ALL INDIA INSTITUTE OF SPEECH & HEARING,

MANASAGANGOTHRI, MYSORE - 570 006

2 Budget and Programme

2.3 Manner of execution of subsidy programme [Section 4(i)(b)(xii)]
(i) Name of the programme of activity
(ii) Objective of the programme
(iii) Procedure to avail benefits
(iv) Duration of the programme/scheme
(v) Physical and financial targets of the programme
(vi) Nature/scale of subsidy /amount allotted
(vii) Eligibility criteria for grant of subsidy
(viii) Details of beneficiaries of subsidy programme (number, profile etc)

A. Department of Clinical Services

Services of client welfare fund (CWF) are available for BPL cardholders

B. Prevention of Communication Disorders (POCD)

S. No.	Particulars	1	2
a)	Name of the program or activity	**Newborn screening for communication disorders**	**Outreach service centers**
b)	Objective of the program	To promote prevention, early identification and rehabilitation of communication disorders in newborns/infants.	To promote diagnostic and rehabilitation facilities to individuals with communication disorders across the country
c)	Procedure to avail benefits	Any State/District/Taluk hospitals where infrastructure is provided by the interested hospitals and the facilities (Man power & Equipment) shall be provided by AIISH (as per *Annexure 1*)	
d)	Duration of the program/scheme	Up to 5 years for the centers initiated till March 2022. (Henceforth, MoHFW has advised that AIISH shall play the role of the technical consultant and develop model guidelines for OSCs at District/Taluk level and not to extend the period of 5 years for the existing centers- SH/Dir/52nd SFC/2021-22 dtd.	

		28.03.2022)
e)	Physical and financial targets of the program	Newborns and individuals with communication disorders

OUTREACH SERVICE CENTERS FOR COMMUNICATION DISORDERS –
A unit for Hearing, Speech and language disorders

Minimum requirements to establish an Outreach service centers for communication disorders at your hospital.

Infrastructure – provided by your hospitals	
OPD consultation	1) A single room of 8'x 8' size *Furniture:* • Office table with storage facility: 01 • Cupboard - 01 • Executive chair: 01 • Patient chair: 03
For Audiological testing	2) Minimum one sound treated double-room suite with electrically grounded with voltage <1volt. • Inner Size of tester room (after sound treatment): 10'x6' • Inner Size of Patient room (after sound treatment): 10'x12' • Observation glass of minimum 4'X4' between the two rooms. • Appropriate lighting and electrical connections for both the rooms *Furniture:* Tester room: • Table for placing audiometer – 01 No. • Executive chair for Clinician – 01 No. • Patient chair for counseling – 01 No. Patient room: • Tables - 02 (one for placing ABR, and Immittance; other for setting up Free-field speakers) • Reclining chair– 01 No. for ABR testing in adults/Examination table for children and adults • Patient chair – 02 Nos. (Audiometer testing and immittance testing) ** *Preferably custom made tables with storage options are preferred.*
For Speech-language evaluation and therapy	3) A large silent room with 04 cubicles having size of 10'x10' for each cubicles Furniture: • Therapy table for children – 02 No. for 02 cubicles each • Therapy chairs - 04 Nos. for 02 cubicles each • Carpeted flooring or Therapy mat for all the cubicles • Office tables - 02 No. for 02 cubicles each • Executive chairs – 02 Nos. for 02 cubicles each • Patient chair – 06 Nos. for 02 cubicles each • Cupboard/Amirah for storing therapy material and Speech and language test materials – 02 Nos

For newborn Screening	4) A silent room of 10'x10' near maternity wards/NICU unit.
	• Baby Cradle/Examination table with storage facility – 01 No.
	• Office table - 02No.
	• Executive chair - 02No.
	• Patient table - 02 No. for counseling
	• Cupboards – 1 Nos

For your information, the following shall be provided by AIISH Mysuru to your hospital

