4) An idea was mooted regarding opening an institute for training the trainers in livelihood for PwDs. Presently, there is no such institute in the country specifically dedicated to training of trainers for livelihood. Dr. Lalit Kumar was very supportive of the idea and stated that RMoL should take such an initiative for which the Ministry of Labour will provide its full support.

8.5 Meeting with Secretary Rural Development (Mr. Rajendra Bhanawat)

Rajasthan being primarily rural, the role of Secretary Rural Development is extremely crucial. The following were the main points of discussion.

- 1) Rural Employment - Mr. Bhanawat was appraised regarding the wide gap in the achievement level of livelihood of PwDs. From the district wise tabulated NREGA figure, it was noted that average 57.5% of registered PwDs were given jobs under NREGA, the highest being 96.3% in the district of Bundi and least being 28.13% in Jodhpur district. Further Baran registered the highest number of PwDs under NREGA with 53.3% and least was 0.31% in Jaipur district. The State also registered a low of 1.3% achievement in SGSY and 0.78% in IAY as per the February 2009 figure.¹⁰ Analyzing the whole situation, the average employment gap in the rural areas was noted as 97.5% for PwDs. Appreciating the analysis, Mr. Bhanawat stated that there is no denial regarding the abysmal achievement of livelihood of PwDs and concerted effort needs to be done for enhancing the livelihood of PwDs in the State. In this regard, the Consultant UNDP briefed him about the initiative taken by Government of Andhra Pradesh citing the example of VELUGU, where more than 13,000 SHGs of PwDs has been established. The Consultant also stated that he would mail him the Government of AP's resolution to this effect.
- 2) Livelihood Consultation - Presently there was no other specific scheme targeted towards PwDs to address their livelihood. Mr. Bhanawat welcomed the idea of a specific consultation under RMoL to work out a comprehensive State strategy on livelihood for PwDs. He further mentioned that all aspects of livelihood options needs to be discussed and ways & means to create opportunities. He further stated that once he receives the concept note, he would work on his inputs for the consultation.

8.6 Meeting with Secretary Health & Family Welfare (Mr. R. K. Meena)

The Principal Secretary Health & Family Welfare stated the following points;

- 1) Presently there is no specific scheme on assistive device for PwDs and the department has not planned any specific Programme.

¹⁰ Source: Website of Government of Rajasthan

- 2) Certifications are done only at the district hospitals, however there are severe crisis of specialist doctors to form the team. The greatest challenge of all is certifying mentally challenged and sensory impairment as no district hospital has a sanctioned post of a psychiatrist.
- 3) While there is no maintenance of compliance record by the department, answer to the queries of Commissioner Disability is sent from time to time as and when they are received. There is also no specific record maintained by the department on PwDs.

9 Integrated Monitoring & Evaluation Framework

What is an IMEF?

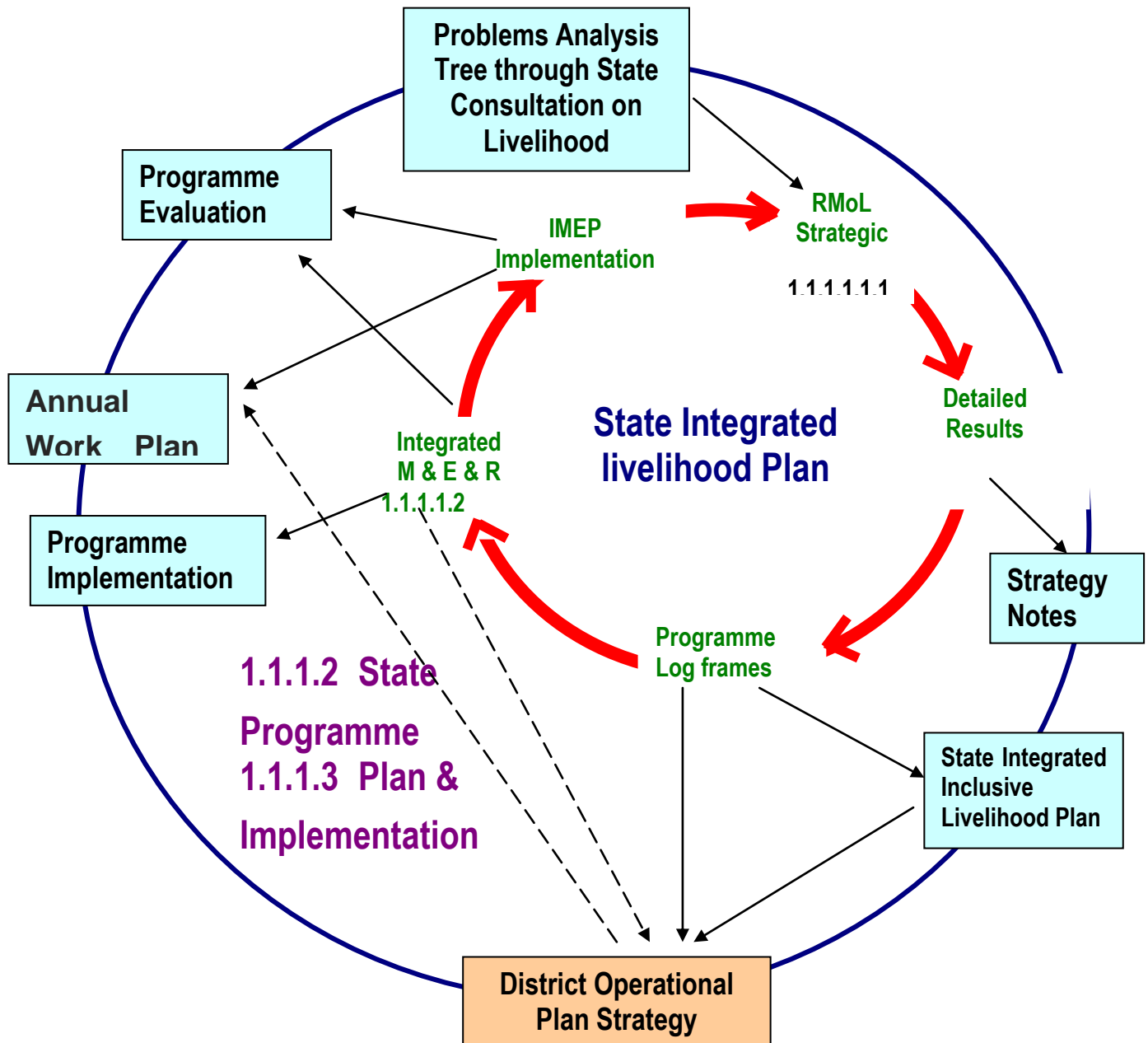
A process within Annual Workplan preparation and implementation exercises:

1. To strengthen and link planning, Monitoring, Evaluation and research components of the programme through the use of a Logic Model.
2. To help focus programmes on Results, clarifying levels of accountability and optimizing synergies among sectoral interventions
3. To produce simple and effective programme description and management tools which show programme results as well as how performance will be appraised and monitored (Results Framework, programme logframes, Integrated Two-Years Monitoring, Evaluation and Research plan)

IMEF Process is part of Programme Planning & Implementation which contributes to the refinement of its components. This framework should be further developed in a participatory manner along with all the stakeholders. Presented here is only a framework. The general steps to develop this are:

1. The analysis of the situation of PwDs should be summarized into a **Problem Analysis Tree** which highlights the main problems facing these groups, identifies immediate causes and other factors which can be addressed through interventions.
2. The Programme **Strategic Intent** is formulated, describing a vision for PwDs, specifying results areas in which RMoL can make a difference, and formulating the main results (Strategic results) which will guide the actions of RMoL. These strategic results provide structure for the new intervention (results-based rather than sector-based programme structure)
3. An overall **Results framework** is developed, identifying programme outcomes for each strategic result and project outputs for each outcome.
4. **Programme logframes** need to be further developed, one for each Strategy Results (SR). They show the results chain for achieving each programme outcome (activities, outputs, outcomes), describe risks and specify how programme performance will be assessed at selected levels of the results chain (Indicators with baselines and targets, Means of verifications, type of data disaggregation).
5. An **Integrated Two-Years Monitoring, Evaluation and Research plan** is developed. The plan is a two-year of major data gathering activities which should be shown in the MOV field of the logframes. These activities would include surveys, studies and evaluations.

