

Special Children's Fund

GCSRA Policy Paper
2016

Special Children's Fund

- **Disabilities is an umbrella term, covering impairments, activity limitations, and participation restrictions.**
- **Such impairments may include physical, sensory, and cognitive or developmental disabilities. Mental disorders**
- **The Persons with disabilities Act, 1995 covers disabilities like blindness, low vision, leprosy cured persons, hearing impaired, loco motor disabilities, mental retardation and mental illness**
- **Learning difficulties are problems like dysgraphia, [autism](#), Down syndrome, dyslexia, blindness, ADHD, or [cystic fibrosis](#), about which their parents or teachers are not fully aware and as a result, are unable to provide required remedial treatment**

Special Children's Fund

- **Globally, 1 out of 20 children live with a moderate or severe disability.**
- **These children are-**
 - **More likely to be out of school**
 - **Have low rate of initial enrolment**
 - **Likely to drop out of school very early**
- **Net result of this process is that-**
 - **These children are robbed of the future benefits of education**
 - **Their employment opportunities are limited**
 - **They are unable to fully participate in society as adults**
 - **They are more likely to remain one of the poorest**
 - **Are excluded from the mainstream of society**

Special Children's Fund

- **The new Millenium development goals mandate equal opportunities for all and as such imply removing social and economic barriers for such children**
- **There is a need to**
 - **enable them to access the same opportunity as non-disable children**
 - **Empower them with skills and ability to survive in the work place**

Special Children's Fund

- **GCSRA proposes to seek CSR funding to set up a Special Children's Fund to support mainstreaming of this large but invisible group of children suffering from physical handicap or learning difficulty**
- **SCF will support creation of long term infrastructure for supporting such children, support one-time capital expenditure and annual recurring expenditure during initial years**
- **SCF may also support young, trained and highly qualified special educators & other support professionals to set up such facilities in under-serviced areas of Gujarat**

Special Children's Fund

- **Specific support will include-**
 - **Establishment support, including capital grants, for setting up or strengthening of specialised centres for therapy cum remedial education**
 - **Remedial coaching to special children**
 - **Add-on medical and counselling facilities of international standards**
 - **Annual operational expenses limited to initial 3 years in Municipal Corporations and up to 5 years in other areas. Such support in tribal areas can be extended to 7 years**
 - **Imparting meaningful vocational education to such children in order to ensure their effective mainstreaming as grown ups**
 - **Advocacy support like**
 - **Networking of institutions working in the field**
 - **awareness generation in community;**
 - **diagnose, assess and plan early intervention for children with special needs;**
 - **survey, research, evaluation, documentation; and**
 - **curriculum research, syllabus development, etc.**

Special Children's Fund

- **Support will be extended for-**
 - **Developing Therapy Centers to provide support such as-**
 - **Diagnosis, Assessment & Early Intervention**
 - **Special Education & Training in activities of daily living (ADL)**
 - **Physiotherapy**
 - **Occupational therapy**
 - **Speech-Language & Communication Therapy**
 - **Sensory Integration Therapy through innovative methods like play, art, dance, music, etc.**
 - **Remedial education**
 - **Vocational Skills Development Centres**
 - **Computer based skills**
 - **Assembly line working**
 - **Hospitality sector training**
 - **Retail outlet related training**
 - **Music**
 - **Handicrafts**
 - **Any other vocational skills suited to specific child**

Special Children's Fund

Expected outcomes

- **SCF is expected to achieve following measurable outcomes in next 3 years-**
 - **Working with at least 50 existing / new Centers and extending initial capital expenditure, asset creation and partially supporting their annual recurring expenses.**
 - **Directly supporting 10,000 special children through carefully selected partner institutions**
 - **Creation of at least 10 well equipped Vocational Training Centers**
 - **By supporting development of at least 50 employment based vocations**
 - **Achieving employability rate of 25% or above**
 - **Employability rate to be calculated on the basis of monthly earning of Rs. 10,000 or more/ pay back period of 15 months for monitory expenses incurred on the special child**

Special Children's Fund

Selection of participating organisations

- **Proposals from interested organisations having adequate experience in the sector or from individuals having exceptional qualifications of education related needs of special children will be obtained on the Authority's website and will be evaluated**
- **Officers appointed by the Authority will conduct an assessment visit to the organisation and submit their report on the credibility and financial requirements of the organisation**
- **A Joint Committee consisting of officers of the Authority and major donors to the SCF will discuss the proposals with the short-listed organisations and take a decision to fund the proposal**