Human Resource	
for a period of 05 years from the date of initiation of MoU	Audiologist (01 No.) – M.Sc. in Audiology/B.ASLP Speech-language pathologist (1 No.) - M.Sc. in SLP/B.ASLP Speech and Hearing technician/Assistant (01 No.) – DHLS
Salary	Salary will be directly paid by AIISH to the concerned staff member.
After 05 years	Staff support from AIISH will be withdrawn. To continue the activities, your hospital needs to appoint one Audiologist/ Speech Language Pathologist at least. The equipment supplied from AIISH will remain in the Hospital only. You are free to contact us for any other help in running the speech and hearing services.
Equipment	
For Audiological evaluation	1) Otoscope – 01 No. 2) Pediatric Audiometer – 01 No 3) OAE and AABR screener – 01 No. 4) HRR checklist 5) Diagnostic Audiometer – 01 No. 6) Immittance – 01 No. 7) Diagnostic ABR and OAE – 01 No. 8) Desktop computer for data entry and administrative works – 01 No.
For Speech-language evaluation	Diagnostic test kit related to speech and language assessment test tools and Proformae: REELS,SECS,MCHAT,ACLS, LPT –Kannada, Hindi, Malayalam • KLT,MLT, • ERS,RAP-K • WAB,CLAP • Praxis, ABA • RHLB • MOCA, CLQT, CLIP • FDA • MMASA • SSI, SPI • ISAA, ADHD Checklist
For Speech-language therapy	Appropriate speech language therapy materials will be provided.

Others:
* A Memorandum of Understanding (MoU) has to be signed between the parties

- AIISH will provide constant support only for a maximum period of five years followed by which the concerned hospital/organization should recruit the professional to carry forward the clinical activities of the center.

Appendix -1 (Prevention of Communication Disorders (POCD)

	Outreach Service Centres		
1.	All India Institute of Medical Sciences, Bhuvaneshwar, Orissa	1508	410
2.	All India Institute of Medical Sciences, Bhopal, Madhyapradesh	57	01
3.	All India Institute of Medical Sciences, Jodhpur, Rajasthan	20	01
4.	Belagavi Institute of Medical Science, Belagavi, Karnataka	2391	233
5.	Bidar Institute of Medical Sciences, Bidar, Karnataka	2479	1834
6.	Gulbarga Institute of Medical Sciences, Kalaburgi, Karnataka	1989	620
7.	Indira Gandhi Institute of Medical Sciences, Patna, Bihar	369	146
8.	Karnataka Institute of Medical Sciences, Hubli, Karnataka	2118	644
9.	Kodagu Institute of Medical Science, Kodagu, Karnataka	2297	761
10.	Mahatma Gandhi Memorial Medical College, Indore, Madhya Pradesh	77	38
11.	Primary Health Centre (Under Karuna trust), Gumballi, Karnataka	157	17
	Taluk Hospital, Yelandur, Gumballi, Karnataka*	28	6
	Community Health Centre, Santhemarahalli, Gumballi, Karnataka*	203	30
12.	Sub-divisional Hospital, Sagara Taluk, Karnataka	2078	121
13.	Sub-divisional Hospital, Kundapura, Karnataka	21	21
14.	Taluk Hospital, Nanjangud, Karnataka	795	45
	Community Health Centre, Bannuru, Karnataka*	17	0
	Community Health Centre, Hullahalli, Karnataka*	46	2
15.	Taluk General Hospital, KR. Pete, Mandya, Karnataka	260	11
	Sub-divisional hospital, K R Nagar Taluk, Yadavagiri, Mysore, Karnataka*	778	38
	Primary health center, Akkihebbalu, Mandya, Karnataka*	14	1
16.	Vivekananda Memorial hospital, H. D. Kote,	341	31

	Sarguru, Karnataka		
	St, Mary's Hospital, HD kote, Sarguru, Karnataka*	928	137
	Taluk Hospital, H.D. Kote- Immunization, Sarguru, Karnataka*	881	137
	Total	**19852**	**5285**
	New-born Screening Centres		
1.	All India Institute of Medical Sciences, Patna	613	26
2.	All India Institute of Physical Medicine and Rehabilitation, Mumbai (RCH)	450	53
3.	All India Institute of Physical Medicine and Rehabilitation, Mumbai (TLH)	23	01
4.	Indira Gandhi Medical College, Shimla	570	46
5.	Jawaharlal Institute of Postgraduate Medical Education and Research JIPMER, Puducherry	1229	168
6.	Jawaharlal Nehru Medical College & Hospital, JLNMCH, Bhagalpur, Bihar	1575	67
7.	King George's Medical University KGMU, Lucknow, Uttar Pradesh	2893	71
8.	Post Graduate Institute of Medical Education and Research, New Delhi	1044	101
9.	Rajendra Institute of Medical Sciences, Ranchi	221	8
10.	Sri Devaraj Urs Academy of Higher Education and Research, Kolar, Karnataka	2055	01
	Total	**10673**	**542**