Monitoring & Evaluation Framework



MONITORING AND EVALUATION

M&E for Advocacy

During the 2010-2011 cycle, the following subject will be focused: [Government's Commitment and Response to Inclusion Strategy](#)

	2010	2011
Surveys/ studies	Documentation on existing status on current GOM policies, facilities implementation strategies regarding livelihood of PwDs Undertaking a process documentation on the fall out of intersectoral meeting Baseline Survey on existing livelihood opportunities for PwDs	
Evaluation		Evaluation of strategies for PwDs' empowerment through livelihood Evaluation on the strategies for Government competencies

M&E for Capacity Building

During the 2010-2011 cycle, the following subject will be focused: [RMoL's ability to facilitate increase of human resources & creation of barrier free access in the State Capital \(Jaipur\)](#)

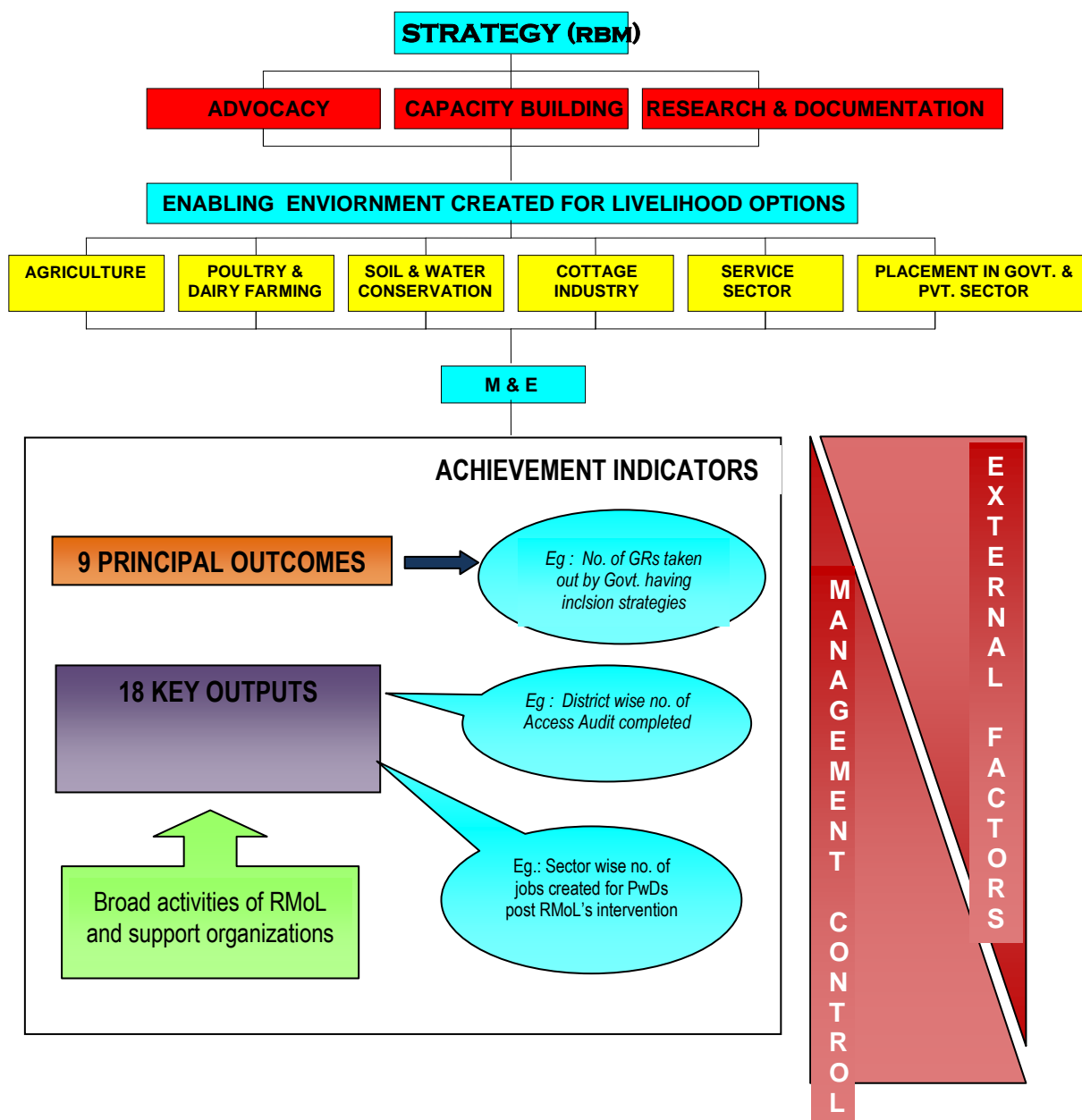
	2010	2011
Surveys/ studies	Status of existing trained human resources to facilitate skill development of diversified PwDs Accessibility Status by interpreting the results of Access Audits	Reflection workshop with selected trainees to discuss on the pros and cons of newly adopted livelihood promotion methods
Evaluation	Evaluation of the quality of training on the basis of trainees who have completed short programme	Evaluation of the quality of training on the basis of trainees who have completed short programme....continued

M&E for Research & Documentation

During the 2010-2011 cycle, the following subject will be focused: [RMoL's capacity in creating support structure as well as database system](#)

	2010	2011
Surveys/ studies	Study on process of formation and functioning of multi disciplinary think tank Study of innovative ideas formulated for promotion of livelihood of PwDs	Study of accessibility of database system by various stakeholders including the decentralization process (District level)
Evaluation		Evaluation of RMoL's initiative in optimizing government mass media and other methods for promoting livelihood for PwDs

Implementation Plan at a glance



10 Conclusion

Work of decent quality is the most effective means of escaping the vicious circle of marginalization, poverty and social exclusion. People with disabilities are frequently trapped in this vicious circle, and positive action is needed to assist them in breaking out of it. Barriers which disabled people face in getting jobs and taking their place in society can and should be overcome through a variety of policy measures, regulations, programmes, and services. The RMoL inclusion Programme will promote equality of opportunity and treatment for persons with disabilities in vocational rehabilitation, training and employment, as reflected in Convention No. 159 concerning Vocational Rehabilitation of Employment of Disabled Persons, 1983, and the UN Code of Practice on Managing Disability in the Workplace adopted in 2001. It works to increase knowledge on the training and employment of people with disabilities, by carrying out applied research relating to policy and practice, compiling and disseminating information, publishing guidelines and manuals, and sponsoring other research and report. Since RMoL already has such a mandate for overall livelihood sector, there is no reason why it cannot be extended for disability sector as well.

The increasing pace of economic, social and technological change, coupled with the growing need to seize opportunities opening up in a rapidly-integrating world economy requires continuous policy and institutional adaptation. It has been increasingly recognized that people's skills and capabilities, and investment in education and training, constitute the key to economic and social development. Skills and training increase productivity and incomes, and facilitates everybody's participation in economic and social life that includes Persons with Disabilities in the perspective of Human Rights.

The promotion of livelihood is the key strategic objectives of the **RMoL**. While the concept of decent work offers a way of combining employment, labour standards, social protection and social dialogue in development strategies, gainful employment is fundamental in the fight against poverty and social exclusion. The overarching objective of RMoL is the promotion of "Opportunities for women and men to obtain decent and productive work, in conditions of freedom, equity, security and human dignity". Decent work is the converging focus of the strategic objectives of the Organization, namely rights at work, full employment with social justice. These objectives needs to be translated in the context of disabled people who are the most excluded and marginalized.