Special Children's Fund Monitoring & Evaluation framework

- **An App based monitoring system will be developed which can be accessed by any stakeholder**
- **The monitoring system will contain details of every participating child and staff working under the Project**
- **Grantee organisation will submit annual statement of funds utilised to the donor Company**
- **GCSRA officers will visit every Grantee organisation at least twice a year and upload their visit reports on the website of the Authority**
- **Donor Company's representatives can visit the Center as per their convenience**

Special Children's Fund

Visibility for the funding Company

- **Every Centre for Special Children will carry the name of the Donor Company**
- **Assets procured by the Centre will also carry the name of donor Company**
- **Donations made by the Company and its utilisation will be mentioned on the Website of Authority**
- **Authority will publish an Annual Report on the progress of SCF and provide 50 copies to every donor Company**

Special Children's Fund

Role of GCSRA

- **GCSRA will help donor Companies to manage their contribution. Authority's support will consist of-**
 - **Due diligence of the Short-listed organisations**
 - **Joint selection of the grantee organisation**
 - **Developing App based monitoring and project management software**
 - **Review, monitoring and evaluation of the projects**

Special Children's Fund Donations from CSR Budget

- **Except in the Urban areas, where some fee can be recovered, individual Centre is likely to cost-**
 - **Year-1: Rs. 18,13,000;**
 - **Year-2: Rs. 29,14,000; and**
 - **Year-3: Rs. 35,67,000.**
- **Although any amount in SCF from individual Companies can be accepted by the Authority, in case, a Company decides to contribute full cost of running a Center during each of the 3 years, the Center will bear name of the sponsoring Company**
- **In other cases, assets purchased from the funds of a Company, will bear its name**

Proposals received so far

Pearl Special Needs Foundation

- **Pearl Special Needs Foundation**
 - **Established in 2010 as not-for-profit organisation**
 - **Working with special children suffering from autism, specific learning disability, ADHD, Behaviour disorder, Down syndrome, physical & intellectually challenged**
 - **Supports inclusive education of both physically challenged and children with learning difficulty**
 - **Provides support like-**
 - **Early intervention services**
 - **Service to special children's family through guidance & counselling**
 - **Training of normal teachers**
 - **After school curricular and co-curricular activities**
 - **Vocational guidance**
 - **Has designed curriculum keeping in view the needs of the child and her potential**
 - **Methodology of teaching varies as per the need of child**
 - **PSNF has designed special teaching aids considering the learning style of individuals**

Pearl Special Needs Foundation

- **Pearl Special Needs Foundation**
 - **It has received many awards and recognitions**
 - **Some of its teachers have received national level recognition**
 - **Requires support during next 3 years for setting up a state of art vocational training center for special children and a therapy facility**
 - **Vocational courses proposed are-**
 - **Computer based skills**
 - **Assembly line working**
 - **Hospitality sector training**
 - **Retail outlet related training**
 - **Music**
 - **Handicrafts**

Pearl Special Needs Foundation

	Year-1	Total for 3 years
Rental expenses	3,60,000	11,91,600
Furniture, library & capital equipments	30,00,000	40,00,000
Computer & IT devices	18,20,000	24,20,000
Equipments for vocational training	24,00,000	32,00,000
Teachers & staff salary	30,00,000	99,30,000
Cost of training material	360,000	11,91,600
Electricity & other contingencies	2,40,000	7,94,400
Total requirement	1,11,80,000	2,27,27,600

See more visit report

Osmosis Centre Trust

- **Osmosis Centre Trust is a registered Society working for special children since 2010**
- **It runs two Centres for children suffering from learning difficulties and other special children in Ankaleshwar and Bharuch**
- **It has developed credible institutional network by receiving support from GNFC, GACL, Zee Enterprises and Tobaccowala Foundation**
- **It is also working with Shri Gattu Vidyalaya, Ankaleshwar**

Osmosis Centre Trust

- **Osmosis Centre Trust has submitted a proposal to start similar Centres alongwith a Vocational training stream for special children in the peri-urban area of Vadodara and the Scheduled Tribes**

		Year-1	For 3 Years
1	Capital Expenditure	15,00,000	23,50,000
2	Other Recurring Expenses	5,65,400	17,59,703
3	Salary & Wages of staff	23,92,000	77,86,520
4	Total cost	44,57,400	1,18,96,223