C. **Department of Special Eduation**

a. **Name of the Service/Facility: Special Education Assessment Service (SEA-U)**
Note: Free of cost

b. **Objectives of the programme**
- Screening children with special needs for identifying developmental phase and referral.
- Assessment of educational attainment of children with special needs and recommending appropriate educational placement, instructional adaptation and support services
- Conducting research to develop standardized educational assessment materials
- Organizing programmes such as workshops to train mainstream and special educators and disseminate best practices in educational evaluation

c. **Procedure to avail benefits:** Visit to the department with the case file of children with special needs.

d. **Duration of the programme/scheme:** Minimum one month to maximum of 3 years

e. **Physical and financial targets of the programme:** Not applicable

f. **Nature / scale of subsidy / amount allotted:** Not applicable

g. **Eligibility criteria for grant of subsidy:** Not applicable

h. Details of beneficiaries of subsidy programme (number, profile etc): Not applicable.

Other Details

Infrastructure /equipment

- Space:
- Cabin in room numbered 1 in Department of Special Education
- Equipment:
- All-in-One Computer (SPLEDN/Nov2015/C-45 S/N-SGH506RGYP)
- Furniture:
- Filing cabinet - 1
- Tables – 2
- Chairs – 3

Test Materials:

- Behavioural Assessment Scales for Indian Children with Mental Retardation – BASIC-MR (Peshawaria & Venkatesan, 1992)
- School Readiness Assessment – Environmental Science (Yathiraj et al., 2009)
- Test for Pre-academic Skills – T-PAS (Malar, Singh, Shobha & Asha, 2016)
- Test for Pre-academic Skills – T-PAS (Malar, Singh, Shobha & Asha, 2016) – vernacular adaptations in Hindi, Kannada & Malayalam
- Grade Level Assessment Device (Narayan, 1997)
- Readiness Checklist for Post -School Transition – In Adolescents with Hearing Impairment (Malar, Freddy & Krishan, 2016)
- Behavioural Assessment Scales for Adult Living – Mental Retardation BASAL-MR (Peshawaria et al., 2000)
- Functional Assessment Checklist for Programming Students with Profound Mental Retardation FACP-MR (Myreddi et al., 2004)
- Construction of Diagnostic Test in Kannada Language for Primary Schools (Ramaa & Somoshekhara, 1998)

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CORE SERVICES

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a) **Name of the Service/Facility: Parent Infant Programme (PIP)**

b) **Objectives :** Service is provided to children with communication problem from the age limit of birth to 2.5years

  Objectives: Aims at helping the parents to bring a difference in themselves and their child by
  - ➢ Providing support and services to the parent and their baby
  - ➢ Training parents to manage the child with confidence
  - ➢ Teaching the parents to develop skills in the child such as
    - Physical skills (reaching, rolling , crawling and walking)
    - Cognitive skills (thinking , learning ,solving problems)
    - Communication skills(talking, listening and understanding)
    - Social /emotional skills (playing, feeling secure and happy)
    - Self-help skills(eating/dressing)

c) **Procedure to avail benefits :**
   - ➢ The child is assessed at an early age in the SEA-Unit. The child will be referred to Parent Infant programme (PIP)
   - ➢ Once the child is enrolled into PIP, demographic details of the child are collected using separate application form (SE/F/11)
   - ➢ The details of the child is entered in an enrolment register (SE/R/10)
   - ➢ Monthly statistics is collected from teachers regarding the number of their PIP clients

d) **Duration of the programme /scheme:**
   - ➢ Weekly 2 sessions depends on the time slot of the special educators