11 Annexure & Case Studies

11.1 Annexure I: List of 31 Organizations received by RMoL from Social Justice Department, GoR

Sr. No.	Name of the Organization	Address	Phone No.
1.	DISHA (Centre for Special Education)	450, AB, Nirman Nagar, King's Road, Jaipur – 302019 (Raj.)	Ms. Seema Bhattacharya 2291523, 9828287696
2.	Society for Welfare of Mentally Handicapped	Shree Nirmal Vivek School Behind Dainik Bhaskar, J.L.N.Marg, Jaipur	Shri I.C. Srivastava - 9414300818
3.	Umang	3/4, Kabir Avenue, S.F.S. Mansarovar, Jaipur	Mr. Deepak - 0141-2395099, 9314878251
4.	Prayas Special Education & Vocational Education Institution	J-5-A, Jhalana Institutional Area Jaipur – 302004	Mr. Maula - 2703110
5.	Pt. C.M.Lata Wel. Society	C/o Shiv Jyoti School, Mator Road, Khairthal (Alwar)	9252093961
6.	Rajasthan Mahila Kalyan Mandal	Vill-Chachiyawas Ajmer (Raj.)	0145-2001528/ 2420635
7.	Sona Vicklang Punarwas Evam Shodh Sansthan	Hellen Keller Parisar, Ashok Nagar, Bhilwara – 311001 (Raj.)	
8.	Navdisha Vikas Samiti	C-6 Hasan Khan, Mewati Nagar, Alwar – 301001	9252115501
9.	Seth Ninuram Charitable Public Welfare Society	Near Jeeroli Phatak, G.T. Road, Dholpur (Raj.)	9414929831
10.	Karam Manovikas Sansthan	13, B-Block, Budddh Vihar, Alwar (Raj.)	9414240645
11.	Manav Dharam Viklang Seva Sansthan	Near Pannadhay Mahila B.Ed College, Moti Bag Road Bada Kuwa, Tonk	
12.	Navjyoti Manovikas Kendra	Sector-10, Chopsani Housing Board, Jodhpur-342008 (Raj.)	9414915155
13.	Shikhar Society for the Welfare of Mentally Handicapped	2-N-3, Dadabari, Kota-324009	0744-2501776
14.	Adarsh Manovikas Vidya Mandir Shikshan Sansthan	Padava Road, V/P Jarawata, Sawai Madhopur (Raj.)	
15.	Saur Chetna Evam Urja Vigyan Samiti Sansthan	Sector-6, Hanumangarh Jn.-335512 (Raj.)	01552-252038
16.	Awaz Foundation Sansthan	24, Lal Singh Judo Colony, Tonk Road, Jaipur	
17.	Asha Ka Jharna	Harbal Ka Kothi, Nawalgarh-333042, Dist. – Jhunjhunu, (Raj.)	01594-223094
18.	Tapas, Shekshik Punarvas & Anusandhan Sansthan	1/32 Sindhi Colony, Subhash Park, Link Road, (New Colony) Doongarpur	9414660214
19.	Society for Welfare of Mentally Handicapped	Shree Nirmal Vivek School, Behind Dainik Bhaskar, Jawahar Lal Nehru Marg, Jaipur-302018 (Raj.)	
20.	Prachya Shodh Peeth	Prayas, 30, B, AC-1 Road Bhugalpura, Udaipur-313001	9351549075, 9829897832
21.	Navdeep Manovikas Samiti	Gupta Bhawan (Akbarpur Wale), Gai Wala Mohalla, Behind PWD Office, Alwar	
22.	Muk Badhir Evam Mand Budhi	Behind Kalika Mandir, Banswara	

	Sansthan	(Raj.)	
23.	Mahila Bal Vikas, Gramodhyog Shiksha Samiti	330, New Pusp Vatika Colony, Fatehpur Sikari Road, Bharatpur	9414268597
24.	Prayas (Nodal)	B-8, Bapu Nagar, Senth, Chittorgarh-312025	
25.	Cerebral Palsy Care & Welfare Society	73 B, Vallabh Nagar, Kota-324007	
26.	Jubin Spastic Home & Charitable Sansthan	195-196, Sukharia Shopping Centre, Main Road, Shriganganagar-335001	
27.	Tapovan Manovikas Vidyalaya Samiti	4, M.L. National Highway, Suratgarh Road, Limawale, Shriganganagar-335001	0154-2466899
28.	Narayan Sewa Sansthan	483, Hiran Nagri Sec-4, Udaipur- 313002 (Raj.)	0294-2462301-5
29.	Viklang Kalyan Samiti	D-1, Haridas Ki Nagri, Hotel Trident Road, Udaipur (Raj.)	9828121564
30.	Shree Sawariya Bahuuddaishiya Viklang Seva Sansthan	Padan Pola, Chittorgarh (Raj.)	
31.	Shrre Dwarkesh Aksham Seva Sansthan	Hastinapur, Opp. Soni Tent House, Near Acharya Painting, Kankroli, Rajsamand, Rajasthan	
32.	Society for Humanism & Universal Backwards Habitation Development Activities (SHUBHDA)	232, Santoshi Dham, Anasagar Circular Road, Vaishali Nagar, Ajmer, Rajasthan	9460789744, 9929599270

11.2 Annexure II: District wise list of PwD organizations working exclusively for livelihood funded by GoI

	DISTRICT	ORGANIZATION	ADDRESS	PROJECT
1.	ALWAR	Navdisha Vikas Samiti	C-6, Hasan Khan, Mewati Nagar, Alwar, Rajasthan	School cum VTC
2.	BHARATPUR	Mahila Bal Vikas Gramodhyog Shiksha Samiti	470, Rajendra Nagar, Bharatpur, Rajasthan	School cum VTC for MR
3.	JAIPUR	Indian Council of Social Welfare	Sector No.6, Heera Path, Mansarovar, Jaipur-302020	VTC for Adult
4.	JAIPUR	Chetna Samvardhan Samiti	Surya Marg, Tilak Nagar, Jaipur, Rajasthan	Education and VTC for MR Children
5.	JODHPUR	Jodhpur Badhir Kalyan Samiti	Basni Tambolia, Magra Pungla, Jodhpur-342303, Raja	Vocational Rehabilitation Centre for Deaf & Dumb
6.	JODHPUR	Sucheta Kriplani Shiksha Niketan	PO Manaklao-342305, Jodhpur (Rajasthan)	Education cum VTC for OH
7.	KOTA	Badhit Bal Vikas Kendra	132, Station Road, Kota-324002, Rajasthan	Hostel and VTC for Deaf
8.	KOTA	Shardhalaya Ashram Samiti	In front of Jhala House, Surajpole, Kota, Rajastha	CBR Programme
9.	KOTA	Shardhalaya Ashram Samiti	In front of Jhala House, Surajpole, Kota, Rajastha	Education cum VTC for Handicapped
10.	KOTA	Tagore Gramin Utthan Samiti	1-D-4, Vigyan Nagar, Kota, Rajasthan	VTC for Disabled
11.	SRIGANGANAGAR	Manohar Bal Mandir Samiti	5 D Block, Sriganganagar, Rajasthan	CBR Programme
12.	UDAIPUR	Narayan Sewa Sansthan	483, Hiran Magri, Sector-4, Udaipur, Rajasthan	CBR Programme
13.	UDAIPUR	Narayan Sewa Sansthan	483, Hiran Magri, Sector-4, Udaipur, Rajasthan	Vocational Rehabilitation Centre for Disabled