See More Visit Report

OSMOSIS CENTRE TRUST

Proposal to Expand and Upgrade Special Education Centre for Children with Special Needs in Vadodara's peri-urban area and Chhota Udepur Town

Introduction

Throughout the world children with special needs and those experiencing Learning Difficulties have traditionally been marginalized within or excluded from schools. Today, 8-10% of school children suffer from ADHD (Attention Deficit Hyperactive Disorder), Learning Disabilities and other related mental health disorders. Children with Learning Disabilities go unnoticed as they look physically normal and even have a normal IQ. Both Parents and Teachers mistakenly believe that the child is careless or not wanting to learn. If a congenial environment is provided to them since their early ages then the sky is the limit.

Every child should enjoy education and skills that allows them to participate and contribute socially and economically. Achieving this vision relies on rising expectations on what children can do. Our focus is on ability and potential.

Working with children with Special Needs requires a whole team of trained Professionals. This will include:-

- 1) Clinical Psychologist;
- 2) Special Educators;
- 3) Occupational Therapist;
- 4) Speech Therapist;
- 5) Vocational Experts; and
- 6) Support from Parents and Society.

Project Components

a. Outreach and Awareness- It is a known fact that awareness in this field is lacking. The outreach team will consist of staff who will visit the schools in order to identify children with learning issues. This group will work towards identifying the issue, convincing the Principals and teachers and taking steps towards Remedial measures.

b. Special Education Centre- Ideally each school should have a Remedial Centre in their premises. A significant gap is noticed between the level of the child and the academic expectations. Noticing the rate of increase of children with Learning Difficulties, it is proposed to have a well equipped Remedial Centre along with an Educational Games Library. The Centre will provide diagnosis, assessment, early intervention and remedial education. An individualized Education Plan (IEP) on the lines recommended in developed countries will be prepared for each child. The teacher student ratio shall be 1:1 while group therapy will be handled separately.

c. Vocational Training Unit- VTU will initially focus on assessing the skill set and potential of individual child and a skill imparting programme will be developed for the willing children in consultation with their parents. Specialised vocational training modules will be developed in consultation with the experts in this field. Each Centre will initially focus on three vocations depending on the location. For example, Vadodara Center will develop such courses (for example, Ayurveda therapy workers, data entry operators, painting, music instructors, etc.) which have good potential in the city, while ChhotaUdepurCenter can try to impart skills like agriculture mechanics, data entry operators, catering entrepreneurs, etc.

3.Measurable Outcome from the Project

While the outcomes are difficult to quantify, the changes in the child's personality can be transformational. These changes can be manifested in :-

- a. A definite change in their self-esteem;
- b. Excel in their inborn skill sets;and
- c. Positive attitude with their peers.

If identified early, a sizeable amount of improvement can be perceived. It is proposed to track the child's improvement by keeping a record of their academic achievements and through interviews with Teachers and Parents.

Osmosis Play Centre and Educational Games Library Trust

Osmosis Centre Trust (OPC&EGLT) was set up in 2010 as a charitable trust under the Bombay Public Charitable Trust Act. Osmosis Centre Trust has more than 5 years of experience in dealing with children with special needs.

The main goal of OPC&EGLT is to help children with Learning Difficulties, such as those suffering from Dyslexia, Dysgraphia and Dyscalculia. Children with these difficulties have normal IQ but have difficulties in mastering some or all skills associated with reading spelling and arithmetic. As a result, they cannot keep pace with their peer groups in a classroom situation. However, children with these difficulties are diagnosed at an early age and if given adequate support and congenial environment, Dyslexic children could be high achievers too. Albert Einstein, Newton, Walt Disney and many others were Dyslexic and yet made significant contribution to the society with their inventions and talents!

Apart from children with Learning Disabilities, the centre also caters to the needs of children with special needs. The approach adopted at Osmosis Centre Trust is the play way method to interest and ignite the minds of little children. With consistent specialized guidance, children can overcome their difficulties. The key is early intervention.

Children with special needs need not be segregated from the mainstream, but taught under one roof. Research has shown that normal children benefit enormously along with the children with special needs. Their skills like compassion, empathy and value systems are enhanced when they interact with children with special needs.

As parents can be the best teachers for their children, mothers are encouraged to join in the efforts.