e) **Physical and financial targets of the programme**

   - ➢ The sessions are carried out in the specially allotted unit which is the PIP room.
   - ➢ No fee is charged

f) **Nature / Scale of subsidy /amount allotted :** Free of cost

g) **Eligibility criteria for grant of subsidy:** NIL

h) **Details of beneficiaries of subsidy programme (number ,profile etc)**
   April 2021 – March 2022 No. of clients availing services: 18

a) **Name of the programme or activity : Preschool Parent Empowerment Program(PPEP)**

b) **Objectives of the programme :**

   - Children will be encouraged to sit in the group of maximum of 10 children.
   - Children will be encouraged to learn different concepts in different skills based on their previous knowledge.
   - Children will be encouraged to adjust to school atmosphere.

   - Caregivers will be oriented regarding different skills taught in the pre-school, need and necessary of early child education for their children and importance of PPEP.
   - Caregivers will be oriented to plan the lesson according to the concept to be taught.
   - Caregivers will be empowered to maintain the lesson plan manually and daily dairy.
   - Caregivers will be encouraged to handle the children in the group.

c) **Procedure to avail benefits**
   - Special Educator in-charge to the particular group will admit the child to PPEP group through filling application. Then enrolment card will be issued Caregivers will be counseled and oriented regarding services provided in the PPEP sessions and the role of the caregivers during the PPEP services.
   - Child will be assessed for the development of the basic skills.
   - Special Educator in-charge will collect the preliminary information about the child and records.
   - The child will be enrolled in the register
   - Attendance of the child will be maintained in records
   - Children will be assessed regularly by the special educator with the help of the teacher made test. At the end of every 6 months the HL child will be assessed with standardized checklist and MR children will be assessed with ACPC-DD checklist.

d) Duration of the Programme /scheme :
- Every working day 45min. for more than 20 groups in different languages

e) Physical and financial targets of the Programme
    a. Specially dedicated space for storage and display of teaching learning materials

    b. Specially trained teachers

f) Nature / scale of subsidy / amount allotted: Free of cost

g) Eligibility criteria for grant of subsidy : NIL

h) Details of beneficiaries of subsidy programme (number, profile etc)
- April 2021 – March 2022
  No of children availing services in all languages: 165
- April 2022 till date
  No of children availing services in all languages: 308

a. Name of the Service/Facility: Preschool

b. Objectives /functions:
    i. Preparing toddlers with communication disorders and their caregivers for intensive, group training in preschool
    ii. Preparation for mainstream schooling through training in self-help, language (including exclusive sessions for story & rhymes), cognitive, pre-academic skills, and co-curricular activities.

c. Procedure to avail benefits:
- Each child is assessed for their baseline evaluation and grouped according to their level of functioning.
- The child is taught by trained special educators who prepares monthly goals and lesson plans based on the goals
- The child is also assisted by parents in the teaching-learning process
- Monthly class tests for assessing their progress
- Six months assessment for reviewing their progress.

d. Timings/ duration of the services offered
Duration: the child is expected to be in the preschool for duration of three years
    Timings: Two Sessions:
        Morning: 9.00 am to 1.00 pm
        Afternoon: 1.30 pm -5.30 pm

e. Physical and financial targets of the programme
    Financial target: An amount of Rs.125/- onetime payment for three years is made by the newly enrolled preschool children

f. Nature/scale of subsidy/amount allotted: Free of cost

g. Eligibility Criteria for grant of subsidy: NA

h. Details of beneficiaries of subsidy programme (number, profile etc)

Number of clients availing preschool service

Sl.No	Year	Number
1	April 2021-March 2022	179
2	April 2022 till date	203

Other details
Infrastructure /equipment

➤ There are 21 classrooms exclusively for providing service to approximately 200 children with special needs availing service at preschool
➤ The classroom have special furniture , white boards and state of the art technology
➤ A well equipped Audio-visual room for providing auditory and visual teaching
➤ A prayer hall for conducting prayers and co-curricular room for conducting the co-curricular

a. **Name of the Service/Facility: Curricular support services (CSS)/Individualized Education Program (IEP)/Non formal Education (NFE)/ Demonstration Education Training**

b. **Objectives/Functions:**

c. **CSS: Service offered to children with communication disorder who are   in mainstreaming education and   also children who access of preparation for regular schooling**

d. **IEP: Service offered to children with communication disorder to active   functional**

e. **education intervention appropriate to the developmental age**

   Objectives:

   • To provide curricular support for children with special needs
   • To empower caregivers and regular school teachers
   • For successful inclusion of children with special needs
   • To help the children with special needs who are unaware of the services provided
   • To provide outreach services to school going children with special needs who are not able to avail services at AIISH
   • To enable the students to achieve academic skill
   • To enable the students to take exams through distance education mode.
   • To enable the post-school transition of school-leaving students

f. **Procedure to avail benefits**

   • The child is referred from regular school and Department of clinical services for the educational academic support service and   active   functional education intervention appropriate to the developmental age.

   • The children are assessed in the SEA-Unit. The child may be referred for curricular support services (CSS) and Individualized Educational Program (IEP).
   • Once the child is enrolled into CSS/IEP, demographic details of the child are collected using separate application form (SE/F/35) and the details are entered in an enrolment register (SE/R/36).
   • The attendance of the clients will be maintained in a register (SE/ R/38) and the clients maintain their own enrollment cards also (SE/F/37).
   • According to the child's level individualized goals are set and following planning is done:
   • Adapting existing curricular content (or)
   • Designing special lessons for instruction
   • Developing special TLMs for implementing the lesson
   • Implementing the lesson
   • Guidance and counseling to caregivers and regular school teachers regarding the planning and implementation of the goals.
   • Home training is given to parents of the children.

- Periodic evaluation to follow-up the progress will be done using different teacher-made tests and informal classroom assessments.
- Monthly statistics is collected from teachers and faculties regarding the number of their CSS/ IEP sessions.
- After the completion of the successful 2 years CSS and IEP program, the children are given progress reports which give information regarding the children's language level, academic performance in different subjects of school going children and functional levels of children those who attended IEP.
- After the completion, children and their parents can avail the demonstration teaching sessions during their mid-term and summer vacations wherein parent will be empowered regarding the strategies to adapt the curriculum and its implementation.
- Two phases of workshops (out of three phases) have been completed as a part of CSS/ IEP.
- In the first phase, curriculum adaptation of different subjects of primary level is done.
- This adapted curriculum is made into a booklet form. In the second phase (national workshop) the adapted lessons will be assessed by expertise of education field from different parts of the country and they approve the adapted curriculum.

g. **Duration of the programme/scheme:**

h. **CSS: After Childs regular School timing(4.45pm to 5.30)**

i. **IEP: Need based**

j. **Physical and financial targets of the programme**

k. **Nature/Scale of subsidy/amount allotted:** Free of cost

l. **Eligibility criteria for grant of subsidy: Nil**

m. **Details of beneficiaries of subsidy programme (number, profile etc):**

- April, 2021 to March, 2022: 103 Children
- April, 2022 till date: 39children

Other Details
n. **Infrastructure/Equipment:**

o. **Specially dedicated space with individual study carrels and space for**

p. **Storage and display of teaching learning materials**

q. **Specially designed and adapted teaching learning materials**

r. **Multimedia teaching learning materials**

s. **Specially trained teachers**

<h2 style="text-align:center">AUXILLARY SERVICES</h2>

<h3 style="text-align:center">Particulars of specific services and facilities offered</h3>

a. **Name of the Service/Facility**

1. Staff enrichment Programme (SEP)

2. Parent Help Parent Programme (PHPP)

3. Parent enrichment Programme (PEP)

b. **Objectives/Functions**

Objectives of the Programme PEP and PHPP

- Orienting and motivating Parents of children with communication disorders which include children with Intellectual Disability, Autism, Multiple Disability, Cerebral Palsy and Hearing Impairment to train their children
- Conducting monthly once PEP and PHPP Programs by finding out the resource person with HOD's approval.
- Collecting feedback of parents.
- Report writing and statistics of feedback is added in the report