11.3 Annexure III: List of RMoL Skill Training Courses – Basic Ability Matrix

A) 30 days/210 hrs duration

S. No.	11.3.1.1.1.1.1.1 Course	Entry Level	Provision for EDP	Provision for raw Material L/M/S	Provision for Tool Kit	Provision for On-the-Job Training	Suitable Categories of PwD
1	Assembling and Maintenance of Inverter and UPS	10th appeared	Yes	Moderate	Yes	Yes	Mild Locomotor, Low Vision and Hearing impaired
2	Repair and Maintenance of Photocopying machine and Fax machine	10th class pass	Yes	Low	Yes	Yes	Mild Locomotor, Low Vision and Hearing impaired
3	Automobile Electrician	8th class pass	Yes	Moderate	Yes	Yes	Mild Locomotor, Low Vision and Hearing impaired
4	Motor Driving and Motor Mechanic	8th class pass	No	High	Yes	No	Mild Locomotor
5	Denting and Painting	5th class pass	No	Moderate	Yes	Yes	Mild Locomotor, Low Vision and Hearing impaired
6	Power tools and their Handling	8th class pass	No	Low	No	No	Mild Locomotor, Low Vision and Hearing impaired
7	Plumber	5th class pass	No	Moderate	Yes	Yes	Mild Locomotor, Low Vision and Hearing impaired
8	Tile, Brick and Pot Making	Literate	No	Moderate	No	Yes	Mild Locomotor, Low Vision and Hearing impaired
9	Masonry-Stone & Brick	Literate	No	Moderate	Yes	Yes	Mild Locomotor, Low Vision and Hearing impaired
10	Steel Bar Bending cum Shuttering Fitter	5th class pass	No	Moderate	No	Yes	Mild Locomotor, Low Vision and Hearing impaired
11	Floor Grinding and Polishing	Literate	No	Low	No	Yes	Mild Locomotor, Low Vision and Hearing impaired
12	Roof Water Harvesting	Literate	No	Moderate	No	No	Mild Locomotor, Low Vision and Hearing impaired
13	Repair and Maintenance of Plant Protect Equipments and Dusting and Spaying of Pesticides	5th class pass	No	Moderate	Yes	No	Mild Locomotor, Low Vision and Hearing impaired
14	Sprinkler and Drip Irrigation Equipment Technician	5th class pass	No	Moderate	Yes	No	Mild Locomotor, Low Vision and Hearing impaired

15	Waiter cum Caterer	5th class pass	No	Low	No	No	Mild Locomotor, Low Vision and Hearing impaired
16	Housekeeping in Hotels / Guest Houses	5th class pass	No	Moderate	No	Yes	Mild Locomotor, Low Vision and Hearing impaired
17	Helper in Tour Operator Office	8th class pass	No	Low	No	No	Mild Locomotor, Low Vision and Hearing impaired
18	Travel Agency and Tour Operations	10th class pass	No	Low	No	No	Mild Locomotor, Low Vision and Hearing impaired
19	Dyeing and Color Matching	Literate	No	Low	No	No	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
20	Block Printing	Literate	No	Moderate	No	No	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
21	Screen Printing on Cloth/Paper/Metal	5th class pass	No	Moderate	No	No	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
22	Tie and Dye	5th class pass	No	Moderate	No	No	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
23	Finishers for Durry and Carpets	Literate	No	Low	No	No	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
24	Nursery Management	Literate	No	Moderate	Yes	No	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
25	Plant Propagation (Vegetative Propagation)	5th class pass	No	Moderate	Yes	No	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
26	Florist	5th class pass	No	Moderate	No	No	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
27	Ornamental Fisheries	Literate	No	Moderate	No	No	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged

28	Poultry Farming	Literate	No	Moderate	No	No	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
29	Bakery and Confectionary	5th class pass	No	High	No	No	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
30	Preparation of Milk Products	5th class pass	No	High	No	No	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
31	Data Entry Operator	10th appeared	Yes	Moderate	No	No	Mild Locomotor, Low Vision and Hearing impaired
32	Web Designing	12th class pass	Yes	Low	No	No	Mild Locomotor, Low Vision and Hearing impaired, Blind and Cerebral Palsy
33	Handicraft / Local Resource based skills- Bamboo Artifacts. Preparation of Artificial Jewelry, Zardouji, work on Saries, etc.	Literate	No	Moderate	No	No	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
34	Receptionist / Front Desk Assistant	10th class pass	No	Low	No	No	Mild Locomotor, Low Vision and Hearing impaired, Blind
35	Tele caller	10th class pass	No	Low	No	No	Mild Locomotor, Low Vision and Blind
36	Store Keeping	8th class pass	No	Low	No	No	Mild Locomotor, Low Vision and Hearing impaired, Blind
37	Distribution Assistant	10th class pass	No	Low	No	No	Mild Locomotor, Low Vision and Hearing impaired, Blind
38	Photography and Video Shooting	10th appeared	Yes	Moderate	No	No	Mild Locomotor and Hearing impaired,
39	Domestic Housekeeping	8th class pass	No	Moderate	No	Yes	Mild Locomotor, Low Vision and Hearing impaired, Blind
40	Security Guard	8th class pass	No	Low	No	No	Mild Locomotor, Low Vision and Hearing impaired, Blind

11.4 Annexure IV: B) 45 days / 315 hrs. duration

S. No.	11.4.1.1.1.1.1.1 Course	Entry Level	Provision for EDP	Provision for raw Material L/M/S	Provision for Tool Kit	Provision for On-the-Job Training	Suitable Categories of PwD
1	Repair and Maintenance of Air Conditioner & Refrigerator	10th appeared	Yes	Moderate	Yes	Yes	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
2	Repair and Maintenance of Radio, TV, CD player / DVD player	10th class pass	Yes	Moderate	Yes	Yes	All Locomotor, Low Vision and Hearing impaired, Autism
3	Repair and Servicing of Two Wheeler (scooter/motorcycle)	8th class pass	Yes	Low	Yes	Yes	All Locomotor, Low Vision and Hearing impaired, Blind and Borderline Mentally Challenged
4	Repair and Servicing of Tractor	8th class pass	Yes	Moderate	Yes	Yes	All Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
5	Pre-fabricated Building Materials (cement jali, pipe & water tank)	5th class pass	No	Moderate	No	No	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
6	Carpentry cum Furniture Making	5th class pass	No	High	No	No	All Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
7	Sanitary Hardware Fitter	5th class pass	No	Moderate	Yes	Yes	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
8	Mason for Heritage Buildings	8th class pass	No	Moderate	No	No	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
9	Diesel Engine & Pump-set Mechanic	8th class pass	Yes	Moderate	Yes	Yes	All Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged

10	Sheet Metal Work	8th class pass	Yes	High	Yes	Yes	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
11	Welding (gas & electric)	5th class pass	No	High	Yes	Yes	All Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
12	Cooking (Tandoor Man, Masalchi)	5th class pass	No	High	No	Yes	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
13	Embroidery and Needle Work	5th class pass	No	Moderate	Yes	No	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
14	Embroidery and Knitting	5th class pass	No	Moderate	Yes	No	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
15	Electronics System Maintenance for Textile Machinery	10th class pass	No	Low	No	No	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
16	Mechanic Sulzer Looms	10th class pass	No	Low	No	No	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
17	Spinning Mill Operator	5th class pass	No	Low	No	No	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
18	Garment Construction / Garment Checkers / Packers	8th class pass	Yes	High	Yes	Yes	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
19	Dairy Management	8th class pass	Yes	High	No	No	Mild Locomotor, Low Vision and Hearing impaired, Blind and Borderline Mentally Challenged

20	Fish Farming	Literate	No	Moderate	No	No	Mild Locomotor, Low Vision and Hearing impaired, Blind and Borderline Mentally Challenged
21	Food Processing and Packaging	8th class pass	No	High	No	No	Mild Locomotor, Low Vision and Hearing impaired, Blind and Borderline Mentally Challenged
22	Preservation of Fruits and Vegetables by Drying, Dehydration, Salt, Vinegar and Oil	5th class pass	No	High	No	No	Mild Locomotor, Low Vision and Hearing impaired, Blind and Borderline Mentally Challenged
23	Desk Top Publishing Operator	10th appeared	Yes	Moderate	No	No	Mild Locomotor, Low Vision and Hearing impaired, Blind and Borderline Mentally Challenged
24	Computer Assembling and Hardware Maintenance	10th appeared	Yes	Moderate	No	No	Mild Locomotor and Low Vision
25	Office Assistant	10th class pass	No	Low	No	No	Mild Locomotor, Low Vision and Hearing impaired
26	Customer Service Associate cum Cashier (Retailing)	10th class pass	No	Moderate	No	No	Mild Locomotor, Low Vision and Hearing impaired
27	Marketing and Salesmanship	8th class pass	No	Low	No	No	Mild Locomotor, Low Vision and Blind
28	Insurance Agent	12th class pass	No	Low	No	No	Mild Locomotor, Low Vision and Borderline Mentally Challenged
29	Hair Saloon & Beauty Parlor	8th class pass	Yes	High	No	Yes	Mild Locomotor
30	Hospital Housekeeping	8th class pass	No	Moderate	No	Yes	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged

11.5 Annexure V: C) 60 days / 420 hrs. duration

S. No.	Course	Entry Level	Provision for EDP	Provision for raw Material L/M/S	Provision for Tool Kit	Provision for On-the-Job Training	Suitable Categories of PwD
1	Household Wiring and Repair of Domestic Electrical Appliances	8th class pass	Yes	Moderate	Yes	Yes	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
2	Repair and Rewinding of Electric Motor	8th class pass	Yes	High	Yes	Yes	All Locomotor, Low Vision and Hearing impaired, Autism
3	Repair and Servicing of Four Wheelers	8th class pass	Yes	Moderate	Yes	Yes	All Locomotor, Low Vision and Hearing impaired, Blind and Borderline Mentally Challenged
4	Multipurpose Mechanic for Commercial / Residential Buildings	8th class pass	No	Low	Yes	Yes	All Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
5	Lather Machine Operator	10th appeared	No	Moderate	Yes	Yes	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
6	Cutting and Tailoring	5th class pass	No	High	Yes	No	All Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
7	Durry and Carpet Production	5th class pass	No	Low	No	No	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
8	Weaving on Power or High Speed Looms	5th class pass	No	Moderate	No	No	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
9	Protected Cultivation (High tech Horticulture)	8th class pass	No	High	No	No	All Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
10	Para Vet cum Artificial Insemination	10th appeared	No	Moderate	Yes	Yes	Mild Locomotor and Low Vision
11	Computant	10th class pass	No	Low	No	No	All Locomotor and Low Vision
12	Corporate Housekeeping	10th appeared	No	Moderate	No	No	Mild Locomotor, Low Vision and Hearing impaired

13	Geriatric Care	10th appeared	No	Moderate	No	No	Mild Locomotor, Low Vision and Hearing impaired, Borderline Mentally Challenged
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11.6 Annexure VI: Resource Organizations working in the field of Disability – NATIONAL

A. Blind and Visual Impairment

- 1) National Institute of Visually Handicapped
116, Rajpur Road, Dehradun- 248001
Tel.no: 0135-2744491, 2748147, 2744578 Fax.no: 0135-2748147
Email: nivh@sancharnet.in
- 2) National Association for the blind
(Regd. under Societies Registration Act XXI of 1860-Registration No. s/10184)
Sector-V, R.K. Puram New Delhi-110022
Phone: 91-11-26102944, 26176379, 26175886 Fax: 91-11-26187650
E-mail: nab@vsnl.com Website: www.nabdelhi.org
- 3) National Association for the blind
11-12 Khan Abdul Gaffar Khan Road, Worli Sea Face, Mumbai - 400 033
- 4) Blind Peoples Association
Jagdish Patel Chowk, Surdas Marg, Vastapur, Ahmedabad - 380015
- 5) Society for Visually Handicapped – Kolkatta
12, Dover Road, Kolkata 700019 West Bengal

B. Deaf and Hearing impairment

- 1) Ali Yavar Jung National Institute for Hearing Handicapped – Mumabi
Kishenchand Marg, Bandra (W)
Mumbai-400050
Tel No: 022-26400215/228 / 26427320 Fax-26404170
Email:director@giasbm01.vsnl.net.in
- 2) Helen Kellor Institute for the Deaf & Deaf Blind
(Aditya Birla Centre), Plot No. CC-1, TTC
Industrial Area, Shil-Mahape Road, Off, Thane -
Belapur Road, Vashi, Navi Mumbai-400701 **Tel**
No: 022-23087052 / 23018211 mail: hkidbind@bom5.vsnl.net.in
- 3) All India Federation of the Deaf
18, Northend Complex, RK Ashram Marg, New Delhi-1 10001;
Phone: 2336 4766
- 4) The Deaf Way Foundation
803 Sahyog Building (#58), Nehru Place, New Delhi, India – 110019
Telephone: 011-41607261 Email: info@thedeafway.org

- 5) Delhi Foundation of Deaf Women
DDA Community Hall, Gali Chandiwalli Paharganj, New Delhi-110055;
Phone: 23533276
- 6) Speech & Hearing Institute & Research Centre
State Resource Centre (HI), 10
Mandeville Garden, Kolkata
Tel no: 033-24402113/ 24407242, 24406703 (R)
Email: shirk@cal2.vsnl.net.in
- 7) Helen Keller's School for the Deaf
10/72, Near Shiva Lingam, Beedi Factory, Ballary Road, Cuddapah- 516 001

C. Locomotor Disability

- 1) National Institute for Orthopaedically Handicapped
Bon-hooghly, B.T. Road,
Calcutta-700090.
Tel.Fax 033-25318379/25310789
E-mail nioh@cal.vsnl.net.in
- 2) Institute for Physically Handicapped
Haji Ali, Mumbai
- 3) All India Institute of Physical Medicine & Rehabilitation
Haji Ali Park, Khadye Marg, Mahalaxmi, Mumbai-400034
Tel.no. 022-24964331/ 332/, Fax No.24962737
- 4) Paraplegia & Training Centre & Physiotherapy College
Civil Hospital Campus, Asarva, Ahemdabad – 380016
- 5) Amar Jyoti Rehabilitation and Research Centre
Karkardooma, Vikas Marg, Delhi- 110092
Tel.No. 011-22377550 /22375205 /22372173 Fax no. 22372551 ,
E-mail amarjoti@del2.vsnl.net.in
- 6) Indian Spinal Injuries Centre
Sector –C Vasant Kuna, New Delhi -1100701
Tel.: 011-26896642 / 26894882

D. Multiple Disability

- 1) National Institute for Empowerment of Persons with Multiple Disabilities
(NIEPMD)
East Coast Road, Muttukadu-603112, Kancheepuram, Tamil Nadu, India

Tele-Fax : +91-44-27472389

Email : niepmd@gmail.com Website: www.niepmd.tn.nic.in

- 2) Sense International India
2nd Floor, Administrative Block, Andhajan Mandal Campus, Opp. IIM,
Vastrapur, Ahmedabad- 380015.
Phone : +91-79-2630 1282 Fax : +91-79-2630 1590
Website: www.senseintindia.org
- 3) Indian Institute of Cerebral Palsy (Formerly Spastic Society of Eastern India)
P-35/1, Taratolla Road, Calcutta-700099 (IICP)
Tel no: 033-24585679/24787990/24013488 Fax: 24014177/24010240
Email ssei@giasciol.vsnl.net.in
- 4) Helen Kellor Institute for the Deaf & Deaf Blind
(Aditya Birla Centre), Plot No. CC-1, TTC
Industrial Area, Shil-Mahape Road, Off, Thane -
Belapur Road, Vashi, Navi Mumbai-400701
Tel No: 022-23087052 / 23018211
Email: hkidbind@bom5.vsnl.net.in
- 5) The Spastics Society of India
Upper Colaba Road, Opposite Afghan Church, Colaba,
Bombay -400 005
- 6) Action for Ability Development and Inclusion (AADI),
Formerly the Spastics Society of Northern India,
Balbir Saxena Marg, Hauz Khas, New Delhi - 110 016,
Tel.No: 26569107, 26864714 Fax: 26853002
E-mail: srs_ssni@yahoo.com
- 7) Action For Autism
5, Jasola Institutional Area, Behind Sai Niketan, New Delhi - 110 025
Email: autism@vsnl.com