Mission Statement

- a. Create awareness about Children with Special Needs and Learning Difficulties;
- b. Develop a support group of Parents and Teachers;
- c. Diagnose, Assess and Plan Early intervention; and
- d. Integrate normal and special children as both these groups can learn and support each other.

Name	OSMOSIS PLAY CENTRE AND EDUCATIONAL GAMES LIBRARY TRUST
Address	1. A/25 ShreejiSadan Bungalows, NrMadhuram Party Plot, Zadeshwar, Bharuch. 2. Shree GattuVidyalaya, G.I.D.C, Ankleshwar-393001
Contact number	9825891332
E-mail ID	Osmosisplaycentre@gmail.com
Website	www.osmosisplaycentre

Registration Details

1	Name of the act under which it is registered	Bombay public trust Act 1950
2	Registration No.	E/7504/Vadodara
3	Pan Number	AAATO3065B
4	Registration under 12A	Registered vide file No-(110-16) 2011-2012 on date -4-11-2011
5	Registration under 80(G)	Registered vide file no-(5)/134-19/2011-12 on date 2-2-2012

Teaching Methods at Osmosis Centre Trust

At Osmosis Centre Trust, the level of the child is evaluated and it is generally observed that there is a large gap between their level and the academic standard they are in.

After observing them for a few sessions an Individual Educational Program(I.E.P) is planned. The approach followed at Osmosis Centre Trust is to identify what the child already knows and gradually build on that platform to enhance other skill sets.

Every session is scheduled for an hour. On an average, each child attends these sessions 4 times a week. The session consists of short activities, keeping in mind that they have a short attention span. All the concepts are taught through selected educational aids. Stress is given on spellings, grammar, communication skills and maths.

The teacher student ratio is 1:1. Group activities to enhance their social skills are also taken into consideration. Special care is taken about what and when to teach. At times children are not receptive or just not in the right mood. Here the lesson plan is changed to an easier concept. New techniques and methods to improve the quality of the teaching –learning systems are introduced everyday. To keep the Teachers abreast with this information Teachers will be sent for Seminars regularly.

Unique Features of Osmosis Centre Trust

- a. Student –Teacher Ratio is 1:1;
- b. A well-equipped educational games library;
- c. A group of professionals which includes Qualified teachers, Clinical Psychologist and Occupational Therapist and visiting experts;
- d. A welcoming ambience for children;
- e. Stress on inclusive education; and
- f. Flexibility in the teaching –learning systems.

Institutional partnerships

Osmosis Centre Trust has received financial support from GNFC, GACL (continuing), ZEE Enterprises and Tobaccowala foundation. Along with the support of Corporates, Osmosis Centre Trust has also received individual donations.

Osmosis Centre Trust is successfully running 2 centres in Ankleshwar (at Shree Gattu Vidyalaya) and Bharuch. The fees to be collected from the Parents is decided after analysing the Family's socio –economic status. 14 children from Low-socio economic background are being currently sponsored by GACL.

Ideally a remedial centre should be a part of each school. Osmosis Proposes to increase the number of Therapy Centres for Children with Special Needs in Gujarat and proposes to set up one Centre each in Vadodara to cater to the needs of slum children and another in the Scheduled Tribes dominated town of Chhota Udepur.

Man Power Details

Apart from the professionals which include Special Educators, Clinical Psychologist, Speech therapist and Occupational Therapist, each Centre will require teachers who are sensitive towards the needs of the Children with Special Needs. The selection criteria of the teachers would be on the basis of their educational qualifications, right attitude and their willingness to learn different techniques and implement them with children. One teacher will be able to handle one child in a one hour session. With children with Learning Difficulties, at the same level, the teacher student ratio can be 1:3.

Monitoring Mechanisms

- a. As far as the children's progress is concerned the teachers will give a 3 monthly report. The report will be discussed by Parents and school teachers;
- b. A detailed Progress report will be shared with the sponsoring organization quarterly; and
- c. Audited Accounts will be shared annually.

Details of implementing Agency and Contact details

Osmosis Play Centre and Educational Games Library and Trust.

A/25 Shreeji Sadan Residency,

Near madhuram party plot,

Zadeshwar,

Bharuch.