Objectives of the SEP Programme

- Orienting and motivating Staff regarding recent research ,technology and method of teaching for children with communication disorder
- Conducting monthly once SEP Programs by finding out the resource person with HOD's approval.
- Collecting feedback of staff.
- Report writing and statistics of feedback is added in the report

c.   Procedure to avail benefits

1) PHPP (Parent Help Parents Programme)

- Parent Help Parents Programme. This is conducted once in a month for the caregivers, here the senior parents will be the resource person who had successfully integrated their child in the regular school in the society.
- Resource person will share their experience bringing up their child and also their hard work in integrating their special child. This will motivate present caregivers and to encourage them to work for the progress of their children
- Parents who are availing services in the preschool can avail this service

2) PEP (Parent Enrichment Programme)

PEP is a Parent Enrichment Programme conducted once in a month for the caregivers of special children. We invite professionals as resource persons related to communicational disorders problems like Speech language Pathologist, Audiologist, Psychologist, Doctor, Dietitian ,and also Welfare officers to orient about the government concessions and facilities for the disabled children and so on .This will provide guidance for the parents and enrich their knowledge and to update the information.

- Parents who are availing services in the preschool can avail this service

3) SEP (Staff Enrichment Programme)

- Staff Enrichment Programme is conducted once in a month to enrich the staff or special educators who are involved in the Rehabilitation of special children.
- The professionals will be invited as resource person to empower the staff regarding the new research studies, New Methodologies, Technique and technologies to improve the quality of teaching for children with communication disorders.
- Staff of Special education will avail this benefits

d. Duration of the programme/scheme:

Timings /Duration of the Services offered

➢ Monthly once (One month PEP one month PHPP)
➢ Timings -1.5 hours

e. Physical and financial targets of the programme: Nil

f. Nature / scale of subsidy / amount allotted: Free of cost

g. Eligibility criteria for grant of subsidy: Nil

h. Details of beneficiaries of subsidy programme (number, profile etc)

➢ 90 parents in PEP and PHPP programme from April 2021 to March 2022
➢ No programme was conducted
➢ SEP all staff in special education minimum 30 staff

Other Information

- **Equipment**

➢ Public address system, Audio visual presentation (PPT)

Particulars of specific services and facilities offered

a) Name of the programme or activity: Caregivers Literacy Training Unit(CLTU)

b) Objectives of the programme: Service is provided to caregivers/parents of children with communication disorders who are illiterate or semi-literate and enrolled for special educational services. The programme aims at helping the parents to bring a difference in themselves and their child by

➢ Providing support and services to the parent.
➢ Training parents to manage the child with confidence
➢ Teaching the parents to develop basic literacy skills such as

- Identification of alphabets and numbers
- Reading words and simple sentences
- Writing words and simple sentences
- Numbers and basic mathematical operations

c) Procedure to avail benefits:

➢ Enrolment of parents/caregivers who are illiterate or semi-literate who are enrolled for special educational services into the CLTU service.
➢ Identification of Illiterate/semiliterate parents/caregivers:

- Parents/caregivers will be enquired about their literacy status
- Parents/caregivers will be counselled to join CLTU
- Assessing the parents/caregivers for the baseline status
- An informal test will be conducted to check their ability to read and write(Identification of alphabets)
  - ➤ Training of parents/caregivers:
    - Timetable will be framed for every six months
    - Classes will be conducted according to time table framed, which includes subjects like reading, writing and mathematics.

d) Duration of the programme/scheme:
  - ➤ CLTU: weekly 2 sessions depends on the time slot of the special educators

e) Physical and financial targets of the programme: To have a dedicated classroom and teaching learning materials and staff to be employed in future. To increase the number of beneficiaries.
f) Nature / scale of subsidy / amount allotted: Free of cost
g) Eligibility criteria for grant of subsidy: NA
h) Details of beneficiaries of subsidy programme (number, profile etc): 6 Caregivers