E. Mentally Challenged

- 1) National National Institute for the Mentally Handicapped
Manovikas Nagar, P.O.
Bowenpally, Secunderabad-500011
Tel.No. 7751741/ 745 Fax.no. 7750198
E-mail : nimh@hyd.ap.nic.in
- 2) Thakur Hari Prasad Institute of Research & Rehabilitation for the Mentally Handicapped
Vivekananda Nagar, Dilsukh Nagar, Hyderabad-500660,
Tel.No. 040-24046733,24045454,24044735 Fax.No.24045292,

thpihyd@hotmail.com

- 3) Kamayani Prashikshan and Sanshodhan Society
C.T.S. No.3024/11, Plot 270/B, Gokhale Nagar, Pune-16
Tel No: 020-25651588 Fax no. 25651588
kamayani@vsnl.com Website: www.kamayani.org
- 4) 'Ankur' Special School for Mentally Retarded
Plot No. 1945, Near Working Women's Hostel, Sardarnagar Circle,
Bhavnagar - 364 002.
Tel: 0278-2566956 Fax 0278-2431160
- 5) Government Institute for the Mentally Handicapped
Sector-32, Changidgarh-160047
Tel: 0172-2647760/2621342, Fax: 0172-2641342,
gimredir@chd.nic.in, Website: www.gimre.nic.in
- 6) "Aakansha", Lion's School for the Mentally Handicapped
Lions Den, Jalvihar Colony, Raipur-492 007,
Tel.No: 0771-2427468

F. Training Institutes

- 1) College of Teachers Education, Andhra Mahila Sabha,
Durga Bai Deshmukh Vidhyapeethem, Osmania University Campus,
Hyderabad-500007,
Tel.no. 7098573
- 2) All India Institute of Physical Medicine & Rehabilitation
Haji Ali Park, Khadye Marg, Mahalaxmi, Mumbai-400034
Tel.no. 022-24964331/ 332/, Fax No.24962737
- 3) S.N.D.T. Women's University, Centre. of Special Education
Sir Vithaldas Vidyavihar, Juhu Road,
Santacruz (W), Mumbai-400049
Tel. Fax- 022-26602307 / 28688363 (R)
- 4) Jamia Milia Islamia, Institute of Advanced Studies in Education
Department of Teacher Training & Non Formal Education, Faculty of
Education, Maulana Mohammed Ali Jauhar Marg, New Delhi - 110 025 ,
Tel No. 26823108, 26831717 (Ext. 2140,2142)
E-mail tti@jmi.ernet.in
- 5) Department of Special Education
Kurukshetra University, Kurukshetra
Tel.no. 01744-220410/ 220629
Email: ksushamak@sify.com
- 6) J.M. Institute of Speech & Hearing,
Inder Puri, P.O. Keshri Nagar, Patna-800023,
Tel.No. 0612-2264805, Fax 0612-2264805
E-mail: jmishpat@cal2.vsnl.net.in
- 7) Training College for the Teachers of the Deaf

293, Acharya Prafulla Chandra Road, Calcutta-09
Tel.no. 033-2350 1058

Annexure VII: Resource Organizations working in the field of Disability – INTERNATIONAL

- 1) Rehabilitation International
25 East 21 Street, 4th floor, New York, NY 10010, USA
Tel.: +1 212-420-1500 Fax: +1 212-505-0871
E-mail: ri@riglobal.org Website: www.riglobal.org
- 2) Disabled Peoples' International
874 Topsail Road, Mount Pearl, Newfoundland, A1N 3J9 Canada
Telephone: 709-747-7600, **Fax:** 709-747-7603
Email: info@dpi.org
- 3) House With No Steps (Members of RI Australia)
Mr. Andrew Richardson, CEO
PO Box 93 Frenchs Forest, NSW, 1640, Australia
Tel.: +02 9451 1511/ (02) 9452 8739 Fax: +02 9452 1882
- 4) **Active Foundation Inc.**
Mr John Groves, Executive Director
PO Box 446 Jolimont, WA, 6014, Australia
Tel.: +08 9387 0525 E-mail: john.groves@activ.asn.au
- 5) **Faith & Hope Welfare Association**
Mr. Lutfun Nahar Runu, Executive Director
414/3 East Goran, Khilgaon Dhaka 1219
Tel.: 88-02-01716633005.88-02-7291634 E-mail: fhwabd@gmail.com
- 6) **National Fellowship for the Advancement of Visually Handicapped-NFAVH**
MD. Jahangir Alam, Executive Director
House #7, Road #20/B, Sector #4 Uttara, Dhaka-1230, Bangladesh
Tel.: +88 02 895 8066 E-mail: favh@dhaka.net
- 7) **China Disabled Persons' Federation (CDPF)**
186 Xizhimen Nanxiaojie 100034 Bijinjing , People's Republic of China
Tel.: +86-10-665 80035 Fax: +86-10-665 80041
E-mail: zhangguozhong@cdpf.org.cn or ericzgq@yahoo.com.cn
- 8) **Hong Kong Joint Council for People with Disabilities**
Mr. Philip Yuen, Secretary General
12/F, Duke of Windsor Social Service Building 15 Hennessy Road,
Wanchai, Hong Kong

Tel.: +852-2864-2931 Fax: +852-2864-2862
E-Mail: Philip.yuen@hkcss.org.hk / rh@hkcss.org.hk

9) **The Japanese Society for Rehabilitation of Persons with Disabilities**

1-22-1 Toyama, Shinjuku-ku, Tokyo 162-0052, Japan
Tel.: +81-3-5273-0601 Fax: +81-3-5273-1523
E-mail: eueno@dinf.ne.jp / sat.ueda@nifty.com

10) **Japan Organization for Employment of the Elderly and Persons with Disabilities (JEED)**

Mr. Toshikazu Togari, President
North Tower, New Pier Takeshiba 1-11-1 Kaigan, Minato-ku Tokyo 105-0022, Japan
Tel.: +81-3-5400-1620 Fax: +81-3-5400-1608
E-Mail: Chikako.kohyama@jeed.or.jp <http://www.jeed.or.jp/english/index.html>

11) **United States International Council on Disabilities (U.S.I.C.D.)**

1630 Connecticut Ave., NW Suite 201 Washington, DC 20009
Tel.: +1202 207- 0338 Fax: +1202-462-1894
E-mail: mj.pencarski@ssa.gov / tbanerjee2004@yahoo.com

12) **American Association of People with Disabilities**

1629 K Street NW, Suite 503 Washington, DC 20006
Tel/TTY: (202)457-0046 or (800)840-8844 Fax: (202)457-0473 TTY: (888)712-4672
E-mail: aapd@aol.com Web: www.aapd-dc.org

13) **American Foundation for the Blind**

11 Penn Plaza, Suite 300 New York, NY 10001
Tel:(212)502-7600/(800)AFBLINE(232-5463)Fax:(212)502-7777TTY:(212)502-7662
E-mail: afbinfo@afb.net

14) **Association on Higher Education And Disability**

University of Massachusetts – Boston 100 Morrissey Boulevard Boston, MA 02125
Tel/TTY: (617) 287-3880 Fax: (617) 287-3881 TTY: (617) 287-3882
E-mail: ahead@umb.edu Web: www.ahead.org

15) **Disability Rights Education and Defense Fund (DREDF) (Main Office)**

2212 Sixth Street Berkeley, CA 94710
Tel/TTY: (510) 644-2555 Fax: (510) 841-8645
E-mail: dredf@dredf.org Web: www.dredf.org

16) **National Council on Disability (NCD)**

1331 F Street NW, Suite 850 Washington, DC 20004-1107 USA
Tel: (202) 272-004 Fax: (202) 272-2022 TTY: (202) 272-2074
E-mail: mquigley@ncd.gov Web: www.ncd.gov

17) US International Council on Disability (USICD) (formerly, United States Council for International Rehabilitation (USCIR))

51 Monroe Street, Suite 805 Rockville, MD 20850 USA

Tel: (301) 309-8269 Fax: (301) 309-9486

Email: uscd-hq@uscd.org or uscir@aol.com Web: www.uscd.org

18) World Institute on Disability (WID)

510 Sixteenth Street, Suite 100 Oakland, CA 94612

Tel: (510) 763-4100 Fax: (510) 763-4109 TTY: (510) 208-9496

E-mail: webpoobah@wid.org Web: www.wid.org

19) Royal Association for Disability and Rehabilitation (RADAR)

Ms. Liz Sayce, Chief Executive Director

12 City Forum, 250 City Road

London EC1V 8AF, United Kingdom

Direct Tel.: +44-20-7566-0125 Tel.: +44(0) 20-7250 3222 Fax: +44(0) 20-7250-0212

E-mail: radar@radar.org.uk / Liz.sayve@rdar.org.uk / chris.brace@radar.org.uk

20) Shaw Trust

Tim Pape, Director General Fox Talbot House, Bellinger Close Greenways Business Park, Malmesbury Road Chippenham, Wiltshire, SN 15 1BN, UK