Contact no:-9825891332

Email id-osmosisplaycentre@gmail.com

Contact Person- Mrs. MonazKathawala

Designation:-Chief Executive Officer

Email id:-monazkathawala76@gmail.com

Fund Requirement

Proposal to Expand and Upgrade Special Education Centre for Children with Special Needs in Vadodara's peri-urban area and ChhotaUdepur Town					
		Year-1	Year-2	Year-3	Total
A	Capital Expenditure				
1	Educational Aids	3,00,000	1,50,000	1,50,000	6,00,000
2	Equipments for Occupational & other Therapy	2,50,000	1,00,000	50,000	4,00,000
3	Computers & Educational Contents	4,00,000	1,00,000	50,000	5,50,000
4	Other Vocational Training equipments	3,00,000	2,00,000	50,000	5,50,000
5	Furniture & TV	2,00,000			2,00,000

6	Students' kitchen	50,000			50,000
Total- Capital Expenditure		15,00,000	5,50,000	3,00,000	23,50,000
B	Recurring Expenditure				
1	Rent, Power and taxes	3,60,000	3,96,000	4,35,600	11,91,600
2	Vocational training material	48,000	52,800	58,080	1,58,880
3	Repairing cost	6000	6000	6000	18,000
4	Printing, internet & other expenses	1,00,000	75,000	56,250	2,31,250
5	Contingencies	51,400	52,980	55,593	1,59,973
Total- Non-staff recurring cost		5,65,400	5,82,780	6,11,523	17,59,703
C	Salary & Wages of staff				
1	Specialised staff, teachers & trainers	9,60,000	10,56,000	11,61,600	31,77,600
2	Visiting specialists	5,76,000	6,33,600	6,96,960	19,06,560
3	Helpers	2,16,000	2,37,600	2,61,360	7,14,960
4	Center In-charge	540000	5,94,000	6,53,400	17,87,400
5	Training and exposure visits	1,00,000	50,000	50,000	2,00,000
Total Salary & wages of Staff		23,92,000	25,71,200	28,23,320	77,86,520
Total Project Cost for Each Centre		44,57,400	37,03,980	37,34,843	1,18,96,223

PROJECT TO SET UP FEW SPECIAL EDUCATION THERAPY CENTRES FOR CHILDREN WITH SPECIAL NEEDS

Introduction

Children having disabilities and those experiencing learning difficulties have traditionally been marginalized within or excluded from schools. A child born with a disability is destined for a life of dependency. The situation is especially difficult for those who belong to the poor families where a disabled child can be a social, financial, mental and physical burden to the family. Through lack of knowledge resources and capacity of the family, the child does not get the appropriate help.

It is essential to consider special education practices in relation to overall educational arrangements and these practices must supplement the efforts made by the school, so that besides receiving the support in a normal school, these efforts build the confidence, improve child's capabilities and addresses the weaknesses. It is proposed to set up approximately 20 such Centres under the Gujarat Quality Schools Project on pilot basis, evaluate their impact and the approaches for reducing the unit costs and thereafter, examine the possibility to scale up this initiative.

Vision of this pilot is that every child should be able to enjoy high quality education that enables him to participate and contribute socially and economically. Achieving this vision relies on raising expectations of what children can do, rather than being influenced by what they cannot do, the focus should be on ability and potential, not disability. Every child has the potential to learn.

A large number of students do suffer from problems like disgraphia, [autism](#), Down syndrome, dyslexia, blindness, ADHD, or [cystic fibrosis](#), about which their parents or teachers are not fully aware and as a result, are unable to provide required remedial treatment. There is a need to take up a controlled pilot for providing better remedial services by engaging highly trained staff. This Pilot will, therefore, aim at reduction in the current plight of the children with special needs.

Proposal

The project will have following objectives-

- i. To create awareness and sensitize communities about children with special needs;
- ii. To diagnose, assess and plan early intervention for children; and
- iii. Facilitating them to lead a dignified & independent life. These objectives can be achieved by offering increased and more appropriate support to children with special needs and their families, providing such children education and life skills development by collaborating with some skill training organization, integrating children with special needs into the wider community to ensure community based rehabilitation.

Strategy for implementation

Challenging the children to develop themselves and by giving them a chance to come out of their isolation and mean something for their environment. The existing efforts for special education will be expanded with multidisciplinary support for mental and physical disabilities to cover more children from the community.

It is proposed to ear-mark some space in selected Quality Schools for this sub-project and to manage the facilities by a group of professionals including Special Educators, Assistant teachers, Speech specialist, Art therapist, play therapist, computer teacher, Counsellors, visiting professionals and unpaid volunteers.