Particulars of specific services and facilities offered
a) Name of the programme or activity: Caregivers Computer Training Program (CCTP)
b) Objectives of the programme: Service is provided to caregivers/parents of children with communication disorders who are literate but not computer literate and enrolled for special educational services. It aims at helping the parents to bring a difference in themselves and their   child by
  - ➤ Providing support and services to the parent.
  - ➤ Training parents to manage the child with confidence
  - ➤ Teaching the parents to develop basic computing skills such as
    - PPT slide preparation
    - Using drawing tools and paintbrush app
    - Typing simple letter or document in MS word file
    - Using calculator and other basic apps
    - Internet browsing
    - Awareness about other simple applications

c) Procedure to avail benefits:
  - ➤ Enrolment of interested parents/caregivers who are literate but not computer literate into the CCTP service.
  - ➤ Baseline computer knowledge of the parents/caregivers is assessed through interview by the in-charge and computer instructor.
  - ➤ The parents/caregivers are then assigned sessions for computer training based on available slot and their free sessions.
  - ➤ Computer sessions are carried out twice a week for duration of 3 months where in they are taught MS-Word, MS-PowerPoint, MS-Excel and Internet.
  - ➤ Attendance for the training is monitored by the computer instructor.

➢ Parents/caregivers are assessed every month for the level of learning through teacher made paper pencil test.

To develop Edu-Tech (a technological base library) for children with communication impairment.
To improve learning by providing children with communication disorders with seamless access to all learning resources in the Community and Technical sources via interfaced, integrated library network(s).
To improve learning by enabling the caregivers and children to access the network(s) of information resources electronically on campus or at remote locations.
To improve learning by making accessible to caregivers and children and professionals a variety of shared databases to support the information needs of transfer, vocational, and professional programs.
To improve learning by having a core and digital collection in each library this supports its instructional mission.
To facilitate; access to variety of learning resources, immediacy to information, anytime learning, anywhere learning, collaborative learning, multimedia approach to education, authentic and up to date information, access to online libraries, teaching of different subjects made interesting, educational data storage, distance education, access to the source of information, multiple communication channels-e-mail, chat, forum, blogs, etc., access to open courseware, better accesses to children with disabilities, reduces time on many routine tasks.

➢ After completion of three month course and passing the assessments the parent/caregiver is able to use computer for teaching their CWCD.

d) Duration of the programme/scheme:
       ➢ CCTP: weekly 2 sessions depends on the time slot of the special educators

e) Physical and financial targets of the programme: To have a dedicated system and technical help and staff to be employed in future. To increase the number of beneficiaries.
f) Nature / scale of subsidy / amount allotted: Free of Cost
g) Eligibility criteria for grant of subsidy: NA
h) Details of beneficiaries of subsidy programme (number, profile etc): 3 Caregivers
Name of the Service/Facility: Library of Books and Toys (LiBoToy)
      Financial target: An amount of Rs.60/-
  a. **Objectives/Functions**
  b. **Procedure to avail benefits: The children availing preschool service will become a member of the LiBoToY**
  c. **Duration of the programme/scheme:** Tuesday and Thursday
                  1. 12.15 p.m. to 1.15 p m
                  2. 4. 45 pm   to 5.30 pm

  d. **Physical and financial targets of the programme:** Nil.
  e. **Nature / scale of subsidy / amount allotted: NA**
  f. **Eligibility criteria for grant of subsidy: NA**
  g. **Details of beneficiaries of subsidy programme (number, profile etc): NIL**

Other Details
  b. **Infrastructure/Equipment:** Teaching-learning materials, books, toys, computer etc.
  c. **Fees charged if any:** Rs.50/-per annum

i. **Name of the Service/Facility: Special Education Assessment Service (SEA-U)**
   Note: Free of cost

j. **Objectives of the programme**

   - Screening children with special needs for identifying developmental phase and referral.
   - Assessment of educational attainment of children with special needs and recommending appropriate educational placement, instructional adaptation and support services
   - Conducting research to develop standardized educational assessment materials
   - Organizing programmes such as workshops to train mainstream and special educators and disseminate best practices in educational evaluation

k. **Procedure to avail benefits:** Visit to the department with the case file of children with special needs.

l. **Duration of the programme/scheme:** Minimum one month to maximum of 3 years

m. **Physical and financial targets of the programme:** Not applicable

n. **Nature / scale of subsidy / amount allotted:** Not applicable

o. **Eligibility criteria for grant of subsidy:** Not applicable

p. **Details of beneficiaries of subsidy programme (number, profile etc):**
   Not applicable.