Tel.: +44-01225-716343 Fax: +44-01225-716301

E-mail: Sally.Clark@shaw-trust.org.uk Web: www.shaw-trust.org.uk

21) Bundesarbeitsgemeinschaft fuer Rehabilitation – Federal Rehabilitation Council – (BAR)

Walter-Kolb-Str. 9-11, D – 60594 Frankfurt (Main), Germany

Tel.: +49-69/60 50 1826 / Fax: +49-69/60 50 1828

E-mail: regina.ernst@bar-frankfurt.de

22) Deutsche Vereinigung fuer Rehabilitation e.V. (DVfR)

Friedrich-Ebert-Anlage 9 D-69117 Heidelberg, Germany

Tel.: +49-6221-2-16 8168 and +49-6221-25485/Fax: +49-6221-16-6009/

E-mail: m.schmollinger@dvfr.de web: www.dvfr.de

Annexure VIII: International Disability Resource Organizations working in India

- 1) Site Savers International India – Mumbai
C/O Royal Commonwealth Society For the Blind
A-3 Shivdham, New Link Road, Kachchpada, Malad (W) Mumbai - 400064.
Maharashtra Karmayogi : Ms. Alice Crasto
Tel: 022-28820808
ssiindia@sightsavers.org.in info@sightsavers.org.in
Website on Karmayog - <http://www.karmayog.org/sightsiindia>
Contact Person - Ms. Alice Crasto
- 2) Action Aid India
R 7, Hauz Khas Enclave, New Delhi 110016
Tel: +911140640500 Fax: +911141641891
Website: <http://www.actionaid.org>
- 3) **Sense International (India)**
2nd Floor, Administrative Block, Andhajan Mandal Campus, Opp. IIM, Vastrapur,
Ahmedabad- 380015.
Phone: +91-79-2630 1282 Fax : +91-79-2630 1590
Website: www.senseintindia.org
- 4) Rehabilitation International (National Organization)
Amar Jyoti Research & Rehabilitation Centre
Karkardooma, Vikas Marg, Delhi 110 092
Phone: 91-11-22375205, 22372173 Fax: 91-11-22372521
Email: amarjoti@del2.vsnl.net.in
- 5) **Action on Disability and Development India (ADD)**
4005, 19th Cross, Banashankari II Stage Extn Bangalore 560 070 Karnataka
Tel: 080-6765881 Fax: 080-6762097
Email: addindia@vsnl.net
- 6) **MOBILITY INDIA**
1st & 1st 'A' Cross, J.P. Nagar, 2nd Phase, Bangalore - 560 078.
Phone : +91-80-26492222 / 26597337 / 26491386 - Ext-9 (Reception)
Telefax : +91-80-26494444 Ext. - 110
Email: e-mail@mobility-india.org
- 7) Handicap International (India)

P.O Box 3837 Andrews Ganj New Delhi 110 049

E-mail: dir@hi-india.org

8) World Blind Union

C/o All India Confederation of the Blind

Braille Bhawan, Sector-5, Rohini Delhi 110085 India

Contact: Kaul, J.

E-mail: aicbdelhi@yahoo.com

Phone: 91-11-27054082 **Fax:** 91-11-27050915

9) CBR Forum

14, CK Garden, Wheeler Road Extension, St Thomas Town Post,
Bangalore - 560 084, INDIA

Tel +91 - 80 - 2549 7387 Tel/ Fax +91 - 80 - 2549 7388

Email: admin@cbrforum.in or cbrforum@gmail.com

Website: www.cbrforum.in

10) **DISABLED PEOPLES' INTERNATIONAL (INDIA) (DPII)**

Javed Abidi (Secretary General)

D-31, Ground Floor, Panchseel Enclave

New Delhi - 110017

India

Tel: 91-11-26496063 98-110-38018 Fax: 91-11-26496062

Email: javed_abidi@ncpedp.org

11.7 Annexure IX: Coverage of Benefits and Entitlements (Part-1) – APDPPIP

Coverage of Benefits and Entitlements (Part-1)																
District (No. of Pilot Mandals)	BUS PASSES				RLY. CONCESSION				PENSIONS				RATION CARDS			
	eligible	Received	Not Received	Coverage (%)	Eligible	Received	Not Received	Coverage (%)	Eligible	Received	Not Received	Coverage (%)	Eligible	Received	Not Received	Coverage (%)
Adilabad (3)	1512	631	881	41.733	15	15	0	100	1801	1269	566	70.461	1913	1893	20	98.955
Anantapur (5)	1690	1091	599	64.556	2492	1757	735	70.506	2613	1923	680	73.594	2845	2839	6	99.789
Chittor (3)	1317	1020	297	77.449	1031	877	154	85.063	1789	1462	342	81.722	1997	1951	52	97.697
East Godavari (5)	3113	2362	751	75.875	2977	1643	1334	55.19	2989	1020	1969	34.125	1456	1138	318	78.159
Guntur (3)	2827	1572	1255	55.607	3024	1382	1642	45.701	2238	903	1335	40.349	2824	2403	178	85.092
Karimnagar (3)	1259	864	395	68.626	1111	766	345	68.947	1980	1549	431	78.232	1416	962	454	67.938
Khammam (3)	1524	730	794	47.9	1642	480	1162	29.233	1590	975	615	61.321	1040	765	275	73.558
Kurnool (3)	100	100	0	100	1689	911	778	53.937	2078	1645	450	79.163	391	391	0	100
Kadapa (3)	1214	920	294	75.783	645	414	231	64.186	1743	1209	534	69.363	1781	698	1083	39.191
Krishna (3)	1140	771	369	67.632	1072	583	489	54.384	1140	667	473	58.509	639	603	136	94.366
Mahabubnagar (5)	3485	2673	812	76.7	3275	870	2405	26.565	3124	2352	752	75.288	2493	1918	565	76.935
Medak (3)	1985	1608	377	81.008	820	159	661	19.39	1814	699	1115	38.534	1447	1316	131	90.947
Nellore (3)	981	601	380	61.264	805	294	511	36.522	1116	792	324	70.968	622	435	187	69.936
Nizamabad (5)	3099	2336	763	75.379	3195	2184	1011	68.357	2968	1908	1160	64.286	3061	2872	189	93.826
Nalgonda (3)	0	0	0	0	0	0	0	0	2228	1566	732	70.287	2635	2519	116	95.598
Prakasam (3)	1530	797	733	52.092	2031	1083	948	53.323	1263	692	571	54.79	1653	1560	98	94.374
Ranga Reddy (5)	2193	1878	315	85.636	2858	1799	1059	62.946	3033	1478	614	48.731	2362	2362	0	100
Srikakulam (3)	660	660	0	100	324	324	0	100	2883	2046	0	70.968	2883	2883	0	100
Visakhapatnam (3)	2138	911	1227	42.61	2138	879	1259	41.113	2127	812	1315	38.176	1439	996	443	69.215
Vizianagaram (3)	2254	1469	785	65.173	2662	1848	814	69.421	1360	1000	1083	73.529	2283	2163	284	94.744
Warangal (3)	1575	1464	111	92.952	1295	1210	85	93.436	1798	1369	429	76.14	1761	1761	0	100
West Godavari (3)	2546	1706	840	67.007	2516	1436	1080	57.075	2546	2260	286	88.767	2416	2416	0	100
Total	38142	26164	11978	67.045	37617	20914	16703	57.045	46221	29596	15776	69.22	41357	36844	4535	92.9