Components & range of services

The project will have following main components-

a. Outreach and awareness

The outreach team consisting of volunteers and teachers will visit families as well as schools in order to identify children with special needs. This group will work to make parents and teachers aware about the special needs of the child, remove the guilt of the parents and counsel them about the possible remedial measures. Parents having problems with their children can also visit the centre for support and guidance, development of remedial plans for the children with special difficulties, and helping them to make informed decisions about the child.

b. Special Education Centre

The project will provide special education with additional support like-

- (i) Diagnosis, Assessment & Early Intervention
- (ii) Special Education & Training in activities of daily living (ADL)
- (iii) Physiotherapy
- (iv) Occupational therapy
- (v) Speech-Language & Communication Therapy
- (vi) Sensory Integration Therapy
- (vii) Play Therapy
- (viii) Art Therapy
- (ix) Dance Therapy
- (x) Music Therapy
- (xi) Remedial Education
- (xii) Public Awareness
- (xiii) Outstation children & OPD

This will result in development of a specific treatment plan for every child. The special education centre will comprise of two therapy rooms with cubicles. It is also proposed to have a sand pit for the children.

The list of services to be offered under this project will be as follows-

(i) Diagnosis, Assessment & Early Intervention

The child needs to be assessed in all areas related to the suspected disability, including vision, hearing, social and emotional functioning, general intelligence, academic performance, communicative status and motor abilities. Infants and toddlers with suspected or at risk of delayed development in the age group to be provided with services of early intervention by a multi-disciplinary team of experts. The parents need to be guided regarding immunization, nutrition, feeding, sensory motor development, speech and language development and psycho-social interventions.

(ii) Special Education & Training in activities of daily living (ADL)

Educational goals imply progress in child's independence, social & cognitive abilities, verbal and non verbal communication skills and adaptive skills towards enhancing children's potential by involving them in individual as well as in group activities based on each child's Individual Education plan (IEP).

(iii) Physiotherapy

Physiotherapist will help children achieve their gross motor functions and work towards enabling them to develop their physical independence and mobility. They also need to assess, design and carry out stimulation exercises for children to improve their physical skills, minimize the effects of disability and to prevent further deformities.

(iv) Occupational therapy

The Occupational therapist at the Special Education centre will help kids to improve their cognitive (thinking) skills, comprehension skills and co-ordination skills and to be able to perform activities of daily living independently. This also includes adaptation of the task to achieve maximum independence and to improve the quality of life. Occupational therapist will evaluate the performance of each child, identify deficit and strengthen areas, develop goals for each student and evaluate progress in collaboration with other Therapists at the centre.

(v) Speech-Language & Communication Therapy

Through Speech and Communication Therapy, the professionals will help the child realize his/ her maximum communicative ability. Oral motor exercises along with tactile, verbal, and visual stimulation are administered to improve strength and ability of the oral structures. Non-verbal children to be trained in communication through other methods like gestures, Applied Verbal Analysis, Augmentative and alternative communication, picture exchange cards. Communication software like Dr. Speech, Interactive software, talk boxes audio-video and audio equipments to be used according to the learning needs of the children. Speech and language intervention packages are developed and will be used according to the individual needs of the child. Parents are also to be guided to carry out intervention at home.

(vi) Sensory Integration Therapy

Many children with autism have sensory processing difficulties. They could be hypersensitive or under-sensitive to light, noise, and touch. They may be unable to stand the sounds around

them, on the other extreme, need to rock, flap and sometimes even injure themselves to be fully aware of their bodies.

The Multi Sensory Integration unit at Special Education Centre will be equipped to work with children with Autism, Cerebral Palsy, Low Vision, Deaf Blindness, and other developmental Disorders. The therapies are provided by special teachers, Occupational Therapists and Physiotherapists in a way that is constructive, comfortable and appropriate for individual children's needs.

(vii) Play Therapy

The centre will be equipped with indoor as well as outdoor play areas, which provide the children ample opportunities to learn while playing. Play therapies always have a positive impact on general behavioral problems, self-concept, self-expression and personal growth.

(viii) Art Therapy

Art has great therapeutic value. Art combines creativity and therapy for children with special needs. Participation in art therapy offers children opportunities for learning, creativity and expression of their inner self. Regardless of the benefits of art, we know it is fun, it engages, and it is one medium where there is no right or wrong answer. Art also help children attain skills like Eye-hand coordination, Fine motor skills, Color recognition, Sequential thought, matching and visual stimulation.