11.8 Annexure X: Coverage of Benefits and Entitlements (Part-2), APDPIP

Coverage of Benefits and Entitlements (Part-2)												
	ANTHODHAYA CARDS				HOUSE SITES				HOUSES			
	Eligible	Received	Not Received	Coverage (%)	Eligible	Received	Not Received	Coverage (%)	Eligible	Received	Not Received	Coverage (%)
Adilabad (3)	310	127	193	40.9677	106	10	96	9.434	640	91	549	14.219
Anantapur (5)	425	240	185	56.4706	319	180	124	56.426	426	302	117	70.892
Chittor (3)	211	198	10	93.8389	670	188	441	28.06	267	0	59	0
East Godavari (5)	797	216	581	27.1016	607	42	586	6.9193	670	70	600	10.448
Karimnagar (3)	148	75	73	50.6757	502	136	366	27.092	671	196	475	29.21
Khammam (3)	442	159	283	35.9729	881	287	372	32.577	985	61	924	6.1929
Kurnool (3)	43	38	5	88.3721	411	217	194	52.798	379	190	189	50.132
Kadapa (3)	70	55	13	78.5714	917	412	35	44.929	1205	1039	386	86.224
Krishna (3)	431	80	351	18.5615	348	199	133	57.184	232	114	113	49.138
Mahabubnagar (5)	482	278	278	57.6763	313	118	195	37.7	311	133	178	42.765
Medak (3)	180	84	96	46.6667	470	205	292	43.617	775	325	450	41.935
Nellore (3)	161	101	60	62.7329	534	276	258	51.685	534	87	447	16.292
Nizamabad (5)	202	105	97	51.9802	1218	80	1138	6.5681	376	46	330	12.234
Nalgonda (3)	212	94	118	44.3396	238	27	171	11.345	1341	172	263	12.826
Prakasam (3)	410	53	357	12.9268	325	4	321	1.2308	180	18	162	10
Ranga Reddy (5)	615	360	325	58.5366	314	40	50	12.739	489	176	253	35.992
Srikakulam (3)	178	178	0	100	368	178	191	48.37	363	172	191	47.383
Visakhapatnam (3)	721	218	503	30.2358	1297	152	1001	11.719	1497	155	589	10.354
Vizianagaram (3)	130	182	135	140	641	185	456	28.861	1023	320	255	31.281
Warangal (3)	147	98	49	66.6667	229	23	206	10.044	229	13	216	5.6769
West Godavari (3)	524	161	363	30.7252	370	119	251	32.162	452	172	78	38.053
Total	6839	3100	4075	62.56	11078	3078	6877	32.64	13045	3852	6824	28.23

11.9 Case Study I: Visually Impaired Venkati, Ekes Out His Livelihood

Godsana is a remote village in Kubeer mandal of Adilabad district. It took a long journey to reach the village by bus. Soon after alighting from the bus, one finds a kiosk selling petty items like biscuits, chocolates and other edible items, besides beedis, cigarettes and match boxes. The person who sells these items, is the middle aged Venkati, a totally blind man

Venkati is the son of Dammanna, a poor marginal farmer belonging to Munnur Kapu caste. Poor Venkati could not continue his education beyond high school. After school education, Venkati took to agriculture, the only source of livelihood for his family. When Venkati was 20 years old, he suffered from conjunctivitis, an eye disease. Venkati was misguided to a quack doctor. The quack applied some oil in Venkati's eyes. Poor Venkati could not recover. He gradually lost his sight in both eyes. Dammanna, Venkati's father took lot of pains to get modern treatment to Venkati. By then, it was late. Venkati was even taken to hospitals in the neighbouring Maharastra state. But, it was of no avail. Venkati became a totally blind person.

Notwithstanding his blindness, Venkati was forced to enter into a wedlock with a close relative. However, the marriage could not survive for long. Unable to adjust with the blind person, Madhavi, Venkati's wife soon left him. Deserted by his wife, Venkati depended for some time on the aged father. Venkati's father also passed away after sometime. Venkati turned to begging to eke out his livelihood in the neighbourhood with the help of his brother's children. It was at this juncture, that the CC Mohan, specially appointed for the DAPs, chanced to meet Venkati.

The CC recognized the enterprise in Venkati and decided to prevent Venkati from begging. The CC persuaded Venkati to give up begging. As a last effort, the CC arranged for an examination of Venkati at L.V. Prasad Eye Institute. The institute confirmed that Venkati's eyes are lost forever and that the eye sight cannot be retrieved even if a surgery is performed. However, the hospital agreed to teach him certain life skills including recognition of currency notes, different articles and individuals. The eye hospital also arranged for the supply of small consumption articles free of cost, to enable Venkati to start a kiosk. In addition, Venkati had about Rs.3,000/- saved while he was begging. The CC facilitated the purchase of a kiosk as well as small consumption articles by Venkati. Venkati spent Rs.3,000/- on a kiosk. Very soon, Venkati started selling the articles initially supplied by the eye hospital. In addition, Venkati also purchased certain other articles useful for children and started selling them in Sept. '05, the total value of Venkati's business exceeded Rs.5,000/-. The daily turnover was about Rs.250/-. Venkati was replenishing the stocks twice in a week. Venkati was able to recognize the currency notes and coins given by the customer and personally started selling the consumption items. He does not trust others. He believes that the normal people with eyes cheat the blind. He sleeps at the kiosk and is alert throughout the night. No thief can dare touch the articles at the kiosk. Venkati raises a big alarm, whenever he suspects a foul play.

The CC did not stop with facilitating petty business for Venkati. Venkati was successfully persuaded to join a new DAP-SHG, in the village. Venkati was also made to subscribe Rs.30/- towards monthly savings. By September 2005, Venkati had a cumulative saving of Rs.400/-. Venkati, however, had not received any assistance from the project yet, except that he derived support from the CC. But for the CC's intervention, Venkati would not have given up begging. Venkati's efforts and commitment for self-reliance, need an appreciation of all.

11.10 Case Study II: Disability Does Not Deter Kurshid

Dodarna is a remote habitation in Kubeer mandal of Adilabad district. Kurshid lives here, with his family of 7 members. Kurshid worked as a lorry cleaner to support his family. Though poor, it was a well knit family. A few months ago, Kurshid had met with an accident. The lorry turned upside down and killed the driver. Kurshid luckily escaped. But he lost one of his legs in the accident. His right leg was amputated. It was a rude shock to the family which depended entirely on Kurshid for its livelihood.

Fortunately for Kurshid, the insurance amount came as a big relief. He received Rs.1.00 lakh as compensation from the insurance company. Kurshid wanted to start some business with the amount. However, as the sole bread winner of the family, he had the responsibility of marrying off his sister. Kurshid's parents persuaded him to celebrate the marriage first. Kurshid agreed and the entire insurance compensation was exhausted for the marriage. The family was once again without any source of livelihood. It was at this juncture, that CC Mohan visited the village.

Mohan is a specially appointed CC for DAP activities. Mohan soon understood the pitiable condition of Kurshid. The first thing Mohan did was, to facilitate the mobility of Kurshid. Mohan came to know that a special camp was being organized in Dharmabadh in the adjacent Maharastra state. Mohan persuaded Kurshid to accompany him to Dharmabadh. Mohan and Kurshid went to attend Dharmabadh rehabilitation camp. The organizers of the camp successfully convinced Kurshid to go in for an artificial leg. Very soon orders were placed and Kurshid got an artificial leg specially made for him. The second visit to the camp enabled Kurshid, to walk without anybody's support.

Kurshid was a changed man. He was his confident self once again. The artificial limb has nearly enabled him to lead a normal life. Kurshid decided to pursue an independent livelihood. Given his background, Kurshid liked to run a three wheeler auto and make living out of it. However, Kurshid did not have the money required to buy an auto. Therefore, Kurshid persuaded another person in the village to buy an auto and to run it on hire. Very soon, Kurshid joined as a driver at a monthly salary of Rs.1,000/-. In addition, Kurshid was entitled to a daily incentive money of Rs.10/-. The arrangement worked well and Kurshid became once again the major source of livelihoods for his family.

When Kurshid became near normal, his family decided to get him married. Very soon, Kurshid was married to Shafeena. They have a child now. Kurshid leads a contented life, working as an auto driver. He is very happy. However, if the project could facilitate the purchase of own auto by Kurshid, he would be better off. CC Mohan took up the task and facilitated the purchase of auto by Kurshid. With the own auto at his command, Kurshid started making good income. He has also started

repaying the loan. Kurshid is an embodiment of self-confidence now. Kurshid owes it all to the project.

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