The therapist will work with children individually as well as in groups introducing them to different media of art.

(ix) Dance Therapy

Dance therapy enhances cognitive, emotional, social and physical well being of children. Dance is a tremendously enjoyable way to practice motor skills than simple exercises. Dance provides children opportunities to participate in groups, where children move and interact in a supportive and fun environment, while working on physical strength, coordination, balance, flexibility and socialization skills through music, movement, games and dance."

(x) Music Therapy

The centre will be designed to reinforce and strengthen skills identified on the students Individual Education Plan (IEP) to address areas like receptive language, expressive language, socialization, and motor development. Generally such children very positively responded to different kinds of music played for them. They also sing, dance and enjoy playing on musical instruments like harmonium, flute and drums.

(xi) Remedial Education

Many students with learning difficulties and developmental delays who attend regular school programs acquire additional support to cope with the mainstream education. This is provided with remedial education so that they can keep up with their other classmates.

(xii) Public Awareness

The main mandate will be to increase awareness about special education for children with special needs.

(xiii) Outstation children & OPD

Local children will be given Individual therapies with appointment in OPD along with attending children with special needs from other cities of Gujarat. A programme plan will be designed for home based training and demonstrations are given to the parents for carrying out the skill training and therapy programme for home management. Outstation parents will be counselled on home training for their children & regular follow up will be provided.

Appointing Professionals

Each centre will engage highly qualified and RCI certified professionals through application of state-of-the-art therapies. The professionals will include special Educators, Assistant teachers, Speech, Occupational and Physiotherapist, behavioural specialist, art therapist, play therapist & counsellors.

Community based Rehabilitation

This approach will help children with multiple disabilities, mostly for those who are from below the below poverty line families to maximize their potential so that they can lead a dignified & independent life. Children under Community based rehabilitation program will have access to all facilities and services available at the therapy centre at nominal rates.

Expected outcomes

Through early intervention programs, the family can be provided with services to help them help their child. It is proposed to cover, in every participating Quality School, 360 such families under the outreach program. In addition to it, about 120 children will be directly assisted with the help of full time or consulting professionals.

Some of the non-monitorable outcomes will be sensitizing the company regarding the acceptance of the children with special needs and building educational capacities by exploring where the child shows openings.

Implementation arrangements

Each Centre will function on full day basis; the timings for the OPD will be between 10 am to 12 pm in morning & 3pm to 5pm in evening. During rest of the hours the therapy centre will function continuously. The methodology will include:

- a.** Undertaking extensive field study through outreach program and identifying the children with special needs (extensive during first three months, periodically thereafter),
- b.** Identification and appointment of professionals like Special educators, speech specialist, occupational specialist, behavioral specialist, therapist, counsellors, etc. will be taken up during the first four months of the programme and the number can be increased subsequently as per the need

- c. Carrying out diagnosis and assessment in areas related to the suspected disability and thereafter, carrying therapy sessions at the centre, which will be an on-going activity.
- d. Providing remedial education to students with learning difficulties and developmental delays who attend regular school program but require additional support to cope with the mainstream education, Taking up periodic public awareness and community based rehabilitation programs to help children from below poverty line families, which will be carried out on six-monthly campaigns.
- e. Expert guidance from other reputed institutions for enhancing the ability and skills of the centre.

Evaluation plan

The approaches and practices of some of the existing State-based organisations involved in special education will be evaluated by engaging external experts and the proposed approach of this sub-project will be modified. This sub-project is also expected to develop;

- (a) Detailed guidelines for expansion phase;
- (b) Develop a critical mass of highly motivated and well trained technical staff;
- (c) Strategy for reduction of cost per child by scientific use of ICT; and
- (d) Develop a robust monitoring system for the impact on special children.

Table: Cost Estimates of Setting up one Centre				
	Major Expenditure Group	Y-1	Y-2	Y-3
1	Capital cost for each Centre	4,33,000	6,72,000	2,25,000
2	Recurring cost for each Centre	13,20,300	21,35,600	32,22,660
3	Monitoring, Evaluation and documentation	25,000	50,000	50,000
4	Programme management cost	35,066	56,152	68,953
	Total cost per Centre	18,13,366	29,13,752	35,66,613